



**GALGOTIAS  
UNIVERSITY**

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

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**Name of School:** School of Education

**Department:** Education

**Year:** 2021-22



(Established under Galgotias University Uttar Pradesh Act No. 14 of 2011)

# **School of Education**

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

Duration- Two Years (Four Semesters)

**Scheme: 2021–2023**

Date of BoS: 15.05.2021

## Curriculum: Master of Education (M.Ed.)

Semester I									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU1003	Educational Studies	4	0	0	4	20	30	50
2	MEDU1004	Historical and Political Development of Education	4	0	0	4	20	30	50
3	MEDU1005	Introduction to Research Methods	4	0	0	4	20	30	50
4	MEDU1006	Psychology of Learning and Development	4	0	0	4	20	30	50
		Practicum Courses							
5	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
6	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	50	--	50
7	MEDU1007	Self Development- Practicum	0	0	2	1	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
		Total Credits: 20*	T: 16 (4)			P: 4 (3)			
Semester II									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	20	30	50
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	20	30	50
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	20	30	50
4	MEDU1056	Educational Administration	4	0	0	4	20	30	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	20	30	50
	MEDU1058	Inclusive Education	4	0	0	4	20	30	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	20	30	50
		Practicum Courses							
5	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2	50	--	50
6	MEDU1053	Internship in Schools	0	0	4	2	50	--	50
7	MEDU1060	ICT for Research and Teaching	0	0	4	2	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
		Total Credits: 22*	T: 16 (4)				P: 6 (3)		

Semester III									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU2002	Curriculum Studies	4	0	0	4	20	30	50
2	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	20	30	50
3	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	20	30	50
4	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	20	30	50
3	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
4	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
		Practicum Courses							
5	MEDU2001	Academic Writing- Practicum	0	0	4	2	50	--	50
6	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	50	--	50
7	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
8		Open Elective from GU Schools (under CBCS)							
9		SWAYAM Course							
		Total Credits: 20*	T: 16 (4)			P: 4 (2)			
Semester IV									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	20	30	50
2	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	20	30	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	20	30	50
3	MEDU2056	Language Education	4	0	0	4	20	30	50
	MEDU2057	Mathematics Education	4	0	0	4	20	30	50
	MEDU2058	Science Education	4	0	0	4	20	30	50
	MEDU2059	Social Science Education	4	0	0	4	20	30	50
	MEDU2060	Comparative Education	4	0	0	4	20	30	50
		Practicum Courses							
4	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	50	--	50
5	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	50	--	50
6	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
7		Open Elective from GU Schools (under CBCS)							
8		SWAYAM Course							
		Total Credits: 20*	T: 12 (3)				P: 8 (2)		

## List of Electives

### Basket-1 (Second Semester)

Sl. No.	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU1056	Educational Administration	4	0	0	4	20	30	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	20	30	50
	MEDU1058	Inclusive Education	4	0	0	4	20	30	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	20	30	50

### Basket-2 (Third Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	20	30	50
2	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	20	30	50
1	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
2	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	20	30	50

### Basket-3 (Fourth Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	20	30	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	20	30	50
2	MEDU2056	Language Education	4	0	0	4	20	30	50
	MEDU2057	Mathematics Education	4	0	0	4	20	30	50
	MEDU2058	Science Education	4	0	0	4	20	30	50
	MEDU2059	Social Science Education	4	0	0	4	20	30	50
	MEDU2060	Comparative Education	4	0	0	4	20	30	50

Summary of M.Ed. Total Courses, Credits, Contact Hours and Marks									
M.Ed. Semester	Total Credits (Courses)	Theory Courses			Practicum Courses			Total Contact Hours	Total Marks
		Number	Credits	Contact Hours	Number	Credits	Contact Hours		
1 <sup>st</sup> Semester	20 (7)	4	16	240	3	4	120	360	700
2 <sup>nd</sup> Semester	22 (7)	4	16	240	3	6	180	420	700
3 <sup>rd</sup> Semester	20 (6)	4	16	240	2	4	120	360	600
4 <sup>th</sup> Semester	20 (5)	3	12	180	2	8	240	420	500
<b>Total</b>	<b>82* (25)</b>	<b>15*</b>	<b>60*</b>	<b>900*</b>	<b>10*</b>	<b>22*</b>	<b>660*</b>	<b>1560*</b>	<b>2500*</b>

**\*82 are the minimum compulsory credits required for obtaining M.Ed. Degree. Extra credits under the CBCS may be earned by the M.Ed. students.**

# SECTION 1

# ABOUT GALGOTIAS UNIVERSITY

## 1.1 ABOUT THE UNIVERSITY

Galgotias University is a State Private University established under the Galgotias University Uttar Pradesh Act No. 14 of 2011 passed by the Uttar Pradesh Government in year 2011. This University is established at the newly developed city of NCR at Yamuna Expressway of district Gautam Buddh Nagar of Uttar Pradesh. The University has emerged as a learning centre of academic excellence. The Galgotias University is recognised by the University Grants Commission (UGC) under its Section 2 (f) as a State Private University. Degrees awarded by Galgotias University are approved by the UGC under its section 22. The University is sprawled across a rolling 52-acre state-of-the-art campus with facilities comparable to those at the finest universities across the world; and is located opposite the International F1 track, in the middle of some of the finest infrastructures of Greater Noida and Yamuna Express Way. Given that G.B. Nagar is emerging as a huge university hub, students at GU benefit greatly from being in the centre of a global knowledge ecosystem.

Galgotias University's (GU) mission is to graduate socially responsible future technologists and business leaders with good communications skills, problem solving skills and an entrepreneurial spirit with a commitment to economic development. With a strong multidisciplinary knowledge base, graduates of University will be well prepared to succeed in an increasingly competitive global economy. With a focus on multidisciplinary research and education and a learning model that emphasizes active learning, GU aspires to be globally known for innovation at the intersection of disciplines. GU's bold vision builds upon over a decade of excellence of Galgotias Institutions in engineering and business education. Galgotias Institutions have been nationally ranked by India's leading magazines and news papers. Galgotias Institutions have earned the respect of top performers in the industry.

The thought-seed of Galgotias University was sown in the 1930s, through a deep involvement with books and education – with a retail outlet for books, under the marquee of E.D. Galgotia and Sons, in Connaught Place, New Delhi, as its very first step. Galgotias University was envisioned with the singular objective of creating an institution, rather than an organisation. This emerges from the belief that organisations are merely an efficient way of functioning, while institutions are built on better thought-out, deeper value systems; and resonate and impact more deeply on the thought-processes of society. The top rankings, accreditations and awards from leading media and international academic organisations that Galgotias University regularly garners, validate the founding vision. While establishing the university, the practices and operating methodologies of the finest universities in the USA and Europe were adopted and followed, with the vision of building a world-class institution. Galgotias University is now a leading centre of learning excellence- with a world-class faculty, the finest teaching pedagogies and a campus and infrastructure with the best anywhere in the world; industry tie-ups with the best corporate and collaborations with the world's finest universities; An institution that is steadily progressing to put India on the world education map.

## **1.2 VISION AND MISSION OF GALGOTIAS UNIVERSITY**

### **Vision Statement of Galgotias University**

To be known globally for education, research and innovation at the intersection of disciplines.

### **Mission Statements of Galgotias University**

- TO BE GLOBALLY KNOWN for innovation at the intersection of disciplines, so as to benchmark mind-growth intangibles in tangible terms, for the enlargement of global human knowledge.
- TO PLACE ALL STAKEHOLDERS in pursuit of perfection, discovery and innovation in one's own discipline, while being aware that all one does, emerges from and integrates into a wider common human good.
- TO FOSTER a culture of openness and preparedness towards cutting-edge future roadmaps and emerging knowledge blocks with a constant eye on applicability and scalability.
- TO DEVELOP and instill a culture of continual multi-disciplinary and interdisciplinary enquiry and education among all stakeholders, leading to the evolution of an education model that focuses on experiential learning to prepare students to lead, through the challenges of a rapidly changing world.
- TO DEVELOP a learning orientation across the entire University ecosystem that goes beyond domain knowledge so as to ensure that learning and problem-solving continue for life.
- TO ENABLE the finest student and faculty bodies to learn together, through the most evolved education processes in an atmosphere of rigorous and discipline, which emerges from and integrates with real life industry, science and commerce processes; so as to develop an expert body that understands all aspects of societal challenges; and works with teams to tackle complex problems that directly benefit society.

## **1.3 ABOUT SCHOOL OF EDUCATION**

School of Education (SOE) at Galgotias University was set up in the year 2014 with the objective of providing excellence in the education, teacher education, training and research. First aim of the SOE is the intellectual, academic and skill development of the prospective teachers, educators and instilling values to enable them to contribute to the society and the nation.

## **1.4 ABOUT M.ED. PROGRAM**

The Master of Education which is generally known as 'M.Ed.' is a two-year post graduate degree program in teacher education discipline. M.Ed. program runs regularly, face to face, in pre-service mode (before service). Before 2015 this program was of one year duration. In our country Teacher Education regulating body NCTE increased its duration to Two years from academic session 2015-16. This program is a professional program in the field of Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators,



supervisors, school principals and researchers. The completion of the program shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

After completing M.Ed. program a student may pursue the Master of Philosophy in Education (M.Phil. in Education) and/or clear UGC-NET examination in 'Education' discipline and can also pursue Ph.D. in Education. After completing M.Ed. and meeting other norms, one can pursue a career in M.Ed., B.Ed., B.El.Ed., B.A. B.Ed., B.Sc. B.Ed., D.El.Ed. (BTC/JBT) programs of any government and private institutions and university. This program also opens the door for research activities. After completing this program, options are also open in various NGOs, publishing houses, coaching centres, education consultancies, research and development agencies etc. New and emerging fields of educational management and administration also require the services of M.Ed. post graduates.

## **1.5 PROGRAM APPROVAL**

The Galgotias University, School of Education M.Ed. (2 Years) degree program is duly approved by the Northern Regional Committee, National Council for Teacher Education; Jaipur (NRC-NCTE) in its 252<sup>nd</sup> (Part- 9) meeting held on 30 April, 2016 for 50 seats from the academic session 2016-2017. Approval letter number is F.No. NRC/NCTE/NRCAPP-10330/252<sup>nd</sup> Meeting/2016/147858 dated 2<sup>nd</sup> May, 2016. (URL is [www.nrcncte.org](http://www.nrcncte.org))

Being a State Private University Galgotias University School of Education is not required to get affiliation or recognition for its M.Ed. program from any other Government University or body. Galgotias University is authorised by the Uttar Pradesh Government and University Grants Commission (UGC) to award the degrees which are approved by the UGC under its section 22.

## **1.6 ABOUT NCTE**

NCTE is a Central Government statutory regulating body for Teacher Education in India. The National Council for Teacher Education, in its previous status since 1973, was an advisory body for the Central and State Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its commendable work in the academic fields, it could not perform essential regulatory functions, to ensure maintenance of standards in teacher education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the Programme of Action there under, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The National Council for Teacher Education as a statutory body came into existence in pursuance of the National Council for Teacher Education Act, 1993 (No. 73 of 1993) on the 17th August, 1995. The main objective of the NCTE is to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of Norms and Standards in the teacher education system and for matters connected therewith. (As stated on the website of the NCTE [www.ncte-india.org](http://www.ncte-india.org))

## SECTION 2

# RULES AND REGULATIONS

This booklet contains the rules and regulations for the Master of Education, M.Ed., Post Graduate Degree program, program structure, detailed curriculum and the scheme of examination. The Program Structure includes the courses (Core, Elective and Practical) arranged semester wise.

The examination system is designed to serve two primary purposes:

- (a) Provide faculty with sufficient flexibility to introduce innovative techniques to enhance student learning and
- (b) Have independent external assessment to ensure that the desired student learning outcomes are being met both at the level of a particular subject and at the programme level.

The academic policies and procedures described in this Section are applicable to all M.Ed. students.

### 2.1 ELIGIBILITY CRITERIA

Candidates seeking admission to the M.Ed. program should have obtained at least 50% marks or an equivalent grade in any one of the following programs:

- (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)

Final year degree students can also apply for the admission in the M.Ed. PG degree program but they have to deposit their final year mark sheet with at least 50% marks before 31<sup>st</sup> August of the year.

### 2.2 ADMISSION PROCESS

Admission shall be made on the merit basis of marks obtained in the qualifying examination and/or in the Entrance Examination as per the policy of the Galgotias University.

### 2.3 AGE LIMIT

No upper age limit is fixed for admission. Preference will be given to the candidates who are continuing their education without long gap.

## 2.4 ATTENDANCE

M.Ed. students are required to maintain 100% attendance in all theory and practicum courses. However, students' absence from classes may be due to health reasons or due to family emergency; students may be permitted to sit in all the examinations without producing any proof to support the reasons for the absence if his/her attendance exceeds 85%. With documents supporting absence due to illness or family emergency and the permission of the Chief Proctor, students may sit in the examinations with 75% attendance or higher.

If the students' attendance falls below 75% in any course, he/she will be debarred from sitting in the examination of that course. Table 1.1 shows the periods of calculation of attendance to qualify for sitting in the examinations.

Students who remain absent due to prolonged illness or any other valid reason from the classes and whose attendance falls below 75% shall be advised to request for 'Break of Study' on medical grounds for a semester. This will result in extension of the period of completion of the programme. The minimum attendance criterion is applicable to all theory and practicum courses.

Students admitted and do not have their requisite attendance but have more than 50% attendance can seek the admission without once again appearing afresh for the entrance test/admission procedure of GU. Candidates who do not have the minimum 50% of attendance would lose their seat and they will have to seek admission afresh by appearing at the entrance test/admission procedure once again of the GU.

The Dean/Principal of the School of Education has the discretion of not allowing the M.Ed. students to appear for the final theory End Semester Examination, ETE, in case their practicum work, as prescribed, is not satisfactory or incomplete. Such students will have to seek fresh admission or readmission in the subsequent semester to complete their practicum course work.

A student who fails in the theory part of the end term examination may be allowed to reappear either in the concerned theory course in which he/she failed or in all the theory courses, at the subsequent examination without putting in further attendance, provided he/she does not change the subjects originally offered by him/her.

Attendance at Inter-collegiate or Inter University or Inter-state or National or International matches or cultural activities, youth festivals or educational excursions as approved by the University, will not be counted as absence. However, the aggregate of such absence of the student should not exceed two weeks in the entire semester period.

**Table 1.1: Galgotias University attendance policy details for M.Ed.**

Attendance between 85% and 100%	Unconditional entry into all course work and practicum examinations
Attendance between 85% and 75%	May sit for examinations but with only the permission of the Chief Proctor
Attendance below 75%	Debarred from sitting in the examinations

## **2.5 DURATION OF THE M.ED. PROGRAM**

Duration of Master of Education (M.Ed.), a post graduate degree program, is Two academic years. This program will run in Four Semesters in the University.

## **2.6 SEMESTER SYSTEM AND THE ACADEMIC CALENDAR**

All programmes at GU are offered under a semester system. A full academic year consists of two semesters. An accelerated Summer Semester is also offered to assist students in catching up with deficiencies and to give the credit choices to the students as per UGC CBCS (Choice Based Credit System) system. Normally, the Odd Semester will begin in July and end in December and the Even Semester will begin from January and end in May. Summer semester will run from early June to mid July.

The courses offered during the summer semester will be based on the demand for particular course(s) and the availability of faculty resources. A summer semester is normally offered under a fast track mode, considering the less number of days available during the summer term. Unless otherwise specified explicitly, all rules and regulations applicable to a course offered during a regular semester are also applicable to the courses offered during the summer. Like the odd and even semesters, a separate Semester Grade sheet will be issued for the courses registered during the summer semester. As much as possible, courses will be offered during summer semester to help students to clear their backlog. It is not obligatory on the University to offer all courses during the summer term.

The Galgotias University is very particular about the quality of the curriculum transaction. Detailed Academic Calendar is prepared by the GU and School of Education in every semester for the smooth conduct of the programs. Academic Calendar includes curricular, co-curricular and extracurricular activities schedule. Continuous feedback is obtained from the faculty and the students every year to further enhance the quality of curriculum transaction.

## **2.7 CURRICULUM**

Galgotias University has a published course structure and a recommended plan for completing the degree requirements in the stipulated period for two years (four semesters). M.Ed. Curriculum contains courses of theory and practicum; those are grouped under various categories, such as Program Foundation, Program Core and Program Elective.

A student will be considered to have completed the M.Ed. programme, if and only if, he/she has successfully cleared/completed all the theory and practicum courses prescribed in the curriculum. These theory and practicum courses will be offered in a pre-determined manner during both academic years.

## 2.8 MODES OF LEARNING ENGAGEMENT

With a view to move away from theoretical discourses and lectures, the student will be required to be engaged in various kinds of learning experiences. Every course in the program provides specific engagements that are spelt out under each course

**Lecture-Discussion Session:** The teacher educator provides a platform for review of experiences, develop insights into the disciplinary knowledge base and relate them to the school realities.

**Focused Reading and Reflection:** Students would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.

**Observation-Documentation-Analysis:** Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.

**Seminar:** Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.

**Case Study:** An in-depth and comprehensive study of a single or few cases would be taken up as per the guidelines provided and submit a study report.

**Workshop:** A series of learning experiences in a given performance area would be provided in the form of workshop engaging them in modelling-observing-practice-feedback sequence with a view to develop specified competencies required for a teacher.

**Dissertation:** Students will undertake a topic for the research work.

## 2.9 MODES OF ASSESSMENT

This program provides inputs that are to be internalized through an active process of assimilation and accommodation. Hence, assessment needs to be formative and summative, quantitative and qualitative by nature. The modes of assessment would consists of

- **Written tests and assignments** for assessing conceptual understandings and clarity.
- **Products** of planning and preparation activities such as unit plan, assessment tools, and learning resources.
- **Observation** of teaching performance using schedules and rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies.
- **Records/Reports** maintained by the student of their field based experiences and project work related to different courses.
- **Seminar presentations** for assessing ability to review, record, reorganize and present their work on thematic/topical study.
- **Laboratory journals/ Activity records** for assessing ability to plan and implement laboratory activities on subject specific skills under various pedagogical content courses.

- **Observation** of the student teachers in various contexts of teacher education such as their participation in seminar, professional attitudes and dispositions.

## 2.10 CURRICULUM TRANSACTION

Other than theory course works following practicum works and other activities shall be organised during the program.

Practicum work to be performed by each M.Ed. student

Item	Essential
Dissertation	<ul style="list-style-type: none"> <li>• Writing a dissertation on the completed research work</li> </ul>
Practicum Works	<ul style="list-style-type: none"> <li>• Case Study</li> <li>• Action Research</li> <li>• Conducting Psychology Tests</li> <li>• Assignments</li> <li>• Seminar Presentation</li> <li>• Internship</li> <li>• Field Work, etc.</li> </ul>

## 2.15 MENTOR SYSTEM

Galgotias University monitors the progress of the students at a closer level through the Mentorship Scheme. Upon joining the University, each student will be assigned a Mentor/Faculty Adviser/Tutor by the School. The Mentor/Faculty Adviser/Tutor will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student i.e., attendance, records, projects, academic advice, leaves and his/her personality development. Each mentor will be allotted about 20-25 students who will take care of their progress and participation in the program and will maintain a record of the academic progress of the students, have closer interaction with the students and provide guidance and counselling. Each mentor, besides providing overall guidance, is also responsible for resolving of any academic or personal problem faced by the students. Mentor will authenticate the report prepared by student and conduct of various records & projects of the program. The Mentor can call for a meeting of the students during assigned hour(s) or at the convenience of both faculty and students. He/she can have meetings with the parents if needed. The details of each student, guidance and counseling provided by the Mentor from time to time and a record of academic progress of the student are maintained in a Mentor Diary.

## 2.16 SYLLABUS

Syllabus explains what a student is going to study in a particular topic and will clearly describe the objectives and learning outcomes of the particular course and how that course contributes to the Program Outcome(s) of the M.Ed. degree programme. Syllabus for every course will include the following:



- A course prefix and a number; for example in MEDU1001, MEDU refers to the program code which in this case is Master of Education (M.Ed.). The number 1001 indicates the course number. The first digit indicates that it is a first year course or second year course in M.Ed.
- A subject title that describes the content of the course.
- The date on which the syllabus was last approved by the Academic Council.
- Pre-requisites that must be completed prior to registering for the subject or co-requisites required.
- The learning objectives and outcome for the course.
- The contribution of the course to the specific Program Outcomes.
- Description of topics to be covered in the course indicating approximately the lecture hours dedicated to the topic.
- The distribution of marks for the Continuous Assessment Test (CAT) examination, End Term Examinations (ETE), Practicum, Quizzes, Seminars, Assignments, Projects, Practicum Works etc.
- A model question paper for the ETE and CAT Examinations.
- Text books and reference books used to cover the topics and for suggested reading.
- A website where the course materials will be placed by the teacher.
- Other relevant websites for learning materials helpful to the students.

Once the syllabus is approved by the Academic Council, it is obligatory for the teacher to follow the syllabus closely. Any modifications to the syllabus can only be carried out with the approval of the Academic Council.

Medium of instruction in the class rooms will be Hindi or/and English languages.

## **2.17 TYPES OF COURSES**

M.Ed. curriculum consists of courses that are classified as theory only, theory with embedded labs, Dissertation and Practicum. Practicum course includes projects, and sessional works. Project includes seminar, workshop, achievement tests, case study, action research, psychology tests, project, independent research etc. Other classes are conducted in a traditional manner and are categorized as Class Based Learning (CBL).

## **2.18 DEFINITION OF COURSE CREDITS**

The M.Ed. Program Structure includes the theory and practical courses, arranged semester wise. The importance of each course is defined in terms of credits attached to it. An instruction unit is called a credit hour/contact hour or simply credit. One credit is assigned to a class room instruction/tutorial of 50 minutes per week (one contact hour) for the duration of the semester that is about 14 weeks. One credit is also assigned for 100 minutes per week (one contact hour) of laboratory session/practical or field work/training/project or a combination of these for the duration of the semester. Each course/subject carries a fixed number of credits delivered as Lecture (L), Tutorial (T) and Practical (P) and indicated as its LTPC. The number of such instructional units delivered each week forms the basis of LTPC for a subject.

**Example:**

*An LTPC of 2-1-2-4 means 2 instructional units based on class room lecture, one instructional unit of tutorial and one laboratory/activity based instructional unit each week for a total of 4 credits. Towards earning credits in terms of contact hours, 2 Lectures per week are rated as 2 credits, 1 Tutorial per week is rated as 1 credit and 2 Practical hours per week are rated as 1 credit.*

## **2.19 MINIMUM CREDIT REQUIREMENTS**

The minimum number of the overall credits accumulated is one of the several requirements for earning the M.Ed. degree. The individual credit requirements for the Foundation, Core, Elective, Project, Sessional Works, Dissertation and Practicum must also be met in addition to the total number of credits. All these requirements are clearly specified in this programme curriculum document. To obtain the M.Ed. degree from this University a student is required to earn all 80 compulsory credits.

## **2.20 COURSE REGISTRATION**

It is mandatory for all M.Ed. students to register for next semester (i.e. Second, Third and Fourth) before the end of current semester (i.e. First, Second and Third), for courses that he/she is going to study in the next semester through a course registration process. Approval of Faculty Adviser is necessary for a student to register.

Course registration will be carried out on a specific day as declared by the University in advance as per Academic Calendar of the GU. Students having any outstanding dues to the University shall not be permitted to register. For valid reasons, late registration for a maximum of 10 working days from the commencement of the semester may be permitted on payment of a late registration fee as specified by the University. The student shall not be allowed to register for courses in a semester beyond 10 working days after the commencement of the semester. No attendance credit will be given for classes held during the period the student is not officially registered for classes.

Students will be given an opportunity to pre-register during the preceding semester. This will assist the school in better advance planning to accommodate student choices. The dates during which pre-registration will be made available will be announced as part of the academic calendar.

If a student fails to register for courses in next semester, his/her studentship with the University may be cancelled.

## **2.21 SUPPLEMENTARY EXAMINATION**

The examination in which a student is permitted to appear in failed course(s) is called supplementary examination. Supplementary examination is conducted twice in a year; once after or along with each regular semester. The schedule of supplementary examination is declared by the office of controller of examination. A student must do the registration for the



course(s) he/she wishes to appear. For course registration, a student must fill the supplementary examination form which is to be approved by respective Program Chair. For each course, a student has to pay prescribed examination fees. The approved application is to be submitted to the office of controller of examination. Supplementary examination is conducted by the controller of examination. A student can appear in maximum four courses in one supplementary examination. Supplementary examination is conducted to evaluate the both theory and laboratory courses. The internal marks for both theory and laboratory are not evaluated through supplementary examination; rather these marks-components remain same as earned by a student during regular semester.

If a student receives an 'F' grade in any course can only be cleared by writing the supplementary exam. However, failure in 'practical' subjects is treated as 'incomplete' and the entire course must be repeated by re-registering for the course. Courses having 'DE' or 'WH' grades will not be considered as 'backlog/arrear' and the student must re-register for the course. When a student re-registers for a course, earlier course evaluation marks shall be treated as cancelled/reset. If a student fails in a course due to lack of marks in the lab component of a subject with an embedded laboratory, the student must re-register for the complete course again to clear it because the lab is an integral component of the course and no backlog examinations in just the lab portion of courses are feasible.

Students under Choice Based Credit System (CBCS) shall be permitted to write an arrear/supplementary examination in a course only once. If the student fails to clear the examination in that attempt, he/she must re-register for the course and repeat it. Further, arrear course(s) must be cleared within one calendar year. If the student fails to clear any arrear course(s) within one year, he/she has to reregister for the course(s) in order to clear it. The maximum number of arrear exams a student is permitted to write in a semester shall be restricted to 2 courses.

In situations where the syllabus for the course has changed or the course has been replaced by a new course, the student will be required to take the arrear examination according to the new syllabus/new subject that has been approved as being equivalent to the course the student failed to pass.

## **2.22 ADD/DROP OF COURSES**

The flexibility of being able to add and drop courses is a flexibility afforded by the CBCS system. A student may drop out of any course at any time during the semester. If the course is a pre-requisite to subsequent required course, dropping the course will not be considered as having met the pre-requisite requirements. On the other hand, if a student completes a course that is a pre-requisite for other subsequent courses but receives failing grade, the pre-requisite requirements will be deemed to have been met.

## **2.23 COURSE PRE-REQUISITES/CO-REQUISITES**

Some courses may have specific prerequisites before a student can register for the course in the current semester. The student is expected to have cleared the prerequisite courses at the time of course registration. Students who had received an 'F' grade in a prerequisite course are also considered to have met the prerequisite requirements provided the student has met the minimum attendance requirements in the course in the entire CAT and ETE examinations.

A course may have co-requisites wherein the courses may be taken simultaneously instead of in sequence as for the case of pre-requisites.

## 2.24 ASSESSMENT/EVALUATION PROCESS

The Galgotias University has a rigorous assessment/evaluation policy to incentivize students to work hard and do their very best and enhance their academic performance in all courses. Students who attend classes regularly and are regular in completing their homework, sessional works and other assignments will have the best chance of succeeding academically at GU.

The assessment/evaluation system is designed to serve two primary purposes:

- (a) Provide faculty with sufficient flexibility to introduce innovative learning techniques to enhance student learning and
- (b) Have independent external assessment to ensure that the desired student learning outcomes are being met both at the level of a particular course/subject and at the programme level.

The assessment and evaluation procedure will depend on the type of course, e.g. theory only, theory with embedded labs, and practical, and lastly project based courses.

Assessment of the students in M.Ed. program shall be done in two parts for both theory and practical courses. Assessment of the students done internally by the Teacher Educator(s) shall be called Internal Assessment and assessment of the students done by External examiner(s) shall be called External Assessment.

## 2.25 ASSESSMENT/EVALUATION PROCEDURE FOR THEORY ONLY COURSES

The assessment in each theory course shall consist of two Continuous Assessment Tests (CAT-I and CAT-II), in-class quizzes, assignments, sessional work, practicum and the End Term Examination (ETE). The distribution of weightage for each assessment steps are listed in Table 1.3.

**Table 1.2: GU attendance policy details**

<b>Attendance eligibility criteria for</b>	<b>Period of calculation of absence</b>	<b>Minimum percentage of attendance required</b>	<b>Minimum percentage of attendance required with the consent of Chief Proctor</b>
CAT-I	From 1st Instructional day to 2 days before the start of CAT-I exams	85%	75%

CAT-II	From 1st Instructional day after CAT-I to 2 days before the start of CAT-II exams	85%	75%
ETE (Theory & Practical separately)	From 1st Instructional day to the Last Instructional Day of the Semester (inclusive)	85%	75%

**Table 1.3: Weightage of different assessment steps in calculating the final grade**

Type of Evaluation	Max. marks for which the exam is conducted	Marks in previous column are converted to
*CAT-I (Internal)	50 marks	15 marks
*CAT-II (Internal)	50 marks	15 marks
Quizzes/Assignments/ Practicum Work/ etc. (Internal)	In the form of assignments, reports to be decided by the concerned faculty member(s)/ course coordinator (each quiz will be conducted for a minimum of 10 marks)	10 marks
Presentation/Seminar/ Project/Self Learning (Internal)	Class presentation, seminar, self learning, flip class, project etc. as defined in the course syllabus/course plan to be decided by the concerned faculty member(s)/ course coordinator	10 marks
**ETE (External)	100 marks	50 marks
<b>Total</b>		<b>100 marks</b>

\*CAT: Continuous Assessment Test; \*\*ETE: End Term Examinations

The maximum marks in each theory course are 100, irrespective of the number of credits assigned to the course. For passing in any theory course, minimum 40 marks in aggregate are required to be secured.

## 2.27 ASSESSMENT OF DISSERTATION WORK

Dissertation is a compulsory course in M.Ed. program in second, third and fourth semesters. Internal and external evaluations will be done in all three semesters. External evaluation and Viva-Voce will be done by a panel of examiners including one external examiner. External examiner will be appointed by the Controller of Examinations (COE) of the university. Internal assessment of the dissertation work and Viva-Voce shall be done by all the teacher educators in the chairpersonship of the Dean/Principal of the SOE. Supervisor/guide of the student will perform as convener.

## **2.28 ASSESSMENT OF SESSIONAL WORKS**

The Internal and External Practical Examination of the Practicum Works shall be done as per the detail mentioned above. Detail about the maximum marks and minimum marks required for passing the course are given in the Curriculum section.

## **2.29 ASSESSMENT OF THEORY COURSES WITH EMBEDDED LABORATORY**

The relative weight given to the practical portion of the subject will be proportional to the credits assigned to the practical. For example, a four credit subject with three credits assigned to lectures and tutorials and one to practical (or laboratory) will have 25% of marks associated with practical and 75% with theory.

The assessment for the theory portion will be conducted in accordance with the guidelines for theory only papers and the practical will be assessed in accordance with the laboratory based subjects. The continuous assessments in laboratory courses will be based on supervision of the student's work, their performance in viva-voce examinations and the quality of their work. The ETE for the laboratory courses shall be conducted internally by the respective departments in consultation with the Controller of Examinations including at least one external examiner/expert.

## **2.30 THE MEDIUM OF EXAMINATION**

The question papers shall be set in English language only. The students could write their answers in English or Hindi language.

## **2.31 PATTERN OF THEORY QUESTION PAPERS**

### **END TERM EXAMINATION (ETE)**

Duration of every theory paper in End Term Examination (ETE) will be of three (3) hours and maximum number of marks is 100. The template of the question paper shall be displayed on the notice board and discussed by the faculty members in the class room.

### **CONTINUOUS ASSESSMENT TEST (CAT)**

Duration of every theory paper in Continuous Assessment Test (CAT) will be of one and half (1:30) hours and maximum number of marks is 50. The question papers for CAT will follow the same pattern of ETE with half of the question numbers in each part.

## **2.32 ABSENCE FROM CAT/ETE EXAM**

If a student fails to write a CAT exam for any reason, the student will lose the corresponding marks assigned to the CAT exam. No re-examination will be conducted for CAT examinations.

Those students who are absent from the ETE examination, with completing attendance criterion, due to medical reasons or death or emergency in the immediate family involving parents, siblings and grand-parents, parents-in-laws, spouse, children must submit their petition to re-take the examination addressed to the Dean of the School with supporting medical certificates and/or other documents supporting their excuse. The Dean will provide his/her recommendation and forward the petition to the Examination Committee. This committee will consider all petitions and decide which ones will be accepted and which ones will be denied. Their decision will be final. The Committee decision will communicate to the students.

A student who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he /she does not change the course/subject(s) originally selected by him/ her.

## **2.33 COPYING/MALPRACTICE IN EXAMINATIONS**

If a student indulges in copying or cheating of any form in the CAT or ETE, the case shall be referred to the Unfair Means Committee to deal with the matter as per the prevailing guidelines.

## **2.34 REVALUATION OF EVALUATED ANSWER SCRIPTS**

After evaluation of CAT answer scripts, they will be shown to the students. Any discrepancy will be corrected then and there. Students desirous of seeing their ETE answer scripts must apply to Controller of Examinations (COE) for the same within the time frame as declared by the COE by paying the prescribed fee.

There is no provision for revaluation in case of lab/practical exams, student project, Dissertation viva-voce exam or seminar/project courses.

The final grades for each course shall be announced by the COE and will be made available to students through the website/ notice boards.

## **2.35 PASS CONDITION AND GRADING SYSTEM**

A student is declared to have passed in M.Ed. post graduate degree Theory, Practical and Dissertation courses, separately, only if he/she meets the following two conditions:

- Should have secured a minimum of 15 marks out of 50 in the ETE in Theory Examination, and
- Should have secured a minimum of 40 marks in aggregate (CAT-I + CAT-II + Quizzes + Assignment etc. + ETE) in each Theory course, and
- Should have secured a minimum of 40% marks in each Practicum course and Dissertation.

The level of student performance as the aggregate of continuous evaluation and term end examination shall be reflected by letter grades on a ten point scale according to the scheme described below and summarized in Table 1.4.

The letter grade and division will be given in combined for Theory and Practical Examinations.

## **2.36 GENERAL GUIDELINES FOR AWARD OF GRADES**

Evaluation of the different components of theory and practical courses for each student must be initially done in numerical marks. The marks of different components viz., internal continuous assessment of course work, dissertation, practical etc. and ETE shall be assigned relative weightage as described earlier. The total marks obtained shall be out of 100 and the same would be converted into relative/absolute grades using a 10 point scale. A normal class with a range of scores shall be graded relatively/absolutely by a convenient method and shall usually produce a fairly normal distribution of grades.

The following process will be followed to choose whether absolute or relative grading system should be used.

- Grading will be done on raw score awarded by the evaluator in internal continuous assessment as well as in end term examination, dissertation and practical examination.
- Relative grading is applied to all theory courses having a class of 30 or more students. For courses having enrolments of less than 30 students, dissertation and practical examinations absolute grading method will be adopted. Relative grading will be adopted in lab embedded for the courses.

## **2.37 CALCULATION OF SGPA AND CGPA**

The semester performance of a student is represented by the ‘Semester Grade Point Average’ (SGPA). The SGPA will be weighted average of Grade Points of all letter grades received by a student for all the course units in the semester. Tables 1.5 and 1.6 describe the method for calculating SGPA and ‘Cumulative Grade Point Average’ (CGPA), respectively after two semesters. The formula for computing SGPA is given below:

$$SGPA = \frac{\sum C_i G_i}{\sum C_i}$$

Where C<sub>1</sub>, C<sub>2</sub>, C<sub>3</sub>... denote credits associated with courses taken by the student and G<sub>1</sub>, G<sub>2</sub>, G<sub>3</sub>... are the Grade Point of the letter grades awarded in the respective courses.



**Table 1.4: The scheme used for assigning letter grades to indicate student Achievement level in a course (as per UGC guidelines)**

Letter Grade	Grade Point	Remarks	
O (Outstanding)	10	Pass in the course	Performance Grades
A+ (Excellent)	9	Pass in the course	
A (Very good)	8	Pass in the course	
B+ (Good)	7	Pass in the course	
B (Above Average)	6	Pass in the course	
C (Average)	5	Pass in the course	
P (Pass)	4	Pass in the course	
F (Fail)	Zero	Failed in the course by not securing the minimum marks required	
DE (Debarred)	Zero	Debarred from writing the SEE due to lack of attendance	
WH (With hold)	Zero	Acts of indiscipline till the decision is arrived	
AB (Absent)	Zero	Absent in SEE	

**Table 1.5: Method for calculating SGPA**

Course Code	Associated Course Unit Credits	Grade Awarded	Credits Earned	Grade Point	Point Secured 4*5
(1)	(2)	(3)	(4)	(5)	(6)
MEDU1001	2	O	2	10	20
MEDU1002	1	C	1	5	5
MEDU1003	4	A+	4	9	36
MEDU1004	4	B+	4	7	28
MEDU1005	4	F	0	0	00
MEDU1006	4	A	4	8	32
MEDU1007	1	P	1	4	4
Total	20		16		125

Total associated credit units in the semester (total of column 2) = 20

Earned credit units in the semester (total of column 4) = 16

Points secured in this semester (total of column 6) = 125

$$SGPA = \frac{\text{Points secured in the I Semester (125)}}{\text{Credit units of Courses appeared in I Semester (16)}} = 7.81$$

\* CGPA is the same as the SGPA in first semester

**Table 1.6: An example of SGPA calculation in Semester II and then combining the SGPA from Semester I to calculate the CGPA**

Course Code	Associated Course Unit Credits	Grade Awarded	Credits Earned	Grade Point	Point Secured 4*5
(1)	(2)	(3)	(4)	(5)	(6)
MEDU1051	4	F	0	0	0
MEDU1052	2	A+	2	9	18
MEDU1053	2	C	2	5	10
MEDU1054	4	B+	4	7	28
MEDU1055	4	O	4	10	40
MEDU1056	4	A	4	8	32
Total	20		16		128

Total associated credit units in the semester (total of column 2) = 20

Earned credit units in the semester (total of column 4) = 16

Cumulative points secured (total of points secured in I Semester (178) and in II Semester (127)) = 365

$$SGPA = \frac{\text{Points secured in the II Semester (128)}}{\text{Credit units of Courses appeared in II Semester (16)}} = 8.00$$

$$CGPA = \frac{\text{Cumulative points secured in all passed course in I \& II Semesters (253)}}{\text{Cumulative Associated Credit Units in I \& II Semesters (32)}} = 7.91$$

$$\text{Approximate Percentage} = 7.91 * 10 = 79.10\%$$

**Important Note-** The final Grade Card will display Cumulative Grade Point Average (CGPA) which shall be calculated as above and shall be based only on Grade Points obtained in courses for which Credits have been earned.

**Marks in Percentage- Conversions from Grade Point Averages to Percentages of marks are not accurate. However, an approximate equivalence between CGPA and Percentage of marks could be assessed by simple mathematical calculation i.e.**

**Percentage = CGPA multiplied by 10 (Percentage = CGPA \* 10).**

In case of those students who appear/re-appear/repeat course units with the next batch of students or in supplementary examination, the conversion of numerical marks into grades shall be done with reference to the histogram/guidelines prepared for their original examination and not with reference to the histogram/guidelines prepared for the students of the next batch.

## 2.38 DECLARATION OF RESULT

A student who has passed in all the courses of all four semesters of the M.Ed. (2 Years) program taken together shall be declared as **‘Passed’**. Such successful students shall be awarded with the Division accordingly to the following criteria.



CGPA	EQUIVALENT PERCENTAGE	EQUIVALENT DIVISION
8.5 and above	85% and above	First Division with Distinction
6.5 or more but less than 8.5	65% and above	First Division
5.0 or more but less than 6.5	50% and above	Second Division

### **2.39 PASS IN A COURSE/PROMOTION TO THE NEXT ACADEMIC YEAR**

1. A student shall be eligible for provisional promotion to the next academic year of M.Ed. provided he/she has earned a total of 60% or more credits after rounding-off to the next higher integer on the basis of the results of a particular academic year. In addition, he/she earns CGPA of 5.0 or more over the entire academic year. A student failing to satisfy this requirement shall have to repeat the entire academic year including the courses in which he/she has earned full credit.
2. A student shall not be promoted to the second academic year of the program if he/she has not earned full credits of all the courses of first academic year, and, in addition satisfied the requirements listed under 1 above.
3. Maximum duration in which a student must complete M.Ed. Program shall be 3 years.

### **2.40 SUMMER SEMESTER**

A student has to undergo summer semester for the course(s) in which he/she had been debarred due to lack of requisite attendance in his regular semester. Summer semester is conducted during summer break. An academic calendar is published for summer semester and is conducted like a regular semester. The only difference from regular semester is that it is run for short duration. A student has to apply in a prescribed form to do registration for course(s). A student has to pay prescribed fees for each course. A student can register in 4 theory courses and 2 lab courses. A student who had attendance below 50% in regular semester is not permitted to do summer courses. A student has to attain 75% attendance in summer classes to be able to appear in summer semester examination. Both internal and theory marks will be evaluated afresh during summer semester.

### **2.41 ELECTIVE FOUNDATION COURSES**

Some optional courses are offered to M.Ed. students to add some values in their personality. Such value addition courses are kept in the elective foundation courses. Additional credits acquired in elective foundation course(s) entitle a student to earn extra credential. Students who wish to acquire extra credential can register for elective foundation course(s) along with their regular semester course registration.

### **2.42 COURSE EQUIVALENCE**

Regular updating of curriculum and syllabi is essential to reflect the advancement made in various fields. CBCS system permits a student to register for a course again to clear the backlog or grade improvement. When the student registers in a course next time, there could

be some modifications carried out in the syllabus of course(s). If the changes effected are marginal, both the syllabi are considered to be equivalent and the student has to undertake the new syllabi currently offered to the first time registrants only. No separate classes with the old syllabi will be conducted for the student to clear the backlog or grade improvement.

## **2.43 TIME LIMIT FOR PROGRAM COMPLETION**

The 'minimum period of study' a student is expected to study to complete his/her M.Ed. programme is Two Years (Four semesters). However, if a student is unable to complete M.Ed. program in two years, the student will be permitted to complete all the courses and credit requirements specified in the curriculum, with an additional grace period of one year from the year of joining the University under the programme. Under no circumstances, the period of study shall be extended beyond the 3 years period and thereafter his/her studentship will be cancelled automatically by the Office of the Registrar.

## **2.44 TEMPORARY WITHDRAWAL FROM PROGRAM**

A student may be recommended by the Dean/Principal of the School of Education for a temporary break in his/her study for a maximum period of one year and only once for valid reasons such as accident or hospitalization due to prolonged illness. An official order will be issued by the Registrar upon approval from the Vice-Chancellor stating the conditions for the break. The student has to resume his/her study from the same point from where he/she had taken break. In such cases the time limit for programme completion will be extended by the period of the break. However, if any student is debarred/suspended for lack of attendance or for acts of indiscipline for one or more semester(s), it shall not be considered as break of study.

## **2.45 AWARD OF DEGREE**

After successful completion of the course and credit requirements of the M.Ed. post graduate degree program curriculum and upon meeting the minimum credit requirements, a provisional certificate will be issued to eligible students by the Registrar. The M.Ed. post graduate degree will be conferred on the student during the subsequent Convocation. The degree certificate will indicate all courses of the 'Master of Education', in which the student has post graduated.

Example: 'Master of Education'.

## **2.46 MODIFICATION IN REGULATIONS**

Notwithstanding anything mentioned herein, the Academic Council headed by the Vice-Chancellor of the University has the right to add, delete or modify these regulations time to time. In case of any dispute arising in interpreting the rules, the interpretation by the Academic Council will be considered as final and binding.

## **2.47 END OF PROGRAM**

The program requirement that the students are expected to meet to earn various degrees offered by the University are given in the respective curricula. All programs come to an end when the student earns the minimum courses and credit requirements as specified by the programme curriculum. A provisional certificate indicating that the student has met all degree requirements will be issued by the Office of the Registrar and a formal degree will be awarded at the next convocation.

### **NOTE:**

Every year a 'Students Handbook' with updated regulations is published by the Galgotias University. So, students are advised to take reference of the latest 'Students Handbook' for the interpretation of the rules.

## SECTION 3

# PROGRAM EDUCATIONAL OBJECTIVES AND PROGRAM OUTCOMES

### VISION AND MISSION OF SCHOOL OF EDUCATION

#### Vision Statement of the School of Education

To be known globally in nurturing value-based educators with innovative pedagogies and research in the field of education.

#### Mission Statements of the School of Education

- 1- To nurture core values of the educators and researchers through enabling environment and Education 4.0.
- 2- To align the curriculum for future needs and gaining facilities for the internship, field experience, research and development.
- 3- To evolve the innovative pedagogies and assessment strategies.
- 4- To contribute the society passionate & creative educators and researchers using modern educational tools and technologies.

#### Program Educational Objectives (PEOs) of Master of Education (M.Ed.) program

The Galgotias University School of Education (GSOE) faculty have formulated the following Program Educational Objectives (PEOs) that are broad statements that describe the career and professional accomplishments that the program is preparing its post graduates to achieve in two years subsequent to receiving the degree. The PEOs of the Master of Education (M.Ed.) program are as follows:

- PEO-1:** Graduates shall take up a successful career as teacher educators, reflective practitioners and be dynamic leaders in their organisation.
- PEO-2:** Graduates shall develop a global outlook and modern tools to bring innovative reforms in education.
- PEO-3:** Graduates shall enrich their own stature by engaging themselves in higher education, a researcher in multidisciplinary fields.

#### Program Outcomes (POs)

Program Outcomes are attributes of the graduates from the program that are indicative of the students' ability and competence to work as professional educators upon graduation. Program Outcomes (POs) are statements that describe what prospective educators are expected to know or be able to do by the time of post-graduation. They must relate to knowledge and skills that the students acquire from the program. The achievement of all outcomes indicates that the M.Ed. student is well prepared to achieve the program educational objectives down the road. The following Program Outcomes (POs) have been chosen by the M.Ed. faculty of

Galgotias University. The M.Ed. curriculum has been designed to allow students to achieve the following outcomes prior to post graduation:

- PO-1: Disciplinary Knowledge:** The student capable of demonstrating comprehensive knowledge and understanding of central concepts, tools of inquiry, and structure of the discipline and create learning experiences that make these aspects of subject matter meaningful.
- PO-2: Research Knowledge:** The student demonstrates the skills for using innovative research tools and techniques that are based on the learner's existing knowledge, proficiency, interests, experiences including misconceptions and errors.
- PO-3: Curriculum Development:** The student demonstrates various innovative strategies to develop curriculum and evaluation strategies of the courses in his/her subject areas, and ensure the continuous scholastic, intellectual, social and physical development of the learner.
- PO-4: Learning Approaches & Strategies:** The student demonstrates professional/technical knowledge of the student's physical, social and intellectual development, approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- PO-5: Self Identity as an Educator and Researcher:** The student demonstrates self-identity as an 'educator' and 'researcher' through field-based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.
- PO-6: Contemporary Issues of Education:** The student demonstrates an understanding of the nature, purpose and philosophy of the school and higher education in India and world in the context of contemporary related issues and problems.
- PO-7: Communication Strategies:** The student demonstrates ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- PO-8: National and International Education Systems:** The student demonstrates national values, goals as mentioned in the constitution of India, social cohesion and understanding of national and international education systems.
- PO-9: Self and Society:** The student demonstrates an understanding of the close relationship between society and the factors and forces affecting the educational system and classroom situation and acts as an agent of modernization and social change.
- PO-10: Professional Ethics:** The student demonstrates an understanding of an educator's professional responsibilities, competencies, commitments and performances in the Indian world context.

**PO-11: Professional Sensitization:** The student gets sensitized about emerging research, educational and social issues, such as environment, population, gender equality, educational & legal literacy, protection of human rights, and rights of the child, health, sports and yoga education, outreach activities etc.

**PO-12: Lifelong Learning:** The student-teacher demonstrates skills, including 'learning how to learn', through self-paced and self-directed learning aimed at personal and professional development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through reskilling.

**Mapping of M.Ed. Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs)**

<b>PEOs, POs and PSOs Mapping</b> (S/M/L indicates strength of correlation)      S- Strong, M- Medium, L- Low														
Program Educational Objectives (PEOs)	Programme Outcomes (POs)												PSOs	
	Educational Knowledge	Research Knowledge	Curriculum Development	Learning Approaches & Strategies	Self Identity as an Educator and Researcher	Contemporary Issues of Education	Communication Strategies	National and International Education Systems	Self and Society	Professional Ethics	Professional Sensitization	Life Long Learning		
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
PEO-1	S	S	S	S	S	S	S	L	M	S	M	M	S	S
PEO-2	S	S	S	S	S	S	S	S	S	M	S	S	S	S
PEO-3	S	S	S	S	S	S	S	S	S	S	S	S	S	S

**Program Specific Outcomes (PSOs)**

**PSO-1:** Student at the time of graduation shall be able to develop and use research skills.

**PSO-2:** Student at the time of graduation shall be able to develop problem-solving skills like data analysis, numerical computation and interpretation by using modern software.

## SECTION 4

## CURRICULUM AND EXAMINATION SCHEME

### Curriculum: Master of Education (M.Ed.)

Semester I									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU1003	Educational Studies	4	0	0	4	20	30	50
2	MEDU1004	Historical and Political Development of Education	4	0	0	4	20	30	50
3	MEDU1005	Introduction to Research Methods	4	0	0	4	20	30	50
4	MEDU1006	Psychology of Learning and Development	4	0	0	4	20	30	50
		Practicum Courses							
5	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
6	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	50	--	50
7	MEDU1007	Self Development- Practicum	0	0	2	1	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
		Total Credits: 20*	T: 16 (4)			P: 4 (3)			
Semester II									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		Theory Courses							
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	20	30	50
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	20	30	50
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	20	30	50
4	MEDU1056	Educational Administration	4	0	0	4	20	30	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	20	30	50
	MEDU1058	Inclusive Education	4	0	0	4	20	30	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	20	30	50
		Practicum Courses							
5	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2	50	--	50

6	MEDU1053	Internship in Schools	0	0	4	2	50	--	50
7	MEDU1060	ICT for Research and Teaching	0	0	4	2	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	–	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
Total Credits: 22*			T: 16 (4)				P: 6 (3)		

Semester III									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		<b>Theory Courses</b>							
1	MEDU2002	Curriculum Studies	4	0	0	4	20	30	50
2	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	20	30	50
3	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	20	30	50
4	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	20	30	50
3	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
4	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
5	MEDU2001	Academic Writing- Practicum	0	0	4	2	50	--	50
6	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	50	--	50
7	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	–	0
8		Open Elective from GU Schools (under CBCS)							
9		SWAYAM Course							
Total Credits: 20*			T: 16 (4)				P: 4 (2)		

Semester IV									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		<b>Theory Courses</b>							
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	20	30	50
2	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	20	30	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	20	30	50
3	MEDU2056	Language Education	4	0	0	4	20	30	50
	MEDU2057	Mathematics Education	4	0	0	4	20	30	50
	MEDU2058	Science Education	4	0	0	4	20	30	50
	MEDU2059	Social Science Education	4	0	0	4	20	30	50



	MEDU2060	Comparative Education	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
4	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	50	--	50
5	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	50	--	50
6	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	--	0
7		Open Elective from GU Schools (under CBCS)							
8		SWAYAM Course							
		Total Credits: 20*	T: 12 (3)				P: 8 (2)		

## List of Electives

### Basket-1 (Second Semester)

Sl. No.	Course Code	Name of the Electives					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU1056	Educational Administration	4	0	0	4	20	30	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	20	30	50
	MEDU1058	Inclusive Education	4	0	0	4	20	30	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	20	30	50

### Basket-2 (Third Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	20	30	50
2	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	20	30	50
1	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
2	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	20	30	50

### Basket-3 (Fourth Semester)

Sl. No.	Course Code	Name of the Elective					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
1	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	20	30	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	20	30	50
2	MEDU2056	Language Education	4	0	0	4	20	30	50
	MEDU2057	Mathematics Education	4	0	0	4	20	30	50

	MEDU2058	Science Education	4	0	0	4	20	30	50
	MEDU2059	Social Science Education	4	0	0	4	20	30	50
	MEDU2060	Comparative Education	4	0	0	4	20	30	50

Summary of M.Ed. Total Courses, Credits, Contact Hours and Marks									
M.Ed. Semester	Total Credits (Courses)	Theory Courses			Practicum Courses			Total Contact Hours	Total Marks
		Number	Credits	Contact Hours	Number	Credits	Contact Hours		
1 <sup>st</sup> Semester	20 (7)	4	16	240	3	4	120	360	700
2 <sup>nd</sup> Semester	22 (7)	4	16	240	3	6	180	420	700
3 <sup>rd</sup> Semester	20 (6)	4	16	240	2	4	120	360	600
4 <sup>th</sup> Semester	20 (5)	3	12	180	2	8	240	420	500
<b>Total</b>	<b>82* (25)</b>	<b>15*</b>	<b>60*</b>	<b>900*</b>	<b>10*</b>	<b>22*</b>	<b>660*</b>	<b>1560*</b>	<b>2500*</b>

**\*82 are the minimum compulsory credits required for obtaining M.Ed. Degree. Extra credits under the CBCS may be earned by the M.Ed. students.**

# SECTION 5

## SYLLABI FOR FIRST SEMESTER COURSES

### INTRODUCTION

The sections 5, 6, 7 & 8 inform the M.Ed. students about the first, second, third and fourth semester's curriculum and syllabi of courses that they will be taking on their way to earn their M.Ed. (2 Years) degree. Students are urged to read these sections to have a complete understanding how their curriculum is put together and how every course is related to achieving the educational objectives that prepare them for a long professional career in teaching that may span over four to five decades. **Galgotias University** emphasizes a wholesome development of all its M.Ed. students as part of their education that focuses on the following skills and attributes:

- a. The ability to effectively communicate
- b. Emphasis on lifelong learning skills
- c. ICT- skill development course to give adequate technical knowledge to efficiently use the computer, internet and other educational technology and resources to enhance learning in technology enabled digital classrooms
- d. Courses in foundations of education develop the insight of the students in education and issues related to it
- e. Courses in Stage Specific Knowledge develop understanding about its system and development
- f. Courses in Pedagogical Content Knowledge develop skills in pedagogical analysis and its procedure, aims and objectives of teaching school subjects, designing behavioural objective based instructional objectives and teaching methodology
- g. Students develop self-identity as a teacher educator through Internship courses
- h. Students learn and develop research related skills by research methodology courses and Dissertation
- i. Students develop their personality and learn skills through various activities conducted in the Sessional Work courses

This section contains the syllabi of all the courses of first semester. The description provide details of the topics covered in the courses, the course outcomes, in other words, what the students are expected to know after completing the courses. All syllabi also list how the each course outcomes relate to the Programme Outcomes making it a very integrated course.

### First Semester

Semester I									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		<b>Theory Courses</b>							
1	MEDU1003	Educational Studies	4	0	0	4	20	30	50
2	MEDU1004	Historical and Political Development of Education	4	0	0	4	20	30	50
3	MEDU1005	Introduction to Research Methods	4	0	0	4	20	30	50
4	MEDU1006	Psychology of Learning and Development	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
5	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	50	--	50
6	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	50	--	50
7	MEDU1007	Self-Development- Practicum	0	0	2	1	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	--	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
		Total Credits: 20*	T: 16 (4)		P: 4 (3)				

MEDU1003	Educational Studies	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To present a comprehensive introduction about educational studies.
2. To provide opportunities to build one's perspective of education.
3. To understand the nature of education as a discipline/an area of study.
4. To appreciate the disciplinary and the interdisciplinary nature of education.
5. To develop a critical understanding of radical educationists and their works.
6. To analyze the contemporary concerns of education policy and practice.

## COURSE OUTCOMES

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

1. Explain conceptual understanding to interpret changing meaning, purpose, nature and aims of education. (K2)
2. Analyze the theoretical background to appreciate the disciplinary nature of education. (K4)
3. Define the structure of school education in India. (K4)
4. Analyze the critical perspectives viz-a-viz reading from educational theories. (K4)
5. Reflect on the educational ideas and systems of various. (K5)
6. Analyze the contemporary concerns of education policy and practice. (K4)

## TEXT BOOKS

1. Chaudhary, V. M., & Chaudhary, B. (2015). Educational Studies. Meerut: R. Lall Book Depot.
2. Vashistha, R. K. (2015). Educational Studies. Laxmi Book Depot.

## REFERENCE BOOKS

1. Education and Holistic Development: Works of Sri Aurobindo
2. Democracy and Education: Works of John Dewey
3. NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
4. NCERT (2005). National curriculum framework. New Delhi.
5. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.

## COURSE CONTENT

### Unit I: Education: Changing Meaning, Nature and Aims

**10 Lecture hours**

Semantics of Education: Indian concept of Education, Western concept of Education including broad and narrow meaning of education; Education as a phenomenon, practice and as a field of study; Dualities in Educational Practices; Aims of Education as recommended by NPE (1968, 1986), NCF (2005) and NCFTE (2009); Aims of Education in the context of emerging aspirations and political ideology

## **Unit II: Education as Disciplinary Knowledge**

**10 Lecture hours**

Education: Distinct nature and its multi- facetedness; Disciplinary nature of Education; Interdisciplinary and multidisciplinary nature of Education; Relationship with other disciplines such as Philosophy, Sociology, Economics, political science, Psychology, and Anthropology

## **Unit III: Educational Institution and Structure in India**

**10 Lecture hours**

Nature and functions of University Grants Commission (UGC), National Council of Educational Research and Training (NCERT), National Council for Teacher Education (NCTE), Central Board of Secondary Education (CBSE), State Council of Educational Research and Training (SCERT) and District Institute of Education and Training (DIET).

## **Unit IV: Alternative Educational Theories**

**10 Lecture hours**

Idealistic Theory of Education: Plato's The Republic; Realistic theory of Education: Aristotle's Politics; Naturalistic Theory of Education: Rousseau's Emile; Pragmatic Theory of Education: Dewey's My pedagogic Creed/ Democracy and Education

## **Unit V: Radical Educationists and Their Works: A Critical Understanding**

**10 Lecture hours**

Paulo Freire: Pedagogy of the oppressed; Ivan Illich: De-Schooling Society; J Krishna Murthy: Freedom from known; Aurobindo Ghosh: The Integral Yoga

## **Unit VI: Emerging Issues in Education**

**10 Lecture hours**

Globalization of Education, Community participation in education, Private-Public Partnership in education; Educational Programmes, their objectives and implementation: Saakshar Bharat Mission, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rastriya Uchcharat Shiksha Abhiyan (RUSA), Review of latest research papers on the course

## **PRACTICUM**

1. Analysis of different perspectives on the concept and purpose of education (Plato, Aristotle, John Dewey, Rousseau, Bertrand Russel and presentations)
2. Critical appraisal of radical educationists and their works: Paulo Freire, Ivan Illich, J Krishna Murthy, Shri Aurobindo Ghosh, Gijubhai and presentations

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1004	Historical and Political Development of Education	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To present a comprehensive background of Historical Perspective of Education
2. To develop an appreciation about the Political Perspective of Education
3. To outline the level of resources required for the Economical Perspective of Education
4. To develop an appreciation about the Global Perspective of Education
5. To present the ultimate goal of Political Economy and Resources and its impact on Education.
6. To examine study reports on Govt. sponsored schemes.

## COURSE OUTCOMES (COs)

After completion of this course students will be able to-

1. Critically examine the Historical perspective of education. (K4)
2. Analyze the Political perspective of education. (K4)
3. Develop the **Human Development Perspective** of education. (K6)
4. Examine the role of Global perspective of education in desirable social change, cultural development and socio-economic development. (K4)
5. Evaluate the Political Economy and Resources and its impact on education. (K5)
6. Analysis and examine study reports on Govt. sponsored schemes.

## TEXT BOOKS

1. M. S. Sachdeva et.al. (2013). Philosophical, Sociological and Economic Bases of Education. Patiala: Twenty First Centuries Publications.
2. Chanchal Kumar et.al. (2018). Philosophical and Sociological Foundation of Education. Patiala: Twenty First Centuries Publications.
3. Bhatnagar & Lenka (2018). Philosophical and Sociological Foundation of Education. Meerut: R. Lall Book Depot.

## REFERENCE BOOKS

1. Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
2. Chau, TaNgoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
3. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
4. Nanjundappa, D.M. (1995). Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
5. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development

6. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
7. NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi.
8. NCERT (2005). National curriculum framework, New Delhi.
9. MHRD, Gov. of India (1992). National policy on education (revised) New Delhi.
10. MHRD (1992). Programme of action. Govt. of India, New Delhi.

## **COURSE CONTENT**

### **Unit I: Historical Perspective**

**10 Lecture hours**

Brief overview of education in ancient, medieval, pre independence and post independence period; Education Commission 1964-66, Planning Commission, World Bank, NPE (1986) objective and main recommendations; Education as a development indicator, and enhancer of development indicators; A review of the initiatives for educational development in India

### **Unit II: Political Perspective**

**10 Lecture hours**

Educational provision in Indian constitution; Political perspectives of education would reflect on the intricate relationship between education and political agendas such as Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

### **Unit III: Human Development Perspective**

**10 Lecture hours**

Child Growth and Development Education and Human Development Index; Positions of India in Human Development Index (with focus on gender) Status of girl'/women in Indian society, Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages; Human Capital Formation, Quality of Life and Economic Growth, Poverty and Income Inequalities, Education and employment; Education as an investment; Privatization, private initiative, and liberalization in education

### **Unit IV: Global Perspective**

**10 Lecture hours**

Role international bodies in educational development: (UNDP, WHO, UNICEF, UNESCO, World Bank, COL) with reference to India; Role of education in ensuring sustainable development, Aims of education for SD, Areas of SD; Contribution of science and technology to education and challenges ahead.

### **Unit V: Political Economy and Resources in Education**

**10 Lecture hours**

Teacher Appointment, Management and Promotion Decisions; Economic Growth, Social Development and Poverty Reduction; Inequality and the Political Economy of Education; Politics of the Economic Resources for Policy Reforms in Education Sector; Educational Legislations: Impacts of Neo Liberal Policies, Teacher Autonomy and Institutional Autonomy, Equality of Educational Opportunities

### **Unit VI: Current Trends in Education**

**10 Lecture hours**



Allocation of Budget for education in India; Rate of return on education; Technological change and supply of education; Millennium Development Goals and education; Latest Govt. sponsored schemes, Review of latest research papers on the course

## **PRACTICUM**

1. Write a survey report on recent development on new educational policy. (Soft copy)
2. Presentations on the development of the local educational history.
3. Take the national/ state budget for education and evaluate its appropriateness with reference to our policies and programmes.

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1005	Introduction to Research Methods	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To get familiarized with the basic terms of research methodology.
2. To appreciate the utility of literature search and identifying research problem.
3. Identify issues related to sampling techniques and formulate hypothesis.
4. Compute the different measures of descriptive statistics.
5. Develop an appreciation about the role and use of statistics in educational research.
6. To prepare research proposal.

## COURSE OUTCOMES

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

1. Critically examine the meaning, purpose, scope and types of research in education.
2. Identify research problem.
3. Select appropriate sampling techniques.
4. Apply various types of statistics and analyze the data.
5. Explain and apply the concept of Normal Probability Curve and Correlation.
6. Prepare research proposal.

## TEXT BOOKS

1. Best J.W. & Kahn (1999). Research in Education, New Delhi: Prentice Hall of India Pvt.Ltd.
2. Gupta, S. (2005). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publication.
3. Koul, L. (2002). Methodology of Educational Research (3rd Ed.). New Delhi: Vikas Publishing House.
4. Mangal, S. K. (2013). Research Methodology in Behavioural Sciences. New Delhi: Prentice Hall of India.

## REFERENCES

1. Banerjee, N. P. (1993). Strategies of Educational Research. Ambala Cantt: The Associated Publication.
2. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
3. Correy, S. M. (1953). Action Research to Improve school Practices. Columbia University. New Delhi: Vohra Publishers & Distributors.
4. Garrett, H.E & Woodworth, R,S. ( 1998). Statistics in Psychology and Education. New York: Longman Greens & Co.
5. Guilford, J.P. and Fruchter, B. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student sixth edition).

## **COURSE CONTENT**

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### **Unit I: Research in Education 12 Lecture hours**

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Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research; Types of Research: Fundamental, Applied and Action Research; Methods of Research: Historical Method of Research, Scientific enquiry, Experimental and Quasi Experimental Methods of research, Ex-post facto Research

### **Unit II: Identification and Conceptualization of Research Problem 10 Lecture hours**

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Identification and Selection a Research Problem, Sources of research problems, Criteria for Selection of a Problem, Defining and stating the research problem, Research questions in qualitative and quantitative research; Review of the Literature: Purpose and objective, Types of Resources- primary and secondary, literature search- manual, using databases and internet reference; Concept of Variables: Different types of variables

### **Unit III: Hypothesis and Sampling Techniques 10 Lecture hours**

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Formulation of Hypotheses: Need, sources and functions, different ways of stating hypotheses, criteria for a good hypothesis; Concept of population and sampling, Characteristics of a good sampling; Basis for selecting Sampling and its application; Types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive snow ball; Sampling Error: Reason, types and its prevention

### **Unit IV: Descriptive Analysis of Data 10 Lecture hours**

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Introduction and Application of Statistics in Educational Research; Descriptive and Inferential Statistics; Data Types: Nominal, Ordinal, Interval and Ratio scales; Organizing Data: Frequency distribution from raw scores; Graphical and Diagrammatical Representation of Data: Histogram, frequency curve, cumulative frequency curve, pie diagram, application of computer software in diagrammatical representation; Measures of Central Tendency: Mean, median and mode, computation and uses, merits and demerits; Measures of Dispersion: Computation of range, quartile deviation, standard deviation, uses of each measure, merits and demerits; Percentiles and percentile ranks; Derived scores: Z- score & T- score

### **Unit V: Normal Distribution & Correlation 8 Lecture hours**

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Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and Its Application in Educational Research; Measure of Relationships: Product Moment Correlation Coefficient, Partial Correlation, Multiple Correlation.

### **Unit VI: Designing a Research Proposal 10 Lecture hours**

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Components of a Research Proposal; Format of Research Proposal; Format of Research Report; Expected Outcome of the Study (if any); Educational Implications of research, financial

requirement and time frame of the activities; Funding agencies of educational project, Review of latest research papers on the course

## **PRACTICUM**

1. Formulation of research questions, objectives, hypothesis, delimitations for the selected topic.
2. Prepare a flow chart based on selection of sample from a population.
3. Select a set of data and draw appropriate graph/diagram to represent the data using any software. (Soft copy)
4. Prepare a brief report on application of correlation in educational research. (Soft copy)
5. Evaluation of various research proposals

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1006	Psychology of Learning and Development	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To outline the concept and process of educational psychology as an applied subject.
2. To present a comprehensive introduction of changing concept of intelligence, creativity, motivation and Personality
3. To develop an appreciation different theories of Learning
4. To make the learner acquaint with means of developing life skills & mental health.
5. To analyze various strategies and approaches to motivation.
6. To acquire the strategies to develop emotional wellbeing and mental health.

## COURSE OUTCOMES

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

1. Develop an understanding of the concept and process of educational psychology as an applied subject.
2. Familiar with the changing concept of intelligence, creativity, motivation and Personality
3. Critically examine the different theories of Learning
4. Acquainted with the means of developing life skills & mental health.
5. Analyze various strategies and approaches to motivation.
6. Acquire the strategies to develop emotional wellbeing and mental health.

## TEXT BOOKS

1. Chaube, S. P. (1983). Educational Psychology: An Analysis of Fundamentals for Graduate and Post-Graduate Classes. Laksmi Narain Agarwal Publication.
2. Chaube, S. P. (2003). Educational Psychology and Child Development. New Delhi: Kanishka Publication.
3. Dandapani, S. (2004). A Textbook of Advanced Educational Psychology. 3rd Ed. New Delhi: Anmol Publication.

## REFERENCE BOOKS

1. Crow (2008). Educational Psychology. Surjeet Publication.
2. Crow, Lester D. (2008). Human Development and Learning. Surjeet Publication.
3. James M. Royer (1978). Psychology of Learning. John Wiley Publication.
4. Jim Gould, (2009). Learning Theory and Classroom Practice in the Lifelong Learning

## COURSE CONTENT

### Unit I: Nature and Methods of Educational Psychology

**10 Lecture hours**

Nature, Scope, Meaning and Branches of Psychology; Educational Psychology: Meaning, Nature, Scope; Relevance of Educational Psychology in teaching and learning; School of thoughts in Psychology and their contribution to Education

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**Unit II: Developmental Psychology**

**10 Lecture hours**

General Nature of development, Physical Growth and motor development, Mental growth and development, Development of Languages (Chomsky, Labov) Development of concepts, Growth in Problem Solving behavior, Emotional Development (Harry Harlow & John Bowlby): Emotions, Juvenile Delinquency

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**Unit III: Understanding the Process of Learning**

**10 Lecture hours**

Learning: Meaning, types, transfer of Learning and learning curves Behaviourist (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky); Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India

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**Unit IV: Relevance of Psychological Principles to Pedagogical Interventions**

**10 Lecture hours**

Creativity: Meaning, characteristics, role of teacher in developing creativity and critical thinking, Brain storming method; Theories of Creativity: Taylor's psychoanalytic and Ariet's theory; Creativity assessment methods; Intelligence: Meaning, factors affecting intelligence; Guilford's SOI model and Gardener's Theory of intelligence; Assessment of intelligence; Personality: Concept and nature; Role of heredity and environment in the development of Personality; Theories of Personality with special references to developmental and factor-analytical approaches; Assessment of Personality: Subjective, objective, and projective methods; Personality Inventories

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**Unit V: Motivation in Teaching and Learning**

**10 Lecture hours**

Motivation: Meaning, need, definition, function and as a complex phenomenon; Theories of Motivation: Maslow, Murray; Role of motivation in learning; various approaches to motivation: Humanistic approach, cognitive approach, attribution theory; Strategies for motivating learner: Intrinsic and extrinsic

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**Unit VI: Emotional wellbeing and Mental Health**

**6 Lecture hours**

Emotional wellbeing and Mental Health; Concept, criteria for good mental health, issues and problems related to mental health; Strategies of promoting mental health of students and teachers; Emotional Wellbeing: Concept, need and importance, Steps to develop emotional wellbeing, Review of latest research papers on the course

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**PRACTICUM**

1. Prepare a review of recent research studies related to adolescent education. (Soft copy)

2. Prepare a summary of various tools used to measure types of motivation. (Soft copy)

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU1001	Advance ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A-1	Program Foundation Practicum	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To apply the knowledge of advanced features of MS word in educational research.
2. To acquire the skills to use MS Excel features in educational research.
3. To acquire the skills to uses Google form as an online survey tool.
4. To acquire the skill to create the quiz through online software.
5. To understand the process of using the SPSS application software for analyzing the data.

## COURSE OUTCOMES

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

1. Apply the knowledge of the MS Word in educational research. (K)
2. Apply the knowledge of the MS Excel in educational research. (K)
3. Conduct an online survey by using Google Form. (K)
4. Create different variety of quiz by using online software. (K)
5. Apply the knowledge of SPSS in data analysis. (K)

## COURSE CONTENT

Lab Activities shall be organized in the following given areas and students are required to prepare and complete assignments for the same.

1. Advance features of word processing tools required for writing a research article: Mail merge etc.
2. Advance features of MS Excel for data tabulation, analysis and graphical representation purpose.
3. Use of Google Form for creating questionnaire, PPTs, Excel Sheet, etc.
4. Create Quiz using software like Hot potatoes, QBMS,
5. Use of SPSS software for data analysis.

## PRACTICUM

- Prepare M.Ed. Time-Table in MS-Word and MS-Excel
- Prepare graphs using MS Excel
- Write a research article using MS word and Excel
- Conduct a quiz on Hot Potatoes software
- Conduct an online survey using Google form

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1002	Communication Skills and Expository Writing-Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 30			

## COURSE OBJECTIVES

1. To develop the capacity to use ICT in effective communication.
2. To present a comprehensive introduction of expository writing skills.
3. To sharpen the communication skills of class room & daily life.
4. To be aware of use virtual spaces for e-learning/blended learning.

## COURSE OUTCOMES

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

1. Use ICT in effective communication.
2. Enhance their expository writing skills.
3. Implement their knowledge of communication in classroom discussion and in daily life.
4. Review virtual spaces for e-learning/blended learning.

## TEXT BOOKS

1. Krishna Kumar (2011). The Child's Language and the Teacher: A Handbook. New Delhi: National Book Trust India.

## REFERENCES

1. www.education.nic.in
2. www.scribid.com
3. HNGU Handbook-I
4. HNGU Handbook-II

## COURSE CONTENT

**Communication Skills:** Meaning, concept and components of effective communication; Strategies of effective communication, Development of academic skills as pre-reading, pre-writing and number, Role and usage of ICT in effective communication

**Listening Skills:** Meaning, concept and importance of listening skills; Academic listening- (lecturing), listening to talk and presentation; Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end; Handling the situations especially trouble shooting, teleconferencing, tele-interviews

**Expository Writing:** Meaning, concept, types and indicators for effective expository writing; Different kinds of writings and writing style; Essential requirements of academic writings, academic sources, techniques to refer to them; Pattern to cite a source, paraphrase and acknowledge the source

## **PRACTICUM**

1. Prepare a report on workshop on development of expository writing skills. (Soft copy)
2. Prepare a report on workshop on communication skills. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1007	Self-Development- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 30			

## COURSE OBJECTIVES

1. To present a comprehensive introduction of psychological well-being.
2. To sharpen the ability for self- development, self-exploration and self-evolution.
3. To understand their surrounding and prepare their self to adjust in it.
4. To analyze personal and professional strengths and weakness through S.W.O.T. analysis technique.
5. To help students prepare their Curriculum Vitae including all essential information.

## COURSE OUTCOMES

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

1. Build up skills essential for psychological wellbeing.
2. Develop conscientiousness for self-development, self-exploration and self-evolution.
3. Present their self to their surrounding world by personal grooming.
4. Analyse their personal and professional strengths and weakness through S.W.O.T. analysis technique.
5. Prepare their Curriculum Vitae including all essential information.

## COURSE CONTENT

Activities shall be organized in the following given areas, and students are required to prepare and submit a report of the same.

1. Self-development through S.W.O.T. analysis (strength, weaknesses, opportunity and threat).
2. Personal grooming through Personal Interview (PI), Group Discussion (GD) and Extempore.
3. Workshop on writing a CV/ Resume/Bio-data.
4. Yoga & wellbeing through modalities such as- Prayer/Yoga/Meditation.

## PRACTICUM

1. Prepare a report on workshop on self-development mechanism.
2. Prepare a report on workshop on personal grooming.

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

## SECTION 6

# SYLLABI FOR SECOND SEMESTER COURSES

This section contains the syllabi of all the courses of M.Ed. second semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

### Second Semester

Semester II									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	I A	CA T	ETE
		<b>Theory Courses</b>							
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	20	30	50
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	20	30	50
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	20	30	50
4	MEDU1056	Educational Administration	4	0	0	4	20	30	50
	MEDU1057	Human Rights and Peace Education	4	0	0	4	20	30	50
	MEDU1058	Inclusive Education	4	0	0	4	20	30	50
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
5	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2	50	--	50
6	MEDU1053	Internship in Schools	0	0	4	2	50	--	50
7	MEDU1060	ICT for Research and Teaching	0	0	4	2	50	--	50
8	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
9		Open Elective from GU Schools (under CBCS)							
10		SWAYAM Course							
		Total Credits: 22*	T: 16 (4)				P: 6 (3)		

MEDU1051	Advance Educational Research Methods	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. Examine the concept, characteristics and design of qualitative and quantitative research. To understand tool, research design and procedure for collection of data.
2. To develop tools for the evaluation and data collection in research.
3. To understand the application of statistics.
4. To understand the applications of parametric and non-parametric tests.
5. To develop competency for writing of research report.
6. To analyse the research data using software.

## COURSE OUTCOMES

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

1. Examine different types of qualitative and quantitative research and their characteristics.
2. Develop and standardised the tools for educational research.
3. Use tool, research design and procedure for collection of data for educational research.
4. Make use of the applications of parametric and non-parametric tests for data analysis of their educational research.
5. Develop competencies in research reporting and research synthesizing.
6. Assess the use of computers and softwares to analyse research data.

## TEXT BOOKS

1. Chawla, D. & Sondhi, N. (2011). Research Methodology- Concepts and Cases. New Delhi: Vikas Publishing House.
2. Gupta, S. (2005). Research Methodology and Statistical Techniques. New Delhi: Deep & Deep Publication.
3. Koul, L. (2002). Methodology of Educational Research (3rd Ed.). New Delhi: Vikas Publishing House.
4. Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

## REFERENCE BOOKS

1. Best, J.W. & Kahn (1999). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology, (3rd edition). Boston: Allyn & Bacon.
3. Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.
4. Flick, U. (2012). An Introduction to Qualitative Research. London: Sage Publication.
5. Huck, S.W. (2007). Reading Statistics and Research. Boston: Allyn & Bacon.



## **COURSE CONTENT**

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### **Unit I: Introduction to Quantitative and Qualitative Research** **10 Lecture hours**

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Quantitative Research: Meaning, concept, steps and characteristics; Relevance of Quantitative Research in education; Meaning, concept and types of Qualitative Research; Relevance of Qualitative Research in education; Qualitative Research Designs: Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT), Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic Strengths and weaknesses)

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### **Unit II: Tools and Techniques of Educational Research** **10 Lecture hours**

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Characteristics of a Good Research Tool; Tools of Research: Validity, Reliability and Standardization of a Tool; Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory); Techniques of Research (Observation, Interview and Projective Techniques); Reliability and validity of various tools; Factors influencing validity of research; techniques to increase validity of research

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### **Unit III: Technique of Data Analysis** **10 Lecture hours**

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Statistical Analysis of Data: Descriptive Statistical Analysis and Inferential Statistical Analysis; Need for Analysis of Data or Treatment of Data, Nature of Educational Data: Quantitative and Qualitative; Parametric and Non-Parametric; Data reduction, data display, data cleaning; Application of parametric and non-parametric statistics; Use of computer for data analysis, Interpretation of statistical results and drawing of inferences

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### **Unit IV: Basic Inferential Statistics** **10 Lecture hours**

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The Significance of Statistics- The meaning of statistical inference, Parametric and Non parametric Tests, parameter & statistics, sampling error and standard error, degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of Significance, Standard error of Mean, Median, Standard deviation, Correlation coefficient and Percentage.

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### **Unit V: Writing of Research Report & Synthesizing Research** **8 Lecture hours**

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Preparation of a research report, Criteria for a good research report, Evaluation of a report, Mechanics of Reporting Quantitative/Qualitative Research- Format, Language, Style, Bibliography/Referencing, Appendix, Variation in the scheme of Reporting; Synthesizing Research: Quantitative, Qualitative, Trend Analysis, Narrative Approach, Vote Counting Method, Combined Significance Method, Effect Magnitude Method; Ethical issues in educational research

## **UNIT VI: Statistical Analysis using Computers and Softwares**

**10 Lecture hours**

Statistical analysis using computers, Role computers in statistical analysis of data, Role of softwares in statistics and Statistical Analysis – SPSS, STATA, R. Use of Excel and SPSS – setting up of data file, graphical and tabular representation of data, Cross Tabulations and Pivot Tables. Use of SPSS in Descriptive Statistics (Measures of Central Tendency and Dispersion), (Product Moment Correlation), Inferential Statistics (Normal Curves, z and t tests, ANOVA, ANCOVA, Chi Square), Correlation ( $r$  and  $\rho$ ), Regression and Prediction, Reference Management softwares: Mendeley and Zotero (open source), LaTeX; Review of latest research papers on the course

### **PRACTICUM**

1. Taking of academic achievement data from two schools or two section of same class from one school, apply t-test to test the significance of differences and analyze the findings. (Soft copy)
2. On a given set of data students will prepare frequency distribution, plots various graphs, calculate various measures of central tendency and variability, also compute skewness and kurtosis.
3. On a given set of data student will compute various parametric and non-parametric statistics.
4. Critically evaluate the research paper.
5. Given qualitative data, apply various analysis techniques.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

<b>Components</b>	<b>Theory</b>	
	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1054	Philosophy and Sociology of Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the nature of education as a discipline.
2. To examine the philosophical origin of educational theory and practice.
3. To examine the sociological origin of educational theory and practice.
4. To analyze critically various schools of philosophy and sociology as well as vision of great thinkers and also their educational implications.
5. To enable the student to develop a philosophical and sociological outlook towards educational problems.
6. To critically evaluate the emerging trends in Indian Education.

## COURSE OUTCOMES

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

1. Critically examine the contribution of philosophy and sociology discipline in the development of education. (K5)
2. Analyze the western schools of philosophy and its impact on education. (K5)
3. Examine the Indian schools of philosophy and analyze their implications on education. (K5)
4. Assess sociology of education, theories and its impact on education process. (K5)
5. Examine and evaluate social thinkers, national values and the impact on various aspects of education. (K4)
6. Critique the emerging trends in Indian Education. (K6)

## TEXT BOOKS

1. Ozman and Craver (1999). Philosophical Foundations of Education. Sixth Edition. Prentice-Hall, Inc.
2. Shukla. R and Singh. M. (Third Edition). Shiksha ke Darshnik Aadhar. Aalok Prakashan. Lucknow.
3. Kumar.C. et. Al (2018). Historical Sociological Foundations of Education. Twenty first Century Publication. Patiala.
4. Sachdeva. M.S. et.al (1910). Philosophical, Sociological and Economic Foundations of Education. Twenty first Century Publication. Patiala.

## REFERENCE BOOKS

1. Palmer, Joy A. (2001). Fifty Modern thinkers on education: From Piaget to the Present Day. Rout ledge Flamer. London. USA. Canada.
2. Matheson, D. (2004). An Introduction to the study of education. (2<sup>nd</sup>edition). London: David Fulton Publish.

## **COURSE CONTENT**

### **Unit I: Philosophy and Sociology of Education**

**10 Lecture hours**

Meaning and nature of philosophy with reference to Metaphysics, Epistemology and Axiology; Sociology of Education: Origin and development of sociology of education, Nature and scope of sociology of Education

### **Unit II: Western Schools of Philosophy (Classic and Modern)**

**10 Lecture hours**

Western Schools of Philosophy and their contribution to Education with special reference to information, knowledge and wisdom: Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism; Modern concepts of Philosophical Analysis: Logical Analysis, Logical Empiricism and Positive Relativism

### **Unit III: Indian Schools of Philosophy**

**10 Lecture hours**

Indian Schools of Philosophy and their contribution to Education: Sankhya, Yoga, Vedanta, Buddhism, Jainism with special reference to Vidya, Dayanand Darshan; Islamic traditions towards educational aims and methods of acquiring valid knowledge

### **Unit IV: Education and social**

**10 Lecture hours**

Social stratification: meaning, concept and its educational implications.  
Social mobility: meaning, types, constraints on mobility and its educational implications.  
Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications

### **Unit V: Social Thinkers and National Values**

**10 Lecture hours**

Socialization and education: Education and Culture; Contribution of thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy and Savitribai Phule to the development of educational thought for social change; Value education: meaning and concept of values and its nature, Role of Education in inculcating values. National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education.

### **Unit VI: Emerging Concerns in Indian Education**

**6 Lecture hours**

Recent trends in Indian Education: Privatization, Globalization, Sustainable Development; Alternatives in Education: Concept, theoretical perspectives, Alternative educational practices, Open Distance Learning System (OLS) as an Alternative to Education; Equity and Excellence in Education; Social Diversity and Education; Review of latest research papers on the course

## **PRACTICUM**

Book review according to Philosophical and Sociological Inquiry on given criteria.

1. Social system and elements of social system- “Family, Kinship and Marriage in India” (one chapter)
2. Culture-“Poetics & Politics of Sufism & Bhakti in South Asia” or “Acculturation of the Child to Schooling- A Multi-Ethnic Study”
3. Social Control- “Patriarchy by V. Geetha”
4. Social Change-“The Multicultural Path by Gurpreet Mahajan”
5. Social Stratification-“Gender by V. Geetha”
6. Philosophical Analysis of an Educational Problem- “How Children Fail by John Holt”

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1055	Teacher Education: Pre-Service and In-Service	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## **COURSE OBJECTIVES**

1. To understand the concept of teacher education along with its need and scope.
2. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education in our country.
3. Develop professional attitude, values and interests needed to function as a teacher educator.
4. Examine the role and functions of different agencies of teacher education in India.
5. Acquaint with the innovative practices in teacher education at national and international levels.
6. Discuss the various issues, concerns and challenges faced by teacher education in digital era.

## **COURSE OUTCOMES**

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

1. Outline the meaning, concept, types, need and scope and historical development of teacher education. (K2)
2. Explain the structure, curriculum and modes of pre-service teacher education and needs of innovation in pre-service teacher education programs. (K3)
3. Discuss the structure, curriculum and modes and models of In-service teacher education. (K3)
4. Acquaint with the role and functions of agencies of teacher education in India. (K4)
5. Critically analyze the trends in research and innovations in teacher education in India. (K5)
6. Critique the various issues, concerns and challenges faced by teacher education in digital era. (K6)

## **TEXT BOOKS**

1. Balsare, Maitraya (2005). Administration and Reorganization in Teacher Education. New Delhi: Kanishka Publishers.
2. Mohan, Radha. (2013). Teacher Education. New Delhi: PHI Learning Private Limited.

## **REFERENCE BOOKS**

1. NCTE (2009). National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers. New Delhi: NCTE
2. Day, C. and J. Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

## **COURSE CONTENT**

### **Unit I: Introduction to Teacher Education**

**12 Lecture hours**

Teacher Education: Meaning, concept, types, need and scope; Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66); Aims and Objectives of Teacher Education at: Elementary Level, Secondary Level and Higher Level; Quality assurance in teacher education;

### **Unit II: Structure, Curriculum and Modes of Pre-Service Teacher Education**

**10 Lecture hours**

Pre-Service Teacher Education: Meaning, concept, nature, objectives and scope; Modes of Pre-Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online, their relative merits and limitations; Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship; Needs of Innovation in pre-service teacher education programs

### **Unit III: Concept, Structure and Modes of In-service Teacher Education**

**10 Lecture hours**

In-service Teacher Education: Meaning, concept, need, objectives and areas of professional development; Types of In-Service Courses for Teachers: Orientation course, refresher course, workshops, seminars, internship Structure for In-service Teacher Education Agencies and Institutions: Sub-District, district, state, regional and national level; Modes of In-service Teacher Education: Face to face, distance mode, online and mixed model; Models of In-service Teacher Education: cascade, a) Reflective Teaching Model (RTM), Split Model, Self-directed model, multisite, school based and, merits and limitations of each of them, Study of Reports of Inservice teacher education programs organized by various agencies of education in India

### **Unit IV: Agencies of Teacher Education: Role and Functions**

**9 Lecture hours**

National Agency: UGC (University Grants Commission), NUEPA, NCTE and NCERT; State Level Agencies: DIET and SCERT; Role of NCERT and NCTE in Teacher Education; Current trends in teacher education; Managing Teacher Education: Challenges in 21<sup>st</sup> century

### **Unit V: Research and Innovations in Teacher Education**

**9 Lecture hours**

Research in Teacher Education: Meaning, need, areas of research; Action Research for quality improvement in Teacher Education; Current trends of researches in teacher education; Innovations in Teacher Education: Constructivism, Total Quality Management (TQM), Interdisciplinary approaches in teacher education and open learning; A critical appraisal of innovations in teacher education being conducted by different universities/institutions in India, Open and Distance Learning: Need, Scope, Types and Characteristics.

### **Unit VI: Teacher in the Digital Age, Issue and Concerns**

**6 Lecture hours**



Qualities of a good teacher- teaching skills, Teacher Education in Digital Age; Digitalization of Education System: Smart Classes and Online Learning Material, Emerging Technologies in the Emerging Age, 21<sup>st</sup> Century Digital Age Skills, Techno-Pedagogue; Issues and Challenges of Teacher Education in Digital Age; Concerns for Technology Integration in Education;

## **PRACTICUM**

1. Select any one current practice in teacher education and trace the background of its formulation as a policy. (Soft copy)
2. A review of a research article in teacher education and write implications for practitioner. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1056	Educational Administration	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To familiarize with need and importance of educational and administrative management.
2. To understand the role and functions of different agencies in the educational administration.
3. To internalize various theories of management and infer their implications for education.
4. To understand the functions of educational supervision and planning.
5. To examine the various educational administration agencies.
6. To acquaint with latest information about the developments in the area of educational administration and research.

## COURSE OUTCOMES

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

1. Appreciate the need & importance of administration and supervision in educational system. (K4)
2. Acquaint with the organizational structure of education at various levels- centre, state and local. (K4)
3. Reflect on the difference between educational administration and educational supervision. (K5)
4. Equip themselves with various approaches to educational planning. (K4)
5. Acquaint with the various educational administration agencies. (K3)
6. Critique the latest developments and identify various gaps in the area of educational administration research. (K6)

## TEXT BOOKS

1. Agarwal, J.C. (2006). School Administration. New Delhi: Arya Book Depot.
2. Mukherji, S.N. (1970). Administration of Educational Planning and Finance (Theory and Practices). Baroda: Acharya Book Depot.
3. Safaya, R. N. and Shaida, B. D. (2000). School Administration and Organization. New Delhi: Dhanpat Rai and Sons

## REFERENCE BOOKS

1. Bhatnagar, R.P. and I.B. Verma (2000). Educational Administration. Meerut: Loyal Book Depot.
2. Mathur, S.S. (1969). Educational Administration – Principles and Practices. Jallander: Krishna Press.
3. Campbell, R. F. and Russel, T. G. (1967). Administrative Behavior in Education. New York: Harper and Row.

## **COURSE CONTENT**

### **Unit I: Educational Organisation and Administration**

**10 Lecture hours**

Educational Administration: Meaning, objectives, scope and functions, Difference between Inspection and Supervision, Educational administration and other types of administration, Factors Determining the Character of Administration: Central, provincial and local authorities connected with educational administration.

### **Unit II: Educational Supervision**

**10 Lecture hours**

Educational Supervision: Meaning, nature and scope, Principles governing the processes of supervision, Administration and Organisation of supervision, Planning of supervisory programmes, Techniques of supervision; Evaluation of the effectiveness of supervision, Problems and issues in educational supervision; Relation between teaching and supervision,

### **Unit III: Educational Management**

**10 Lecture hours**

Educational Management: Meaning, nature, scope and functions; Models of governance, Theories of management and their implications for education; Total Quality Management in Education: Meaning, concept, approaches, quality control and assurance. , POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organizational compliance, Organizational development, Organizational climate.

### **Unit IV: Educational Planning**

**10 Lecture hours**

Educational Planning: Meaning, concept, scope and dimensions; Approaches to educational planning, educational planning at the national, state, district and institutional level; Policy formulation and analysis, Issues and policy change at national and global level

### **Unit V: Educational Administration Agencies**

**10 Lecture hours**

Educational clauses in the constitution of India; Organization and function of the Ministry of Education, Govt. of India; The State Ministry of Education and the Department of Education with special reference to UP/Delhi; Central Advisory Board of Education (CABE); Central Board of Secondary Education (CBSE); University Grants Commission (UGC)

### **Unit VI: Trend of research in Educational Administration: Gaps and Priorities**

**10 Lecture hours**

Need of Research in Educational Administration; Areas of Research in Educational Administration. Trends of Research in Educational Administration in India. Overall Trends of Research in Educational Administration. Priorities in the field of Research in Educational Administration; Review of latest research papers on the course

## **PRACTICUM**

1. Write step by step, the journey of the financial transaction, starting from its source till it is given as salary to the college and university teachers and other functionaries extending support to the college and university teachers. (Soft copy)
2. Draw the organisational structure of state-level education department, elaborating the main functions of each officer, and managing school education in different ways. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1057	Human Rights and Peace Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the concept of Human Rights Education.
2. To understand correlative nature of Peace, Human Rights and International understanding.
3. To create awareness among student teachers for development of activities for peace and harmony education.
4. To understand Vedic Darshan of international work for promoting peace values.
5. To discuss the role of educational institutions in fostering peace education.
6. To sensitize the teacher educators on emerging issues in human rights.

## COURSE OUTCOMES

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

1. Appreciate the need & importance of Human Rights and Peace education in educational system. (K4)
2. Analyse the need for Human Rights and Peace Education to foster National and International understanding. (K4)
3. Develop skills among teacher trainees in human values, harmonious living with co-existence. (K6)
4. Appreciate the current challenges of teacher education in context with the introduction of education for peace and harmony. (K4)
5. Assess the role of educational institutions in fostering peace education. (K5)
6. Assess the emerging issues in human rights. (K6)

## TEXT BOOKS

1. Chitkara, M.G. (2009). Education and Human Values. New Delhi: A.P.H Publishing Corporation.
2. Singh, Dr. Suresh Pal, Kaul, Anyana and Choudary, Sarita (2010). Peace and Human Rights Education. New Delhi: A.P.H Publishing Corporation.
3. Mishra, Lokanath (2009). Encyclopedia of Peace Education. New Delhi: A.P.H. Publishing Corporation.

## REFERENCE BOOKS

1. Bagchi, Jyoti Prakash and Teckchandani, Vinod (2005). Value Education. Jaipur: University Book House (P) Ltd.
2. Delors, J. (1997). Learning the Treasure Within. UNESCO.
3. Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications.
4. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1 Summer 1994, Amnesty International- USA Educators Network.

5. Mishra, Dr. Loknath (2009). Peace Education Frame Work for Teachers. New Delhi: A.P.H. Publishing Corporation.

## **COURSE CONTENT**

### **Unit I: Human Rights and Peace Education 10 Lecture hours**

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Human Rights Education: Meaning, need and scope, Need and importance of Human rights in existing social scenario, History of Human Rights development; Peace and Peace Education: Meaning, nature, objectives and its relevance relating to the present global scenario, Ideal vs Pragmatic definition of Peace

### **Unit II: Human Rights and Peace Education- Agencies and Methods 10 Lecture hours**

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Agencies of Human Rights and Peace Education: Family and home, neighbors, community, school; Importance of co existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies; Teaching-learning process in Human Rights Education through curricular and co-curricular activities; Role of different government and non-government organizations in Human Rights Education; Methods for inculcating Human Rights; Effective Teaching of Peace: Models of Integrated learning - Transactional Modalities, Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method - Case Analysis and Situation Analysis Transacting Peace Education and Role of Social Agencies: Integration of Peace education through curricular and co-curricular activities, Role of mass media in Peace education, Programmes for promoting Peace Education - UNESCO, Addressing challenges to peace in multicultural society

### **Unit III: Legal Rights and Constitutional Provisions 10 Lecture hours**

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Legal Rights: Meaning, nature and its relevance relating to the present global scenario; Constitutional Provisions as enshrined in part III of Indian Constitution, Classification of Fundamental Rights; Different Sources of Human Rights and Peace: Philosophical, Religious, Social, Secular and Psychological; Role of different organizations like UNESCO with reference to legal rights and peace educations

### **Unit IV: Education to Foster International Understanding 10 Lecture hours**

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Recommendations of the International Commission on Education for the Twenty-first Century (Delors Report) with respect to Human Rights and Education for Peace; Meaning and strategy to learning to live together (UNESCO), Recommendations of NHRC and other Human Rights Bodies, Global trends and incidents in the context of Human Rights; Needs for developing international understanding & peace, Guiding principles for education for International Understanding and Peace: Non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building; Barriers for developing International Understanding & Peace: Just warism and terrorism

## **Unit V: Role of Educational Institutions**

**10 Lecture hours**

United Nations programmes of peace in minds of men, culture of peace and learning ways to peace; Application of conflict resolution on individuals, society, national and international scenarios; Importance of Human rights as a duty, Teaching about Human Rights, Teaching about other countries: History, Geography, Civics, Science & Literature; Co-curricular Activities: Drawing, Painting, Modelling, Handicrafts etc., Role of Teacher with respect to transaction of Human Rights and Peace Education

## **Unit VI: Emerging Issues in Human Rights**

**10 Lecture hours**

Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption and Muscle Power Good Governance and State Accountability Debates on Big Dams, Displacement and Rehabilitation Tribal Rights and Forest Protection Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights, Promotion of Human Rights Education; Review of latest research papers on the course

## **PRACTICUM**

1. Write an analysis on the Delors Commission report for conceptual understanding of the four the pillars. (Soft copy)
2. Prepare an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human Rights as a duty and Peace Education through the curriculum. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU1058	Inclusive Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the philosophical, sociological and rights perspective of inclusive education.
2. To identify the nature of difficulties encountered by children in the school.
3. To develop an overview of National and International policies and legislation for the education and general welfare of persons with disabilities.
4. To recognize the diversities, barriers and challenges in learning faced by children with disability
5. To know the different types of adaptations and make individual adaptation plans in an inclusive set up
6. To describe and to understand the role of professional ethics to become to become effective practioners of inclusive education and teacher – educators.

## COURSE OUTCOMES

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

1. Analyze special education, integrated education, mainstream and inclusive education practices in the educational system. (K4)
2. Critically analysis the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education. (K4)
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers in the class rooms. (K4)
4. Identify and utilize various accommodation and adaptations for promoting inclusive practice. (K4)
5. Create and develop inclusive school environment at their workplace. (K5)
6. Critique the role of professional ethics to become to become effective practioners of inclusive education and teacher – educators. (K6)

## TEXT BOOKS

1. Jha, M. (2002). Inclusive Education for All: Schools Without Walls. Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
2. Maitra, Krishna (2008). Inclusion Issues and Perspectives (For Teachers, Teachers' Educators and Parents). New Delhi: Kanishka Publishers, Distributors.

## REFERENCE BOOKS

1. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing House.
2. Jangira N.K. and Mani, M.N.G. (1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
3. Sharma P.L (2003). Planning Inclusive Education in Small Schools. Mysore: R.I.E.
4. Sharma, P.L. (1990). Teachers Handbook on IED- Helping children with Special Needs. New Delhi: N.C.E.R.T. Publication.

## **COURSE CONTENT**

### **Unit I: Introduction, Issues & Perspectives of Inclusive Education** **10 Lecture hours**

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Inclusive Education: Meaning, definition, concept and importance, Historical perspectives of inclusive education for children with diverse needs; Difference between special education, integrated education and inclusive education; Diversity: Meaning and definition, Disability: Legal definition, discrimination, Giftedness, Multiple Disabilities: Concept, nature, and characteristics

### **Unit II: Policy Perspective-1** **10 Lecture hours**

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Recommendations of Indian Education Commission (1964-66), Scheme of Integrated Education for Disabled Children, Sarva Shiksha Abhiyan (SSA), Inclusive Education of Disabled at Secondary Stage (IEDSS), National Policy on Education (NPE, 1986-92), National Curriculum Framework- 2005 (NCERT), The Convention on the Rights of the Child (Article 23, 28, 29 a 2, 3, 6 and 10 & 12), The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children (1990)

### **Unit III: Policy Perspective- 2** **10 Lecture hours**

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Educational provisions in Person with Disability Act, Rehabilitation Council of India Act (1992), National Trust Act (1999), UN convention on the Rights of Persons With Disabilities, Promoting Inclusion Preventing Exclusion, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)

### **Unit IV: Diversity in the Classroom** **10 Lecture hours**

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Curriculum: Understanding NCF from Inclusive perspective; Accommodation, Adaptation and Modification; Individual Accommodation and Adaptations; Disability Specific Accommodations and Adaptations; Classroom Transaction: Differential Learning, Peer-Tutoring, Collaborative/ Cooperative Learning, Activity Based Learning and Active Learning Methods, Multi-Level Teaching; Adaptations in Co-Curricular Activities: Using Co-curricular for facilitating learning Teaching Practices: Elementary and Secondary Level, Teaching Language, Teaching Science, Teaching Mathematics, Teaching Social Science and EVS, Teaching of Co-Scholastic domains; Alternative methods of Evaluation, Concept of CCE, Adapting CCE, Evaluating through Alternative Methods: Visual, ICT, Observation, Techniques and Tools of Evaluation, Provisions and Exemptions for Educational Evaluation

### **Unit V: Pedagogy for Inclusive Education** **12 Lecture hours**

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Learning in an inclusive school environment; Addressing socio cultural context in shaping human behavior; Diversities and Individual Differences; Challenges in learning faced by

children with disability; Addressing diversities in learning styles; Challenges in learning faced by typical children; Teaching Learning Processes; Teaching learning process in an inclusive setting Teacher as a facilitator; Teacher as a reflector; Networking and collaboration with stakeholders; Strengthening development of an inclusive teacher; Therapeutic Interventions: Need and Scope Developing of Inclusive Learning Resources; Collation and creation of learning resources; Different types of learning resource; Use of learning resources in an inclusive setting; Developing of resource centers/resource corners; Diversity as a resource, Parent – Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community. Role Responsibilities of General, Special and Resource Teachers. Skills & Competencies among Inclusive school teachers

## **Unit VI: Professional Ethics of Inclusive Education Teachers and Teacher Educators**

**8 Lecture hours**

Role of Teacher Educators in Inclusive Education; Ethical Code of Conduct of an Inclusive Teacher; Professional Ethics 6 key Principles; Incorporating ethical component into the Profession of Inclusive Teachers/Teacher Educators; Review of latest research papers on the course

### **PRACTICUM**

1. Conduct a survey in the local area to ascertain the prevailing attitudes/practices toward social, emotional and academic inclusion of children with diverse needs.
2. Study & review any two national policies in the light of inclusive education.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1059	Information and Communication Technology in Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 60			

## **COURSE OBJECTIVES**

1. To understand the meaning, nature, scope and evolution of ET, IT and ICT in education.
2. To understand the teaching learning-system and potential of ICT and its effectiveness in education for their professional development.
3. To learn design, develop and use various digital teaching learning resources.
4. To integrate ICT into teaching-learning evaluation, administration and other learning support systems.
5. To examine the ICT and Social, Legal and Ethical Issues and its concerns and implications in education.
6. To examine the current trends for educational technology.

## **COURSE OUTCOMES**

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

1. Explain the meaning, nature, scope and evolution of ET, IT and ICT in education. (K3)
2. Examine the teaching learning-system and potential of ICT and its effectiveness in education. (K4)
3. Design, develop and use various digital teaching learning resources. (K5)
4. Integrate ICT into teaching-learning evaluation, administration and other learning support systems. (K4)
5. Assess the ICT and Social, Legal and Ethical Issues and its concerns and implications in education. (K5)
6. Critique on the current trends for educational technology. (K6)

## **TEXT BOOKS**

1. Rajasekar, S. (2010). Computers in Education. New Delhi: Neelkamal Publications Pvt. Ltd.

## **REFERENCE BOOKS**

1. Roblyer, M.D. (2008). Integrating Educational Technology into Teaching. New Delhi: Pearson Education.
2. National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: [http://mhrd.gov.in/ict\\_school](http://mhrd.gov.in/ict_school)

## **COURSE CONTENT**

### **Unit I: Effectiveness of Education through Educational Technology (ET)**

**12 Lecture hours**

Educational Technology: Meaning, nature and evolution: Information Technology (IT) and Information and Communication Technology (ICT); Teaching-Learning System: Design, development and potential of ICT; Enrichment through ICT; Education policies related to ICT in education, Approaches to ICT

### **Unit II: Instructional Technology**

**10 Lecture hours**

Use of communication technology in teaching-learning process; Non-digital teaching-learning resources (TV, Radio, Audio-Visual resources), Digital teaching learning resources: MS Word, MS Power Point, MS Excel

Rationale and Framework of ICT in Teacher Education: ICT Competencies in Teachers Instructional Design: Concept, Components and Steps Systems Approach to Instruction Use of ICT in School Management

### **Unit III: Web Based Learning and Communication Technology**

**10 Lecture hours**

Web Based Learning: Meaning, meaning of www, Domain, Hosting, Browser, Search Engine; Internet: Internet application in class rooms teaching; E-learning/Online Learning: Meaning, process, uses, scope; Blended learning, Social networking in education  
Application of ICT in Classroom Instruction

### **Unit IV: Improving Policy Planning & Management**

**10 Lecture hours**

Role of ICT in Management of Institutions and Systems; ICT in School Academics: Admissions, student flow, personnel, staff development, facilities, library, laboratory; ICT in School Management System: School mapping, personnel payroll, management information system (MIS), communication, information; ICT in Policy Formulation: Management and monitoring

### **Unit V: ICT and Social, Legal and Ethical Issues**

**8 Lecture hours**

Social, Legal and Ethical Issues: Meaning, importance and impact in reference to ICT; Cyber Crimes: Concerns and implications in education, Software piracy and legal remedies; Intellectual property and Copyright and related issues of Plagiarism and Fair Use

### **Unit VI: Current Trends for Education Technology**

**10 Lecture hours**

Online/Digital Education, Barrier of Digital Education, Digital and Comprehensive Online Assessments, Limitations of current Assessment or Evaluation of students, Out Dated Syllabus, AI Driven Assessments, Maintaining Student Academic Records, Revolution in Exam Management, Virtual Reality (VR) in education; Review of latest research papers on the course

## **PRACTICUM**

1. Develop self-instructional material on teaching any topic of B.Ed. syllabus. (Soft copy)
2. Prepare a report on on-line available educational resources. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU1052	Dissertation- Preparation of Synopsis	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the need and importance of the research in the education.
2. To develop skills related to conduct scientific research in the education.
3. To familiarize with the research methods in the education.
4. To develop skills to find an appropriate problem.
5. To understand the differences among various types of the researches.

## COURSE OUTCOMES

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

1. Describe the need and importance of the research in the education.
2. Develop skills related to conduct scientific research in the education.
3. Analyse the appropriate research method needed for selected topic.
4. Develop skills to find an appropriate problem through systematic investigation.
5. Differentiate among various types of the researches.

## COURSE DESCRIPTION

Dissertation work constitutes an important component of the M.Ed. Programme. The purpose of the dissertation is to provide the students with practical/hands-on experience in the scientific process of research. The students in consultation with the research supervisor should identify a research problem. Students are expected to undertake the relevant readings and activities relating to the drafting of proposal for their dissertation. Having identified a research problem, the students need to formulate a brief outline of the conduct of study which is known as Research Proposal/Synopsis. The proposal should be a blue print which outlines the process of research to be adopted. The student will develop a synopsis/proposal for the dissertation.

The synopsis will be presented in the Open Synopsis Presentation (OSP). The OSP will comprise of the Dean/Principal, Program Head and all supervisors. Only on receiving a satisfactory evaluation report from the OSP, the student shall execute the research proposal. The OSP may suggest changes to the proposal, which can be incorporated by the student in consultation with supervisor. However, broad area of the proposed study cannot be changed further.

## COURSE CONTENT

### Learning Activities

- Sources of review of related studies
- Development of research questions
- Writing references in APA style
- Establishment of linkages between research questions, objectives and hypotheses



- Writing of a research abstract from a dissertation/research paper
- Construction and tryout of a tool of data collection
- Preparing of framework for writing of research proposal

### **Selection of Topic for Dissertation**

The topic of dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for dissertation has a direct bearing on the area of his/her specialization.

### **Writing of Synopsis**

Students are expected to develop a research proposal/synopsis of 5-6 pages which shall comprise of:

1. Conceptual/ Theoretical Framework
2. Justification/Need/Rationale of the Study
3. Scope of Study
4. Review of Related Studie(s)
5. Research Questions
6. Research Variables
7. Delimitations of the Study
8. Objectives of the Study
9. Hypotheses to be Tested
10. Research Design/Method(s) of Research
11. Statistical Techniques for Data Analysis
12. Tentative Chapterisation
13. References

### **PRACTICUM**

1. Writing abstract of at least three research articles provided by the faculty member(s). (Soft copy)

### **EVALUATION OF RESEARCH PROPOSAL**

Research proposal/synopsis, practicum and related assignments will be evaluated by the Board of Internal Examiners and External Examiners.

Criteria for evaluation of research proposal (Each criterion carries five marks)

<b>S. No.</b>	<b>Criteria</b>
1	Statement of the proposed problem
2	Identification of relevant variables
3	Stating clear need and significance of the study
4	Expression of acquaintance with relevant literature/theories
5	Identification of appropriate method of research



6	Description of sample
7	Introductory description of proposed tools/techniques
8	Identification of possible and relevant analyses
9	Identification of broad steps/stages in the study
10	Confidence with the topic during the presentation

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

### Note-

- a. Internal assessment of the ‘Dissertation- Preparation of Synopsis’ activities and Viva-Voce shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student’s performance in OSP, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.
- b. For the End Term Practical Examination of the ‘Dissertation- 1’ activities and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).

MEDU1053	Internship in Schools	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To develop teacher-educators understanding in the schools activities and their importance.
2. To encourage teacher-educators to take participation in various schools activities to enhance their capacities and built up the confidence.
3. To motivate teacher-educators to play various roles in the schools.
4. To supervise the classes of the student-teachers during their practice of teaching.
5. To develop the interaction of the teacher-educators with the education stake holders.

## COURSE OUTCOMES

On completion of this course, the teacher-educators will be able to-

1. Analyze and understand concept of Internship in Schools and contexts that are unique to teacher education. (K4)
2. Understand and appreciate the nature and the purpose of Internship in Schools, their practical ramifications in the teacher education. (K5)
3. Conduct different scholastic and co-scholastic activities in the schools and develop their understanding about them. (K6)
4. Give feedback to the student-teachers for their skill enhancement during their practice of teaching. (K6)
5. Interact with the education stake holders and analyse their views about the education system. (K5)

## COURSE CONTENT

All teacher-educators are required to go for Internship in the Schools for four weeks in any school. Proposed schedule of the Internship is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted Internship activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Internship in Schools, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

## LIST OF ACTIVITIES

M.Ed. students are required to participate and submit their reports in the announced Internship activities. List of proposed activities is mentioned below.

### List

- A. Observation of School Activities
  - i. Assembly
  - ii. class room teaching of Student-Teachers and School Teachers
  - iii. Cleanliness and beautification

- iv. Record Survey
  - v. Supervisory Activities
  - vi. Laboratory work
  - vii. Library Activities
  - viii. ICT Lab
  - ix. Cultural Activities
  - x. CCE and Learner Assessment
  - xi. Guidance and Counselling Activities
  - xii. Parent Teacher Association
- B. Administer Five Psychological Tests in the school
- C. Frame and record an interview of stake holders (through video graph):- Students, teachers, parents, school management, government authorities and community members

### MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

#### Note-

- a. Internal assessment of the 'Internship in Schools' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the Chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- b. For the End Term Practical Examination of the 'Internship in Schools' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty will perform as convener.

MEDU1060	ICT for Research and Teaching	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area:	Program Foundation Practicum	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To apply the knowledge of advanced features of MS word in educational research.
2. To acquire the skills to use MS Excel features in educational research.
3. To acquire the skills to uses Google form as an online survey tool.
4. To acquire the skill to create the quiz through online software.
5. To understand the process of using the SPSS application software for analyzing the data.

## COURSE OUTCOMES

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

1. Apply the knowledge of the MS Word in educational research.
2. Apply the knowledge of the MS Excel in educational research.
3. Conduct an online survey by using Google Form.
4. Create different variety of quiz by using online software.
5. Apply the knowledge of SPSS in data analysis.

## COURSE CONTENT

### Unit I: ICT in Research

**10 Lecture hours**

(a) Review of Related Literature using ICT: databases, e-resources (b) Online repositories like Shodganga (c) Cloud Computing for Data Analysis (d) Introduction to Statistical Software for data analysis (e) Introduction to plagiarism software

### Unit II: ICT for Individualized Instruction

**10 Lecture hours**

(a) Personalized System of Instruction (PSI) - concept and need (b) Development of PSI (c) Computer Assisted Instruction (CAI) - concept and types (d) Steps of developing CAI (e) Evaluation of PSI and CAI

### Unit III: Technological Aids for Instruction

**10 Lecture hours**

(a) Virtual Library (b) Language Laboratory (c) Virtual conferences (d) Multi-media & Smart classrooms (e) Learning Resource Centre

### Unit IV: ICT for Distance Education

**10 Lecture hours**

(a) Virtual Universities (b) Learning management systems (c) Massive Open Online Courses (MOOCs) (d) Social technologies in virtual education (wikispaces, flicker, slideshare, google hangouts, etc.) (e) Support tools in virtual learning

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**Unit V: Data Analysis Using SPSS**

**20 Lecture hours**

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(a) Classification and Coding of Data in SPSS (b) Graphical Representation of Data (c) Descriptive analysis of data (d) Analysis using parametric statistics (e) Analysis using non-parametric statistics.

**PRACTICUM**

1. Develop one module of Personalized System of Instruction
2. Check a document regarding its authenticity using plagiarism software and submit its summary report
3. Develop one module of Computer Assisted Instruction
4. Prepare a report of analysis of data using parametric statistics in SPSS
5. Prepare a report of analysis of data using non-parametric statistics in SPSS

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

## SECTION 7

# SYLLABI FOR THIRD SEMESTER COURSES

This section contains the syllabi of all the courses of third semester. The description provide details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

### Third Semester

Semester III									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		<b>Theory Courses</b>							
1	MEDU2002	Curriculum Studies	4	0	0	4	20	30	50
2	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	20	30	50
3	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	20	30	50
4	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	20	30	50
3	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
4	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
5	MEDU2001	Academic Writing- Practicum	0	0	4	2	50	--	50
6	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	50	--	50
7	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	—	0
8		Open Elective from GU Schools (under CBCS)							
9		SWAYAM Course							
		Total Credits: 20*	T: 16 (4)				P: 4 (2)		

MEDU2002	Curriculum Studies	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the meaning and nature of curriculum.
2. To understand different approaches to curriculum development.
3. To understand the role of teacher in the transaction and evaluation of curriculum.
4. To examine the role and contribution of various agencies and regulating bodies in enhancing the quality of curriculum.
5. To understand the recent developments in the field of curriculum development. To understand the research perspectives on various practices in teacher education.
6. To analyze the recent developments in the field of curriculum development.

## COURSE OUTCOMES

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

1. To get equipped with the skills to become effective and efficient teachers and teacher-educators.
2. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of curriculum in India.
3. Reflect upon on various **Models of curriculum development and planning** in India.
4. Develop aptitude in the research in various areas of curriculum.
5. Analyze the role of teacher and organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
6. Analyze the recent developments in the field of curriculum development.

## TEXT BOOKS

- Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.
- Udayveer (2006). Modern Teacher Training. New Delhi: Anmol Publications.

## REFERENCE BOOKS

- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher. New Delhi: NCTE.
- Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder & Stoughton, London.
- Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.
- Tanner, D. & Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.

## **COURSE CONTENT**

### **Unit I: Curriculum**

**10 Lecture hours**

Concept of 'Curriculum' and 'Syllabus' and their scope; Process of curriculum development; Bases of curriculum; Principles of curriculum development; Factors affecting curriculum development; Curriculum and cognitive development of child: Social reconstruction, Self-actualization, Academic rationalization, Children with special needs

### **Unit II: Types and Approaches of Curriculum**

**10 Lecture hours**

Types of curriculum: Knowledge based, Activity based, Skill based and Experienced based; Approaches in Curriculum Development: Developmental approach, Functional approach and Eclectic approach; Curricular trends: Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum; Impact of media, technology and contemporary issues; Models of curriculum development and planning

### **Unit III Models of curriculum development and planning** **10 Lecture hours**

Models of curriculum development and planning  
Taba's Model of curriculum development  
Administrative model  
Grass root model  
Demonstrative model  
System analysis model

### **Unit IV: Curriculum Planning and Designing**

**10 Lecture hours**

Curriculum planning and designing; Assessment of need with respect to individual and environment; Situational analysis, Selection of content and method, Concept of school readiness, Basic curricular skills, Curricular skills related to cognitive domain, Curricular skills related to conative domain, Curricular skills related to affective domain; Classroom planning, preparation and specific teaching strategies with examination considerations in context of curriculum development

### **Unit V: Curriculum Transaction and its Evaluation**

**10 Lecture hours**

Curriculum transaction and its evaluation: Formative and summative evaluation, Methods of curriculum evaluation and models of curriculum evaluation; Role of teacher in curriculum evaluation, Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing

### **Unit VI: Recent Trends in Curriculum**

**10 Lecture hours**

Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education 2009, Lifelong learning,



Futuristic education, ICT-based education; Outcome Based Education and Curriculum; Curriculum Reforms and Innovations; Review of latest research papers on the course

## **PRACTICUM**

1. Critical appraisal of curriculum (science/social science/mathematics/languages) either at elementary/secondary stage of school education.
2. Development of a plan for curriculum evaluation for a school subject at elementary/secondary stage.

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2004	Elementary Education in India: Administration and Management	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To sensitise the student teachers with the need and relevance of elementary education as a basic foundation stage.
2. To reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
3. To develop a critical outlook towards measures taken for the achievement of quality at the elementary education stage.
4. To appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.
5. To explore and apply E-resource for teaching and learning at elementary level.
6. To appreciate the research and innovation in elementary education.

## COURSE OUTCOMES

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

1. Reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
2. Discuss factors promoting the Universalisation of Elementary Education in India.
3. Critically examine the measures taken for the achievement of quality at the elementary education stage.
4. Appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.
5. Explore and apply E-resource for teaching and learning at elementary level.
6. Appreciate the research and innovation in elementary education.

## TEXT BOOKS

1. Mohanty, J. N. (2002). Elementary and Elementary Education. New Delhi: Deep & Deep Publications.
2. Rao, V.K. (2007). Universalisation of Elementary Education. New Delhi: Indian Publishers.
3. UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. Montreal: UNESCO Publication.

## REFERENCE BOOKS

1. Rita Chemicals (2008). Engaging Pupil Voice to Ensure that Every Child Matters: A Practical Guide. David Fultan Publishers.
2. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
3. NCTE (2004). Teacher Education Curriculum. New Delhi: NCTE.

## **COURSE CONTENT**

### **Unit I: Institutions, Systems and Structures at the Elementary Level    10 Lecture hours**

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Elementary Education in India: Meaning, significance, objectives, and structure; Elementary Education: A basic human right, an instrument of empowerment, and as a development strategy; Universal Elementary Education (UEE): Meaning, concept, objectives, justification and different aspects; Management and Administration of Elementary Schools: Role of local bodies and panchayats, Functions of primary schools; De-centralised educational planning and management; Community mobilization, Micro-planning, and village education committees

### **Unit II: Elementary Education: Constitutional Provisions    10 Lecture hours**

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

### **Unit III: Programmes and Initiatives to Achieve UEE in India    10 Lecture hours**

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District Primary Education Programme (DPEP): Aim, objectives, strategies, achievement; Relevance of 73<sup>rd</sup> and 74<sup>th</sup> constitutional amendment with respect to empowerment of PRIs; Sarva Shiksha Abhiyan: Programme, objectives, interventions with respect to access, enrolment, retention and achievement; Monitoring, Research, Evaluation of Specific Schemes like Mid-Day Meals, Operation Black Board, and establishment of VECs in India; Recommendations of the 12<sup>th</sup> Five year plan on elementary education (Including the critiquing of the same with respect to allocated budget and programme interventions)

### **Unit IV: Elementary Education in School: Issues and Concerns    10 Lecture hours**

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School Effectiveness, Classroom Climate and Teacher Attributes, Joyful learning, Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers. Quality of Elementary Education. • Problems of equity and equality of opportunities. • Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School • Inspection, Supervision and Monitoring. • Innovative Approaches: Activity Based learning Experiment

### **Unit V: E-resource for Teaching and Learning    10 Lecture hours**

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Exploring E-resource for teaching and learning at elementary level: e-textbooks, Swayam Prabha portal, MOOCs courses, Open School System; Financing of Education in India: Centre-State Relationship, Mobilisation of Resources

### **Unit VI: Elementary Education: Research and Innovation    10 Lecture hours**

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Launch of Innovative Programmes to Strengthen Elementary Education: Hoshangabad Vigyan Project, B.El.Ed. programme, D.El.Ed., Laadli scheme; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to elementary

education; National Achievement Survey -NAS, PISA, Pratham; Recent Trends in Research and Innovation in the field of Educational Management; Review of latest research papers on the course

## **PRACTICUM**

1. Prepare a status report on elementary education in a chosen state or district with reference to classroom process, enrolment, retention/participation, dropout and learning achievement. (Soft copy)
2. Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2005	Issues and Curricular Concerns at Elementary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the concept of quality education at elementary level.
2. To select and use appropriate assessment practice to meet the needs of the elementary students.
3. To understand the practice of continuous assessment for all round development of the students.
4. To understand various schemes & programmes of Govt. for elementary education.
5. To examine various curriculum transaction strategies.
6. To analyze the recommendations of different centrally sponsored schemes, state projects and programmes.

## COURSE OUTCOMES

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

1. Study effective practices with various curriculum transaction strategies.
2. State how various aspects of education are measured, evaluated interpreted and their results are recorded to help learners at elementary level.
3. Describe about role and functions of different programmes and agencies for ensuring the quality of elementary education in India.
4. Reflect upon different issues, concerns and problems of elementary education in India.
5. Examine various curriculum transaction strategies.
6. Analyze the recommendations of different centrally sponsored schemes, state projects and programmes.

## TEXT BOOKS

1. Aggarwal, J.C (2005). The Progress of Education in Free India. New Delhi: Arya Book Depot.
2. Chaube, Dr. S.P. (2011). History and Problems of Indian Education. Agra: Agrawal Publications.

## REFERENCE BOOKS

1. NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE.
2. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.

## COURSE CONTENT

### Unit I: Issues & Concerns of Elementary Education

**10 Lecture hours**

Hurdles Faced in Popularizing Elementary Education: Lack of access, problems of non-enrolment and retention, The drop out phenomenon and its causes; Critical reflections on

education of the girl child, Gender disparities in education; Social, Cultural and Educational aspects of gender bias in education; Education of the disabled; Problems of working children and disadvantaged groups; Quality of Elementary Schooling and Learning Achievement: Quality of the learner, Learning environment, process, content and outcomes; Enhancing the learning achievement of children– MLL oriented curriculum; Major quality dimensions of elementary education and quality monitoring tools; Quality assurance; Alternative strategies for achieving UEE and implementing RTE act

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**Unit II: Strategies and Programmes****10 Lecture hours**

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Measures Towards Achievement of UEE: Mid-day meals, meeting opportunity costs, attendance, scholarships; Primary Education Curriculum Renewal (PECR), Operation Blackboard (OB), Project Mass Orientation of School Teachers (PMOST), Centrally Sponsored Scheme of Integrated Education for Disabled Children (IEDC), Early Childhood Care and Education (ECCE), District Primary Education Programme (DPEP), Sarva Siksha Abhyan (SSA)- Positive impacts of UEE; Improving the Internal Efficiency of the System: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children; Dealing with out-of-school children, Alternative schooling, schemes and practices, the ungraded schools and multiple point entry, Educating the girl child, Imparting gender sensitivity, Removing gender bias in curriculum and text books, Women empowerment

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**Unit III: Type of schools & Pedagogy****10 Lecture hours**

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Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving; Types of schools & their contribution to society; Forms of learner's engagement: Observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration; Pedagogical analysis of the subject contents; Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning; Innovative educational programmes in India

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**Unit IV: Curriculum and Evaluation in Elementary Education****10 Lecture hours**

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Principles of Elementary School Curriculum: Objectives, planning and organisation of curriculum; Psychological basis of present elementary school curriculum; Joyful learning; Evaluation in elementary level (principles, strategies and tools); Pupil assessment techniques, Concept of evaluation & CCE; Types of evaluation; Diagnostic & remedial teaching; Student records; Cumulative records; Progress reports, grading system

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**Unit V: Professional Competence of a Teacher****10 Lecture hours**

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Service conditions of school teachers, Professional ethics for teachers; Teacher appraisal and accountability; Concept and importance of professional development; Action research, Seminars and conferences for teachers, Journals for professional growth; Changing roles and responsibilities of Teacher in a society; Concept of profession; Teaching as a profession

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**Unit VI: Elementary Education: Research and Innovation**

**10 Lecture hours**

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Innovative Educational Programmes in India; Recent Trends in Research and Innovation in the field of elementary education; Centrally sponsored schemes and state projects and programmes – the changes it brought in elementary education; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to elementary education; Review of latest research papers on the course

**PRACTICUM**

1. Evaluate the assessment process in any elementary school and write about its merit and demerits. (Soft copy)
2. Conduct a survey in an elementary school to assess quality issues, and make an action plan to resolve it. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To develop the skills in planning and implementing conventional administrative procedures.
2. To develop an idea about the structure of secondary education in India.
3. To determine and implement objectives of planning on the basis of individual needs of the students.
4. To state the recommendations of different education commissions regarding secondary education commissions.
5. To analyze required professional competency for a teacher at secondary education level.
6. To explore and apply E-resource for teaching and learning at Secondary level

## COURSE OUTCOMES

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

1. Examine the status of secondary and higher secondary education in India.
2. Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
3. Apply various principles and techniques of educational planning
4. Develop the skills and attitudes to utilise human energy in getting the maximum work done.
5. Analyze required professional competency for a teacher at secondary education level.
6. Explore and apply E-resource for teaching and learning at Secondary level.

## TEXT BOOKS

1. Mudhopadyay, Sudesh and Kumar, Anil (2001). Quality Profiles of Secondary Schools. New Delhi: NIEPA.
2. Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual Inputs for Secondary Teacher Education: The instructional Role. New Delhi: NCTE.

## REFERENCE BOOKS

1. Jagannat, Mohanty (1990). Educational Administration, supervision and school Management ,Deep & Deep Publications, New Delhi.
2. Government of India (1986/1992). National Policy of Education, 1992 Modification and their POA's. New Delhi: MHRD, Dept. of Education.
3. Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs. New Delhi: NCERT.



## **COURSE CONTENT**

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### **Unit I: Introduction to Secondary & Senior Secondary Education** **10 Lecture hours**

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Secondary & Senior Secondary Education: Meaning, structure, aims, objective, function & Indigenous system; Secondary Education in India: Historical perspective, pre and post-independence; Constitutional provisions and centre-state relationship in India; Recommendations of Various Committees and Commissions: Secondary Education Commission, Kothari Commission, Programme of Action, 1986, NPE, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005;

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### **Unit II: Institutional Planning** **10 Lecture hours**

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Concept, scope and nature of institutional planning; Need and importance of institutional planning; Types of institutional planning; Evaluation of institutional planning; Difference between inspection and supervision; Public private partnership as a paradigm of educational administration.

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### **Unit III: Principles and Techniques of Educational Planning** **10 Lecture hours**

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Formulation of aims and objectives, Methods and techniques of planning; Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of return of investment approach; Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning; New Approach to Planning: Planning, adoption, execution

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### **Unit IV: Educational Organization and Management** **10 Lecture hours**

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National level Organisations and Institutions in administration and management of secondary education - Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); District and sub district levels Organisations and Institutions in administration and management of secondary education, District Education Office, Block Education Office, Department of Public Instruction, SMC (School Management Committee), PTA (Parent Teacher Association); Meaning, concept and need for management at secondary to senior secondary school level; Management at Nation: MHRD, CABE, NCERT- State, District, Sub-district level; Management of educational institution at secondary school level; TCo-ordination, Supervision & Inspection; TQM in Education and Educational Administration types of management, Effective management,

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### **Unit V: Professional Competence of a Teacher at Secondary Education Level** **10 Lecture hours**

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Service conditions of school teachers, Professional ethics for teachers; Teacher appraisal and accountability; Concept and importance of professional development; Action research, Seminars and conferences for teachers, Journals for professional growth; Changing roles and responsibilities of Teacher in a society; Concept of Profession; Teaching as a profession

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**Unit VI: Research and Innovation**

**10 Lecture hours**

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Recent Programmes and Strategies of Government of India implemented to improve access, enrolment, retention and quality of Secondary education; National Achievement Survey -NAS, PISA, Pratham; Exploring E-resource for teaching and learning at Secondary level: e-textbooks, Swayam Prabha portal, MOOCs courses, Open School System; Review of latest research papers on the course

**PRACTICUM**

1. Prepare a report with the help of documents/reports on major obstacles and challenges in universalization of secondary education. (Soft copy)
2. Prepare an annual school calendar for secondary/senior secondary school. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the problem and challenges related to secondary and senior secondary education.
2. To understand the concept of quality education at secondary school level.
3. To understand different programmes and agencies for ensuring the quality of secondary education in India.
4. To understand principles, aims and features of secondary school curriculum.
5. To examine various curriculum transaction strategies.
6. To analyze the recommendations of different centrally sponsored schemes, state projects and programmes

## COURSE OUTCOMES

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

1. Develop critical understanding regarding quality aspects of secondary education.
2. Analyse the issues of secondary and higher secondary education in different aspects.
3. Analyse the role of various organisations, institutions and agencies in secondary education.
4. Analyse the present evaluation system at secondary school level.
5. Examine various curriculum transaction strategies.
6. Analyze the recommendations of different centrally sponsored schemes, state projects and programmes

## TEXT BOOKS

1. Aggerwal, J.C. (2005). The Progress of Education in Free India. New Delhi: Arya Book Depot.
2. Chaube, Dr. S.P. (2011). History and Problems of Indian Education. Agra: Agrawal Publications.

## REFERENCE BOOKS

1. NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE.
2. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.

## COURSE CONTENT

### Unit I: Concern of Secondary Education

**10 Lecture hours**

Quality concerns of Secondary Education: Concept, indicators of quality, setting standards for performance; Privatization of secondary education; The present status of quality education in India: Status and prospects; Delors's Commission Report on quality; Professional enrichment

of secondary school teachers; In-service programmes for ensuring quality; Agencies: NCERT, SCERT, CIET, NUEPA, IASE etc.; Vocationalization of Secondary Education; Equity, Equality and Social Justice in Secondary Education with special reference to Girl child, Disadvantaged, Inclusive;

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**Unit II: Status and Issues in Secondary Education**

**10 Lecture hours**

Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children; Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds; Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools; Challenges related to Universalization of Secondary Education, RMSA; Problems and strategies of alternative schooling at secondary school stage; Challenges/strategies/ intervention in relation to access, enrolment; dropout, achievement and equality of educational opportunities; Problems of education for girls, disadvantaged and differently able children and slow learners and intervention to solve the problems; Type of schools and their contribution to society;

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**Unit III: System and Structure of Different School Boards at Secondary Level**

**10 Lecture hours**

National Boards: Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education Delhi Board (I.C.S.E), National Open Schools; State Boards: Secondary School Certificate Board (SSC); International Boards: Cambridge (IGCSE), International Baccalaureate (IB); Madrasa Boards: Special-Needs Schools; Organizational Structure of school in India, Types of School Education (Aided- unaided, Private, International)

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**Unit IV: Teachers and Curriculum Transaction Strategies**

**10 Lecture hours**

Thematic & constructivism base of curriculum; Joyful learning, Research in curriculum; Life skill education & creativity; Analysis of secondary education curriculum; Critical appraisal of present secondary school curriculum in the state; ICT blended learning; Child centered pedagogy; Forms of learner's engagement: Observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration; Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning

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**Unit V: Assessment and Evaluation in Secondary School Level**

**10 Lecture hours**

Meaning, nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination; Types of Assessment: Formative, summative and diagnostic assessment; New trends in Evaluation: Grading, internal assessment, semester system, CCE, on demand examination system; Critical appraisal of the present evaluation system at secondary school level

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**Unit VI: Research and Innovation**

**10 Lecture hours**

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Innovative Educational Programmes in India; Recent Trends in Research and Innovation in the field of secondary education; Centrally sponsored schemes and state projects and programmes – the changes it brought in secondary education; Perspective from research findings; Critical Action Research areas in school and the classroom with respect to secondary education; Review of latest research papers on the course

**PRACTICUM**

1. Write a critical review on education management system of secondary school education in the state. (Soft copy)
2. Visit secondary teachers training in the district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend. (if any) (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2008	Teacher Education: Perspectives, Research and Issues	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
2. To understand the research perspectives on various practices in teacher education.
3. To develop an understanding of the development of teacher education, its aims and curriculum in India.
4. To get equipped with the skills to become effective and efficient teachers and teacher-educators.
5. To apply innovations in teacher education at regional, national and international levels.
6. To analyze the trends in research and innovations in teacher education.

## COURSE OUTCOMES

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

1. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education in India.
2. Reflect upon on various problems and issues in Teacher Education in India.
3. Develop aptitude in the research in various areas of teacher education.
4. Design in-service teacher professional development program/activities based on the needs of teachers.
5. Apply innovations in teacher education at regional, national and international levels.
6. Critically analyze the trends in research and innovations in teacher education.

## TEXT BOOKS

- Sharma, R.A. (2005). Teacher Education. Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education. New Delhi: Kanishka Publisher.
- Udayveer (2006). Modern Teacher Training. New Delhi: Anmol Publications.
- Saxena N.R., Mishra B.K. and Mohanty R.K. (2008). Teacher Educator. Meerut: R. Lall Book Depot.

## REFERENCE BOOKS

- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher. New Delhi: NCTE.
- Kohli, V.K. (1992). Teacher Education in India. Ambala: Vivek Publishers.
- Mangla, Sheela (2000). Teacher Education: Trends and Strategies. New Delhi: Radha Publishing.
- Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.

## **COURSE CONTENT**

### **Unit I: Perspectives and Policy on Teacher Education**

**10 Lecture hours**

Teacher Development: Concept, need & factors influencing teacher development, Berliner's stages of development of a teacher; In-service Teacher Education: DPEP, SSA and RMSA; Preparation of teachers for Art, Craft, Music, Physical Education and Special Education; National and State Policies on Teacher Education; National Curriculum Framework for Teacher Education

### **Unit II: Structure and Management of Teacher Education**

**10 Lecture hours**

Structure of Teacher Education System in India: Merits and limitations; Professional Development of Teachers and Teacher Educators: Present practices and avenues; Competency and commitment based teacher education, Competencies needed for emerging role of teachers in 21st Century; Performance appraisal of teachers; Universalization of Secondary Education; Preparing teachers for different contexts of school education; Structural and substantive arrangements in the teacher education programmes; Vertical mobility of a school teacher

### **Unit III: Knowledge Based Teacher Education**

**10 Lecture hours**

Meaning and Types of knowledge, Habermas's Theory of 'Knowledge - Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. Models of Teacher Education - Behaviouristic Teacher Education Model, Competency-based Model, Traditional Craft in Teacher Education, Inquiry -Oriented Teacher Education.

### **Unit IV: Problems and Issues in Teacher Education**

**10 Lecture hours**

Challenges in professional development of teachers; Factors influencing the quality of pre-and in-service education of secondary school teachers; Current problems of teacher education and practicing schools; Role and contribution of various agencies and regulatory bodies in enhancing the quality of teacher education; Strengthening the role of teacher in a changing world; Single Subject versus Multiple Subject Teachers: Implications for subject combination in initial teacher preparation; Integration of technology in teacher education; Preparing teachers for special schools; Quality assurance and accreditation of teacher education institutes

### **Unit V: Teacher Education in Innovation and Globalization Context**

**10 Lecture hours**

Teacher Education in the Globalisation Context: Meaning, nature, scope, need and objectives; Teacher Education in Developed and Developing Countries: Nature, trends and innovations; Collaborations & Partnerships in Teacher Education: Importance, implication in the globalization context; Problems & prospects of teacher education in the globalisation context; Innovations in teacher education at regional, national and international levels

### **Unit VI: Research in Teacher Education**

**10 Lecture hours**

Research in Teacher Education in India: Need, importance, nature and scope; Areas of Research in Teacher Education: Institutional, curricular & practicing school context; Implications of research in teacher education; Methodological issues of research in teacher



education: Direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation; Paradigms for research on teaching –Gage, Doyle and Shulman; Research on effectiveness on teacher education programme – Characteristics of an effective teacher education programme; Trends of Research in Teacher Education: Review of a few recent research studies in teacher education with reference to design, findings and policy implications

## **PRACTICUM**

1. Write a review of a research article in teacher education highlighting implications for practitioner. (Soft copy).
2. Prepare a comparative study report of any two universities/state SCERTs pre-service teacher education curriculum of B.Ed./D.Ed. in terms of their organization, content, transaction and assessment. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU2001	Academic Writing- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 60			

### **COURSE OBJECTIVES**

1. To analyze academic sources and learn to refer them.
2. To cite a source, paraphrase and acknowledge the source & edit one's own writing.
3. To differentiate between different kinds of writings and writing styles according to Co-curricular activities.
4. To enhance listening & writing skills.
5. Understand the concept of Plagiarism in writing

### **COURSE OUTCOMES**

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

1. Reflect on their communicative behaviour and build capacities for self-criticism and facilitate self- growth.
2. Develop the skills of writing a report.
3. Write or draft professional letters and mail etc.
4. Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
5. To understand the concept of Plagiarism in writing.

### **COURSE CONTENT**

- Write a paragraph on any topic of interest, acknowledge the sources & edit one's own writing.
- Prepare a report on the conducted programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in NGO/School/Educational Institution.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write research article/paper.
- Workshop on academic writing skills and report writing.

### **PRACTICUM**

1. Write critical reflections on any 05 current events/news related to field of education. (Soft copy)

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2003	Dissertation- Execution of Research Proposal	L	T	P	C
Semester: Third	Pre-requisites/Exposure: MEDU1052	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 60			

## **COURSE OBJECTIVES**

1. To understand the purpose and importance of the review of related studies in any kind of research.
2. To learn how to organize the review chapter/section.
3. To learn basic criteria for selection of tool(s) from the available standardized tools.
4. To understand the various intricacies of data collection.

## **COURSE OUTCOMES**

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

1. Analyse the existing research and to establish the need of their study in the background of studies reviewed.
2. Follow guidelines, principles and procedures for the development of various tools.
3. Organise tabulated data according to the objectives of the study.
4. To find an appropriate solution to the problem following systematic investigation procedure.
5. Understand the various intricacies of data collection and analyze it..

## **COURSE CONTENT**

### **Learning Activities**

The students will collect the data on the OSP approved synopsis and write a report covering the following aspects:

- Submission of the progress report(s) to the Dean/Research in-charge related to the research work done for dissertation.
- To undertake the relevant readings and activities relating to the writing of the review of related literature.
- A brief write up on need and importance of review of related literature/studies.
- A summary of the studies reviewed related to the topic highlighting the relevance of the taken topic.
- Methods and procedures adopted for collection of primary and secondary data.
- Justification and description of various tools and techniques adopted/developed for collection of data for the dissertation.
- Tabulation of data and titles of tables.
- Submission of the first three chapters of the dissertation.

## **PRACTICUM**

1. Development of any one of the following tools (i) Questionnaire (ii) Observation Schedule (iii) Attitude Scale (iv) Rating Scale etc.

## EVALUATION OF RESEARCH WORK

Dissertation related activities, assignments and progress reports will be evaluated through the Research Progress Report (PRP). The RPRs will be conducted on regular basis in open forum. The RPR may give suggestions for the betterment of the undergoing research work, which can be incorporated by the student in consultation with supervisor.

### Criteria for Evaluation of the M.Ed. Dissertation Work (First three chapters)

S. No.	Criteria
<b>Chapter 1</b>	<b>Introduction</b>
	Need, purpose and significance of the study
	Title of the study: correct and suitable title
	Operational definitions of the terms used
	Identification of relevant variables
	Delimitations of the study
	Correctness & suitability of the statement of Objectives (Questions) & Hypotheses
	Scope and limitations
<b>Chapter 2</b>	<b>Review of Related Literature/Studies</b>
	Theoretical overview (if needed) & comprehensiveness of the studies reviewed
	Current studies within a wider disciplinary conversation
	Conclusions arrived after the review
<b>Chapter 3</b>	<b>Research Design &amp; Methodology</b>
	Selection of suitable design for the study
	Sampling: Suitable for the study and adequacy of the sample
	Detailed description of the selection of sample
	Tools: Suitable tools and detailed description of the used tools, standardization ( if needed)
	Statistical Analysis: Suitable to the selected design, (If qualitative study, description of the qualitative techniques) and adequate explanation

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

### Note-

- Internal assessment of the 'Dissertation- Execution of Research Proposal' activities and Viva-Voce shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's performance in RPR, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.

- b.** For the End Term Practical Examination of the ‘Dissertation- Execution of Research Proposal’ activities and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).

## SECTION 8

# SYLLABI FOR FOURTH SEMESTER COURSES

This section contains the syllabi of all the courses of fourth semester. The description provides details of the topics covered in the course, the course outcomes, in other words, what the student are expected to know after completing the course. All syllabi also list how the course outcomes relate to the Programme Outcomes making it a very integrated course.

### Fourth Semester

Semester IV									
Sl. No.	Course Code	Name of the Course					Assessment Pattern		
			L	T	P	C	IA	CAT	ETE
		<b>Theory Courses</b>							
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	20	30	50
2	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	20	30	50
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	20	30	50
3	MEDU2056	Language Education	4	0	0	4	20	30	50
	MEDU2057	Mathematics Education	4	0	0	4	20	30	50
	MEDU2058	Science Education	4	0	0	4	20	30	50
	MEDU2059	Social Science Education	4	0	0	4	20	30	50
	MEDU2060	Comparative Education	4	0	0	4	20	30	50
		<b>Practicum Courses</b>							
4	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	50	--	50
5	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	50	--	50
6	VEDU	Value Added Courses* (To be chosen from the list)	0	0	0	0	0	–	0
7		Open Elective from GU Schools (under CBCS)							
8		SWAYAM Course							
		Total Credits: 20*	T: 12 (3)				P: 8 (2)		

MEDU2051	Advance Curriculum Theories	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To understand the need of enhancement in the quality of the curriculum and syllabus.
2. To develop expertise in curriculum theories, models and analysis of syllabus.
3. To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
4. To appropriate the need and role of text books, syllabus and other curriculum material.
5. To apply the principles of school curriculum development in curriculum development.
6. To critique the trends and research problems in curriculum development.

## COURSE OUTCOMES

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

1. Enhance quality of syllabus, after understanding and analyzing the curriculum and concept of syllabus. (K3)
2. Develop expertise in curriculum theories, models and analysis of syllabus. (K6)
3. Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas. (K6)
4. Appropriate the need and role of text books, syllabus and other curriculum material.
5. Apply the principles of school curriculum development in curriculum development. (K4)
6. Critique the trends and research problems in curriculum development. (K6)

## TEXT BOOKS

1. Ambasht, N.K. (2009). Why we are teaching what we are teaching. IASE, Deemed University, Sardar Shehar, Rajasthan
2. Chandra, Anil (2003). Basic Curriculum Theory. Jaipur: Book Enclave.
3. Agarwal, J.C. (2005). Curriculum Reform in India: World Overviews. New Delhi: Doab House, Book Sellers & Publishers.

## REFERENCE BOOKS

1. Dewey, J. (1902). The Child and the Curriculum. Chicago: The University of Chicago Press.
2. Erickson, H.L. (2002). Concept Based Curriculum and Instruction. California: Crown Press Inc.
3. NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
4. NCERT (1998). National Curriculum for Elementary and Secondary Education- A Framework. New Delhi: NCERT.
5. NCERT (2005). Position Paper on Teacher Education for Curricular Renewal. New Delhi: NCERT.
6. Pinar, W.F. (2004). Understanding Curriculum. New York: Peter Lang Publishing, Inc.

## **COURSE CONTENT**

### **Unit I: Curriculum Theories**

**10 Lecture hours**

Major Characteristics of Curriculum Theory: Logic structure, Conceptual structure, Cognitive structure, Empirical structure, Existential structure; Meaning and nature of curriculum theory and curriculum models, difficulties in evolving curriculum theories; Approaches to Curriculum Theory: Scientific-technical, humanistic, system; Models of curriculum Development: Inductive and deductive; Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism curriculum theory

### **Unit II: Analysis of Syllabus**

**10 Lecture hours**

Criteria for analysing the syllabus, Analysis of the syllabi for the elementary education in India; Characteristics & Mechanism of the preparation of text book; Pedagogical analysis, Concept mapping; Criteria for Text book Evaluation: Physical aspects, Presentation of content and its organization in the text books; Content and Organization of curriculum; Methodology of Development of Curricular Materials viz.: Textbooks, workbooks, teacher handbooks and their importance

### **Unit III: Models of Curriculum Evaluation**

**10 Lecture hours**

Models of Curriculum Evaluation: Tyler's Objective Model, Case Study/Stake's responsive Model, Decision Making / CIPP Model. Parameters of Curriculum Evaluation: Curriculum prescription, Evaluation agency unit of evaluation, Temporal context, Expected impact of curriculum evaluation

### **Unit IV: Elementary Curriculums in India**

**10 Lecture hours**

Critical Analysis of Curriculum: Concept, importance and process; Study of different state (any three) curriculum; Difference of curriculum among different types of schools; Curriculum development in NCERT and SCERT

### **Unit V: Principles of School Curriculum Development**

**10 Lecture hours**

Principles of curriculum construction, Designing integrated and interdisciplinary learning experiences; Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges; Perspectives to curriculum transaction and their synthesis: Behaviorist, cognitive & constructivist

### **Unit VI: Trends and Research Problems in Curriculum Development** 10 Lecture hours

Basic education, Mudaliar and Kothari Commissions, National Curriculum Framework of 1970's, 1986, NCF 2005; 2017s, NEP 2020, Research Problems in Curriculum Development: historical development and reforms curriculum change, process of decision making in curriculum, relationship between intended, implemented and attained curriculum, understanding hidden curriculum, curriculum in action at the site of classroom, critical analysis of curriculum and teaching materials; Review of latest research papers on the course

## **PRACTICUM**

1. Write a review of any school text book, in the light of physical aspects, presentation of content and its organization. (Soft copy)
2. Write a critical analysis of the existing curriculum at elementary/Secondary level. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	



MEDU2054	Education Policy, Planning and Financing of Education at Secondary and Senior Secondary Level	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 60			

## **COURSE OBJECTIVES**

1. To understand the need and relevance of policy formulation and analysis at secondary and senior secondary level.
2. To familiarities with various sources of finance in India with respect to secondary and senior secondary level.
3. To understand the school accounting and school budgeting.
4. To analyze the policies of educational finance and its implications to enhance the efficiency of the system.
5. To analyze the planning and financing at institutional level.
6. To assess the problems and issues of educational finance with reference to secondary and senior secondary education.

## **COURSE OUTCOMES**

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

1. Appreciate the need and relevance of policy formulation and analysis at secondary and senior secondary level. (K4)
2. Develop critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same. (K6)
3. Develop familiarities with various sources of finance in India with respect to secondary and senior secondary level. (K6)
4. Develop skills in school accounting and budgeting. (K6)
5. Analyze the planning and financing at institutional level. (K4)
6. Assess the problems and issues of educational finance with reference to secondary and senior secondary education. (K6)

## **TEXT BOOKS**

1. Azad, Jagdish Lal (1975). Financial of Higher Education in India. New Delhi: Sterling Publishers.
2. Mehrotra, Santosh (2006). The Economics of Elementary Education in India- The Challenge of Public Finance, Private Provision and Household Costs. New Delhi: Sage Publication.

## **REFERENCE BOOKS**

1. Blaug, Mark (1972). An Introduction to Economics of Education. London: Penguin.
2. Coombs, P.H and Hallak, J. (1988). Cost Analysis in Education: A Tool for Policy and Planning. Baltimore: John Hopkins Press.

## **COURSE CONTENT**

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**Unit I: Policy Initiatives and Concerns****10 Lecture hours**

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Secondary and Senior Secondary Education Policy: Need, purpose, analysis; Recommendations of Mudaliar Commission, Kothari Commission, NPE 1986, PoA (1992); Globalisation, Privatisation and Commercialisation of Education: Need, present status and impact in India

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**Unit II: Regulating Bodies****10 Lecture hours**

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Role of CBSE, NCERT, ICSE, SCERT, CIETs in Secondary & Senior Secondary Education; RMSA (Rashtriya Madhyamik Shiksha Abhiyan) and RUSA (Rashtriya Uchchatar Shiksha Abhiyan): Programme objectives, strategies and present status with respect to implementation of programmes

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**Unit III: Planning for Secondary and Senior Secondary Stage****8 Lecture hours**

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Planning for Secondary and Senior Secondary Stage: Concept and purpose in educational administration; Recommendations of the XII Five Year Plan on SE & SSE; Planning at national, state and district level in India, Administrative structure & functions at each stage; School Mapping and Micro Planning Concept: Need and purpose; Institutional Planning: Need, function and scope

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**Unit IV: Financing of Education****10 Lecture hours**

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Educational Expenditure: Source of finance, Central government grants, Tuition fee, Endowment, Donation and gifts, foreign aids; School budgetary and accounting procedure, grant in aid policy in India; Monitoring of expenditure, Control and utilization of funds, Accounting and Auditing, Central-State relationship in financing of education; Determinants of Educational cost, Cost effectiveness / Cost efficiency, Use of cost analysis in educational planning

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**Unit V: Planning and Financing at Institutional Level****10 Lecture hours**

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Institutional Planning: Concept and scope at secondary stage; Funds and Grants available at secondary stage of education; Scholarship schemes instituted by the government of India; Planning for effective implementation of vocational education at secondary stage

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**Unit VI: Problems and Issues of Educational Finance****10 Lecture hours**

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Tuition fees: merits and demerits of uniform tuition fees; Additional resources for education; Grant-in-aid policy of the state government with special reference to secondary and senior secondary education; The factors affecting increasing the financial burden on local governments; Ways and means of controlling funds; Review of latest research papers on the course

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**PRACTICUM**

1. Prepare a blue print for expenditure control in a school. (Soft copy)

2. Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure. (Soft copy)

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2055	Issues, Planning and Policies of Elementary Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 60			

## **COURSE OBJECTIVES**

1. To understand the vision and mission of Elementary Education in the country.
2. To understand about quality dimensions of elementary education.
3. To examine the existing reports to gain insight into concerns of elementary education.
4. To understand about the policies and programmes of elementary education.
5. To analysis and implications for curriculum planning, teaching methodology and evaluation
6. To appraisals of policies and programmes in elementary education.

## **COURSE OUTCOMES**

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

1. Develop an insight into the vision and mission of Elementary Education in the country.
2. Develop an understanding about quality dimensions of elementary education.
3. Reflect on various issues related with elementary education highlighted in various reports.
4. Contribute to reform the elementary education system of India.
5. Analysis and implications for curriculum planning, teaching methodology and evaluation.
6. Appraisals of policies and programmes in elementary education.

## **TEXT BOOKS**

1. Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.
2. Mehrotra, Santosh; Panchmukhi, P.R.; Srivastava, Ranjana; and Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition). New Delhi: Oxford University Press.
3. Mohanty, J. N. (2002). Elementary and Elementary Education. New Delhi: Deep & Deep Publications.

## **REFERENCE BOOKS**

1. Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
2. De, Anuradha & Dreze, Jean (1999). Public Report on Basic Education in India. USA: Oxford University Press.
3. Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. New Delhi: Sage Publications.
4. Kurrian, J. (1993). Elementary Education in India. New Delhi: Concept Publication.

## **COURSE CONTENT**

### **Unit I: Vision and Mission**

**10 Lecture hours**

Elementary Education: Vision and Mission, School systems across the States, 12<sup>th</sup> Five-Year Plans: Objectives, key issues and focus; Constitutional Provisions, Right to Education and its implications; Quality assurance in elementary education, Constitutional provisions regarding role of central and state governments for providing elementary education

### **Unit II: Concerns in Elementary Education**

**10 Lecture hours**

School effectiveness, Classroom climate and teacher attributes, Joyful learning, Order and discipline; Law and order in the society and its effect on school, Quantity & quality of trained teachers; Quality of elementary education;

### **Unit III: Issues in Elementary Education**

**10 Lecture hours**

Problems of equity and equality of opportunities, Management of Resources: Manpower planning, Recruitment; Budget constraints planning for school, Inspection, Supervision and Monitoring; Innovative Approaches: Activity based learning experiment

### **Unit IV: Policies & Programs of Elementary Education**

**10 Lecture hours**

District Primary Education Programme (DPEP): Goals and strategies, Minimum levels of learning, Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme; interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement; Problems of wastage and stagnation; Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

### **Unit V: Financing and Planning of Elementary Education**

**10 Lecture hours**

Meaning, nature and scope, Economic development and financing of education, Financing of Education in India: Centre- State relationship, mobilization of resources; Cost benefit analysis in education; RTE Act 2009- Analysis and implications for curriculum planning, teaching methodology and evaluation

### **Unit VI: Research and innovation in Elementary Education**

**10 Lecture hours**

Critical appraisals of Policies and programmes; Research trends in Elementary Education at National & International level: Pratham, ASER, UNICEF & HDI Reports; Innovative practices in Elementary education: Art & Craft, ICT & Skill Development; Review of latest research papers on the course

## **PRACTICUM**

1. Prepare critical analyses report any one of the following reports: Annual Status of Education Report (ASER); Achievement Surveys; PROBE; Pratichi Report on Education; Global Monitoring; Report of UNESCO. (Soft copy)

2. Prepare and present in a seminar a status report on economic development & financing of education. (Soft copy)

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2056	Language Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To enable the student-teachers to understand the nature, functions and the implications of planning for teaching language/languages.
2. To acquaint the students with Psychology & pedagogy of language learning & language teaching
3. To develop the skills of evaluation of language learning of different language.
4. To help the student-teachers to appreciate the affect of language policy on nature, functions and the implications of teaching of language.
5. To use technology in language education.
6. To develop basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.

## COURSE OUTCOMES

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

1. Develop an understanding of the nature, functions and the implications of planning for teaching language/languages.
2. Study the psychology & pedagogy of language learning.
3. Acquaint with evaluation of language learning of different language & explore various areas of research.
4. Identify the affect of language policy on nature, functions and the implications of teaching of language.
5. Apply technology in language education.
6. Develop basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.

## TEXT BOOKS

1. Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
2. Kumar, K. (2000). Childs language and the teacher. New Delhi: National Book Trust

## REFERENCE BOOKS

1. Bennett, W.A. (1969) Aspects of Language and Language Teaching, London, Cambridge University Press
2. Chomsky Noam (2003) On language, Penguin Books , India
3. Vygotsky, L.S. (1978), Mind and Society, Cambridge, M.A: The MIT Press
4. Yule, George (1985), The Study of Language, New York, Cambridge University Press

## **COURSE CONTENT**

### **Unit I: Language and Linguistics**

**10 Lecture hours**

Nature and Functions: Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to language teaching and learning; Principles of language and language learning; The Indian Tradition: Yask, Panini, Patanjali, Bhartrihari; The Western Tradition: The behaviorist and the cognitivist

### **Unit II: Language Learning and Language Acquisition**

**10 Lecture hours**

Language Acquisition: The first language, the second language and the other language acquisition; Factors effecting teaching and learning of languages; Pedagogy of Language Teaching Learning: Grammar translation, structural approach, various audio-lingual, communicative innovative techniques; Evaluation of Language Learning: Discrete vs. holistic approach, innovative techniques

### **Unit III: Policy Perspective in Language Education**

**10 Lecture hours**

Bi-lingualism and multi-lingualism: Multi lingualism as a resource; Language Education Policies: Historical perspectives, recommendation of NPE 1986/1992, NCF -2005; Three Language Formula: Related problems, issues and challenges of language education in contemporary India

### **Unit IV: Language Curriculum Development**

**10 Lecture hours**

Language learning at elementary, secondary and higher secondary stage; Bases of Curriculum Development: Philosophical and sociological; Syllabus: Dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques; Problems related to evaluation of language learning

### **Unit V: Language Education Programmes & Research Areas**

**10 Lecture hours**

Pre-service and In-service language education programmes in India; Research in Language Education: Trends, gaps & priorities; Use of technology in language education

### **Unit VI: Skills and Strategies of Teaching-learning language**

**10 Lecture hours**

Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level; Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethnomethodology, text analysis, and critical discourse analysis; Meta linguistic awareness with a focus on listening, speaking, comprehension at writing; Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction; Review of latest research papers on the course



## **PRACTICUM**

1. Prepare a critical appraisal report of existing language (any one) syllabi and textbooks on elementary/secondary/senior secondary level developed by various agencies at national/state/local levels. (Soft copy)
2. Prepare and experiment on an action plan for use of ICT and multi-media in teaching concepts of language. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2057	Mathematics Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To develop insight on the meaning and nature of Mathematics and determining aims and objectives of its teaching-learning.
2. To develop the understanding of using constructivist approach in mathematics.
3. To make learners aware about trends in Mathematics curriculum organisation and text books.
4. To give exposure develops professionally as a Mathematics teacher.
5. To construct test items for evaluation.
6. To analyze contemporary and emergent issues in mathematics education.

## COURSE OUTCOMES

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

1. Determine aims, objectives and EBOs of teaching Mathematics at elementary, secondary and senior secondary level.
2. Develop the skills of using various methods of teaching mathematics.
3. Critically analysis the mathematics curriculum and text books of elementary, secondary and senior secondary level.
4. Manage Mathematics laboratory and its professional development.
5. Plan and construct of test items for evaluation.
6. Analyze contemporary and emergent issues in mathematics education.

## TEXT BOOKS

1. Kulshrestha, A.K. (2012). Teaching of Mathematics. Meerut: R. Lal Book Depot.
2. Siddhu, K. S. (1995). The Teaching of Mathematics. New Delhi: Sterling Publications.

## REFERENCE BOOKS

1. Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi: Wiley Eastern Ltd.
2. James, Anice (2005). Teaching of Mathematics. Hyderabad: Neelkamal Publication.
3. Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
4. Shankaran, V. and Gupta, H. N. (Ed.) (1984). Content cum Methodology of teaching Mathematics. New Delhi: NCERT.

## COURSE CONTENT

### **Unit I: Nature, Development and Significance of Mathematics**

**10 Lecture hours**

Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied mathematics; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan etc.; Teaching of mathematical modeling

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**Unit II: Mathematical Operations****10 Lecture hours**

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Mathematical Reasoning: Processes of generalization, pattern recognition and inductive reasoning process that enable formation of Hypothesis; Structure of Mathematics: Axioms, Definitions, Theorems; Validation process of Mathematical Statements: Proof, Counter-Example, Conjecture; Proofs and verification in mathematics and distinction between them; Types of theorems such as existence and uniqueness theorems etc.; Types of Proofs: Direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction; Distinction between induction and mathematical induction

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**Unit III: Curriculum of Mathematics****10 Lecture hours**

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Principle for curriculum development in mathematics education; Mathematics curriculum at different stages of school education: Elementary Level, Secondary and Senior secondary; Instructional Materials including Textbook: Contextualization, criteria and concerns; Integrating co-curriculum activities with mathematics education; Approaches to organization of mathematics curriculum at various stages of school education; Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks

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**Unit IV: Objectives and Strategies of Teaching–Learning Mathematics****10 Lecture hours**

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Aims and objectives of teaching mathematics at elementary, secondary and senior secondary levels; Instructional objectives in teaching mathematics; Constructivist approach in teaching of mathematics; Methods of teaching Mathematics: Inductive and deductive methods, analytic and synthetic methods, problem solving skills (Polya method); Competence based approach in teaching mathematics; Teaching Gifted/Slow learners in mathematics; Recreational aspect of mathematics: Mathematical games, puzzles and amusements; Computer aided learning and computer based instructions; Mathematics Laboratory; Mathematics Club

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**Unit V: Evaluation in Mathematics****10 Lecture hours**

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Concept of Evaluation in Teaching–learning Process: Formative, Summative, Criterion, Diagnostic; Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; Planning and construction of such items and precautions taken while constructing test items; Action research in mathematics; Open-ended questions and problems; Assessment for evaluation of skills such as communication and reasoning

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**Unit VI: Research in Mathematics Education****10 Lecture hours**

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Purpose and scope of research in mathematics education in India; Contemporary and emergent issues in mathematics education; History, issues and current trends pertaining to design and methodologies that have contributed in this area; Research in policy making teaching; student-learning in mathematics; Review of latest research papers on the course

## **PRACTICUM**

1. Prepare a critical study report of any two discoveries selected from different areas of mathematics to illustrate the importance of history of mathematics. i.e. discovery of the zero; the development of Pythagoras theorem etc. (Soft copy)
2. Write an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes. (Soft copy)

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2058	Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To develop insight on the meaning and nature of science.
2. To know about and critical study of innovative Science curricular efforts in India.
3. To understand the constructivist approach to science instruction.
4. To familiarize with innovative trends in science assessment.
5. To manage science laboratory and its professional development.
6. To analyze contemporary and emergent issues in science education.

## COURSE OUTCOMES

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

1. Appreciate the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
2. Recognize diversity of instructional materials, their role and the need for contextualization in science education.
3. Explain the role of assessment in the teaching–learning process of science.
4. Appreciate the role of co-curricular activities in science education.
5. Manage science laboratory and its professional development.
6. Analyze contemporary and emergent issues in science education.

## TEXT BOOKS

1. Das R.C. (2012). Science Teaching in Schools. New Delhi: Sterling Publications.
2. Kalra, R.M., & Gupta, V. (2012). Teaching of Science a Modern Approach. New Delhi: PHI Learning Private Limited.
3. Davar, Monika (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
4. Mohan, Radha (2013). Innovative Science Teaching. New Delhi: PHI Learning Private Limited.

## REFERENCE BOOKS

1. Steve, Alsop & Keith, Hicks (2003). Teaching Science. Koegan: Page India Private Limited.
2. Alan J. Mc Cormack. Trends and Issues in Science Curriculum Resource Handbook: A Practical Guide to k-12 science curriculum. Kraus: International Publications.
3. Minkoff, E.C. & Baker, P.J. (2004). Biology Today: An Issues Approach, Garland Science. New York:

## COURSE CONTENT

### Unit I: Nature of Science

**10 Lecture hours**

Science: Origin and development, Structure of Science: Process including Syntactic, facts, generalization, concepts, laws, theories; Evolution of science as a discipline, science as a

dynamic and expanding body of knowledge; development of scientific knowledge; Science and technology, Correlation between science and technology & other branches; Common misconceptions of pupils about the nature of science; Perspectives in nature of science: Philosophical, psychological and social, Historical development of science and science education; Role and Significance of Extended Experiences in Science Education: Science Centers, Science Museums, Science Clubs, Science Fairs, Mobile Science Lab

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**Unit II: Curriculum of Science Education**

**10 Lecture hours**

Concept of science curriculum in relation to recommendations of commissions and policies and framework, NCF- 1972, 77, 79 & 2005 related to Science; Principle for curriculum development in science education; Science curriculum at different stages of school education: Elementary, upper elementary, secondary, senior secondary; Trends in science curriculum, considerations in developing learner centered curriculum in science; Criteria of validity of science curriculum: Content, ethical, environmental, process, cognitive, historical; Analysis of science curriculum at secondary stage

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**Unit III: Instructional Materials**

**10 Lecture hours**

Instructional materials including print and electronic resources, contextualization, criteria and concerns; Integrating co-curricular activities with science education; Approaches to organization of science curriculum at various stages of school education; Pedagogical shift from science as a fixed body of knowledge to process of construction of knowledge

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**Unit IV: Approaches to Teaching-Learning of Science**

**10 Lecture hours**

Constructivist Approaches to Learner-centered Approaches: Inquiry, Problem solving strategies, Concept development; Inductive method, Project method and Learner centered activity based participatory learning, Learning by Doing; Role of experiments in science, Integration of Theories and Experiments: Planning and organization of laboratory work, reporting skills, low cost science experiments; Encouraging and respecting children responses, Integrating science across different disciplines and with real life situations; Use of ICT in teaching-learning of science

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**Unit V: Assessment & Contemporary Issues in Science Education**

**10 Lecture hours**

Continuous and comprehensive evaluation in science; Use of Tools and Techniques: Observation, Rating scale, Check-list, Anecdotal records, Attitude scales, Interest inventories and Interviews. Self-assessment by students and by teachers, Peer assessment, assessment of teachers by students; Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills; Various types of test items, criteria and evaluation; Compilation of question bank, Projects and assignments, Analysis of tests and remedies

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## **Unit VI: Democratizing Science and its Education**

**10 Lecture hours**

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Multicultural science as socially and culturally constructed; Feminist perspectives on democratizing science; Humanist science; respect and responsibility, Role of traditional ecological knowledge (TEK) about relationships between living beings and the environment; Critical review of educational dichotomies and hierarchies: knowledge and skill, academic and vocational, 'pure' and applied; historical dominance of the 'academic' school curriculum over 'science of the common things'; What science for all? Critical reading of international debates on the aims of school science; place-based science education, implications for equity and justice; Review of latest research papers on the course

### **PRACTICUM**

1. Prepare a critical appraisal report of existing science syllabi and textbooks on elementary/secondary/senior secondary level developed by various agencies at national/state/local levels. (Soft copy)
2. Prepare a report of the evaluation practices being followed in selected schools (any two) and critical analysis of their science examination question papers. (Soft copy)

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2059	Social Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To find out the distinction and overlap between social sciences, humanities and liberal arts.
2. To use different media, materials and resources for teaching social sciences.
3. To make learners aware about trends in social science curriculum.
4. To develop skills necessary for approaches and strategies of learning social Science.
5. To explain the role of assessment in the teaching–learning process of social science.
6. To analyze contemporary and emergent issues in social science education.

## COURSE OUTCOMES

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

1. Develop an understanding of the meaning, nature, scope of social sciences and social science education.
2. Understand the role of various methods and approaches of teaching social sciences
3. Employ appropriate techniques of curriculum transaction.
4. Construct appropriate assessment tools for teaching social sciences and undertake evaluation.
5. Explain the role of assessment in the teaching–learning process of social science.
6. Analyze contemporary and emergent issues in social science education.

## TEXT BOOKS

1. Mangal, S. K. (2015). Teaching of Social Studies. New Delhi: PHI Learning Private Limited.
2. Pandey, S. (2014). Teaching of Social Studies. Agra: Agrawal Publications.
3. Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publications.
4. Kochhar, S.K. (1983). Teaching of Social Studies. New Delhi: Sterling Publications.

## REFERENCE BOOKS

1. Mittal, H.C., Teaching of Social Studies. New Delhi: Dhanpat Rai & Chandna R.N. Sons.
2. Mehta, D.D. (2004). Teaching of Social Studies. Ludhiana: Tandon Publications.

## COURSE CONTENT

### Unit I: The Conceptual Framework

**10 Lecture hours**

Concept, nature, and scope of Social Sciences as a school subject; Place of Social sciences at elementary and secondary level of school education; Aims and objectives of teaching social sciences at various stages of school education; Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge; Inter-disciplinary & Intra -disciplinary correlation of social science; Dimensions in social sciences: social thought, social change, social continuity and social progress



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**Unit II: Contributions to Human Knowledge****10 Lecture hours**

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Method of research in social science: Analysis, synthesis, inference, model building and prediction; Inter-disciplinary nature of Social Science research; Problems in various social science areas, with reference to the Indian situation; Study of the contribution of the following to the development of social sciences: Locke, Adam Smith, Marx, Manu, Kautilya, Gandhi and Confucius

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**Unit III: Social Science Curriculum & Teaching Learning Material****10 Lecture hours**

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Meaning of Curriculum and Core Curriculum; Principles for Curriculum Development in Social Science Education; Characteristics of an effective social science curriculum and factors affecting curriculum; Approaches to Curriculum Formation: Concentric Approach, Spiral Approach, Chorological Approach, Topical Approach, Unit Approach

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**Unit IV: Media, Materials and Resources for Teaching and Learning****10 Lecture hours**

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Planning, preparation and presentation of Instructional Material; Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self-instructional materials; Using Atlas Maps, Globe, Charts, Models, Graphs, Visuals & E-resources for Social Science; Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids; Integrating Co-curricular activities with Social Science Education

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**Unit V: Evaluation in Social Science****10 Lecture hours**

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Concept and need of Evaluation in teaching- learning process; Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced; Continuous and Comprehensive Evaluation: Concept, Need and Process; Construction of Achievement Test: Concept and Steps; Diagnostic test and Remedial measures; Grading: Concept, types and Application; Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self-Reporting Techniques and Interviews as assessment tools

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**Unit VI: Survey of recent Researches and Investigating Practices in Social Sciences****10 Lecture hours**

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Survey of recent Researches and Investigating Practices in Social Sciences at Secondary and Senior Secondary Level, Detailed study of any one domain knowledge within the Social Sciences: History, Political Science, Sociology, Geography, Economics with specific reference to national and international discourse and curricular innovations in social science education across the world; Review of latest research papers on the course

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**PRACTICUM**

1- Development of questions and achievement tests in social science subjects.

2- Development of a lesson design based on activity-based approach.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MEDU2060	Comparative Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 60			

## COURSE OBJECTIVES

1. To explain the development of the field of Comparative Education.
2. To understand the methods of Comparative Education.
3. To identify the field of Comparative Education and its areas for studies.
4. To understand different approaches within Comparative Education and to be able to use and value different methods in comparative studies.
5. To understand the principles behind analyses of educational systems in different countries.
6. To learn the process of comparison between different education systems.

## COURSE OUTCOMES

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

1. Examine the development of the field of comparative education. (K4)
2. Reflect upon the various approaches and methods in comparative education. (K5)
3. Examine the impact of various factors on the development of the education system. (K4)
4. To compare the process of various international educational systems. (K5)
5. Critically review various international educational and policy frameworks. (K5)
6. Develop case studies of two different educational systems. (K5)

## TEXT BOOKS

- Sodhi, T.S. ( ). A textbook of Comparative Education: Philosophy, patterns and problems of national systems: (UK, USA, USSR, INDIA). ISBN: 978-0706922257.
- Aggarwal and Biswas: Comparative Education. Delhi: Arya Book Depot.

## REFERENCE BOOKS

- Altbach, P.G. Trends in Comparative Education. In: Comparative Education Review, 35(3)
- Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
- Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
- Chaube and Chaube., Comparative Education 4. Comparative Education Research Approaches and Methods ed Mark Bray et.al.
- Comparative Education with Special Reference to Elementary Education, C. Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
- Comparative Education: A Comparative Study of Educational Systems, Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120

- Comparative Education: Exploring Issues in International Context by Patricia K. Kubow and Paul R. Fossum (11 January 2006).
- Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (7 July 2011).
- Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).
- Comparative Education: A Study of Educational Factors and Traditions, Nicholas Hans, Routledge, 2011 - Education, Volume 4.
- Geoffrey Wilford: Choice and Wquity in Education- Cassells, London.
- Govinda, R. India Education Report- NIEPA, 2002.
- Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, 1990.
- Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
- International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by Stephen Griffin (27 January 2011)
- International Handbook of Comparative Education (Springer International Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009).
- International Handbook of Comparative Education, Robert Cowen; Andreas M. Kazamias, ISBN: 9781402064036.
- Public Report on basic Education in India – Probe Team OUP, 1999.
- T S Sodhi, Textbook of Comparative Education, sixth Edition, ISBN 9780706985252, Vikas Publishing House.
- Teaching Comparative Education: trends and issues informing practice, Patricia K. Kubow (Oxford Studies in Comparative Education), ISBN: 9781873927823.
- The Impact of Comparative Education Research on Institutional Theory (International Perspectives on Education... by David P. Baker and Alex Wiseman PhD (19 May 2006).

## **COURSE CONTENT**

### **Unit I: Introduction to Comparative Education**

**10 Lecture hours**

- Meaning, aims & purpose of comparative education
- Genesis & development of comparative education
- Concept and scope of comparative education
- Utility and limitations of comparative education
- Challenges facing the study of comparative education
- Comparative and international education
- Current trends and practices in comparatives education

### **Unit II: Approaches and Methods in Comparative Education**

**10 Lecture hours**

#### **a) Methods in Comparative Education**

- Description
- Interpretation
- Juxtaposition
- Comparison

#### **b) Approaches of Comparative Education**

- Systematic Area Studies Approach- George Z.F Bereday

- Problem approach- Brian Holmes
- Scientific method- Noah's and Eckstein's.
- Historical Approach- Nicholas Hans.

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**Unit III: Impact of Various Factors on Development of Education System - A Comparative Perspective** **10 Lecture hours**

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- Philosophical & Religious
- Socio-cultural & Economical
- Geographical & Political
- Lingual & Technological

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**Unit IV: Comparative Study of various International Educational Systems** **10 Lecture hours**

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- Structure, Aims & Administration of various International Educational Systems
- Primary Education: USA, Finland, Japan
- Secondary Education: USA, Russia and India
- Higher Education & Vocational Education: UK, France, and India
- Teacher Education: Japan, Finland, and India

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**Unit V: Critical Review of various International Educational Systems** **10 Lecture hours**

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Critical Review of different educational and policy frameworks of different countries: USA, UK, Russia, Finland, Japan, India

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**Unit V: Unit VI: Case Studies** **10 Lecture hours**

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Case studies of two different educational systems- one of developed and one of developing country

**PRACTICUM**

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

	<b>Theory</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

MED2052	Dissertation- Report Writing and Viva-Voce	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: MED681	0	0	8	4
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 120			

## COURSE DESCRIPTION

This component of work relating to Dissertation-3 will be of 4 credits. Teacher-educators are required to complete the relevant readings and activities relating to the conducting of field study/intervention study/literary work, data analysis, data interpretation and writing of research report.

### Course Outcome:

1. Analyse the existing research and to establish the need of their study in the background of studies reviewed.
2. Follow guidelines, principles and procedures for the development of various tools.
3. Organise tabulated data according to the objectives of the study.
4. To find an appropriate solution to the problem of systematic investigation procedure.
5. Understand the various intricacies of data collection and analyze it..

## RULES AND REGULATIONS FOR DISSERTATION

- Students shall submit the dissertation in 4<sup>th</sup> semester on or before the last working day of March.
- The candidate shall be required to secure at least 50% marks in the Dissertation to pass the Examination.
- The External Examiner may either- (i) Award at least 50% marks, or (ii) Return the Dissertation for revision, or (iii) Reject the Dissertation.
- The candidate whose Dissertation is returned for revision may revise the dissertation and re-submit it within a period of one month. Failure to submit in time shall result in a declaration that the candidate has failed at the M.Ed. Examination.
- A Dissertation can be revised only once. If the candidate fails to secure pass marks in the revised Dissertation, he/she shall be declared failed in the M.Ed. Examination.
- A Dissertation shall be examined by Boards of internal and examiners.
- Students are expected to publish at least two research papers in the journals.
- Students are required to present their research work in RPR on regular basis.

## EVALUATION OF DISSERTATION

Major aspect of the M.Ed. program is Dissertation which carries total 8 credits. Dissertation is the culmination of understandings developed in tool courses. It is visualized as a curricular space where students (with close supervision/guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. The M.Ed. students under the supervisor carry out research on an educational theme preferably based on the student's field of specialization or in the areas introduced in the perspective courses. This has the following phases: preparation of the research proposal, tool preparation, data collection, data analysis and writing of the research report. The report should be approximately 10,000 to 20,000 words (of about 125 pages) depending on the nature of the topic. The dissertation will preferably be written in English. Three printed copies of the

Dissertation along with published paper, summary and soft copy in CD in prescribed format shall be submitted in the Dean-SOE office in 4<sup>th</sup> semester on or before the last working day of March. (Supervisor, co-supervisor (if any) and student copies are separate form it). Students shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him/her or other by the Galgotias university or any other institution. Evaluation of dissertation shall be both internal and external as described in the 'Mode of Evaluation'. Minimum Grade for pass in dissertation shall be 'C' (average of marks secured in internal and external evaluation). The evaluation of dissertation shall be based on the criteria/guidelines shown below.

### Criteria for Evaluation of the M.Ed. Dissertation

S. No.	Criteria	Marks	Total
<b>Chapter 1</b>	<b>Introduction</b>		
	Need, purpose and significance of the study	2.5	25
	Title of the study: correct and suitable title	2.5	
	Operational definitions of the terms used	2.5	
	Identification of relevant variables	2.5	
	Delimitations of the study	2.5	
	Correctness & suitability of the statement of Objectives (Questions) & Hypotheses	10	
	Scope and limitations	2.5	
<b>Chapter 2</b>	<b>Review of Related Literature/Studies</b>		10
	Theoretical overview (if needed) & comprehensiveness of the studies reviewed	2.5	
	Current studies within a wider disciplinary conversation	2.5	
	Conclusions arrived after the review	5	
<b>Chapter 3</b>	<b>Research Design &amp; Methodology</b>		20
	Selection of suitable design for the study	2.5	
	Sampling: Suitable for the study and adequacy of the sample	5	
	Detailed description of the selection of sample	5	
	Tools: Suitable tools and detailed description of the used tools, standardization ( if needed)	5	
	Statistical Analysis: Suitable to the selected design, (If qualitative study, description of the qualitative techniques) and adequate explanation	2.5	
<b>Chapter 4</b>	<b>Data Analysis</b>		20
	Hypotheses/questions answered according to the objectives of the study	5	
	Accuracy of the analysis used	5	
	Correct explanation of the results obtained	5	
	Discussion/interpretation based on the analysis done	5	
<b>Chapter 5</b>	<b>Conclusion/ Summary</b>		15
	Major findings: Described as per objectives	2.5	
	Conclusion and summary: Based on the results	5	
	Contribution of the study to the existing knowledge	2.5	
	Educational implications of the study	2.5	



	Suggestions for further research	2.5	
<b>6</b>	<b>Format</b>		
	Appropriateness of the Tables, Figures, Pagination, Bibliography, References & Appendices	5	10
	Correctness of spelling, grammar, organization of the content in logical order with appropriate titling, spacing, typing, and binding	5	
	<b>Total</b>	100	100

**Viva-Voce:** Each student shall attend an internal and external viva-voce on dissertation (for 50 marks each) conducted by the university. The Viva-voce will be based on Research Methodology and the Dissertation. The Board of internal examiners for the Viva-Voce consists of the Dean/Principal of the SOE as Chairman, Program Head and all supervisors. External Viva-Voce exam will be conducted by the external examiner appointed by the COE.

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

### Note-

- a. Internal assessment of the 'Dissertation- Report Writing and Viva-Voce' shall be done by all the supervisors in the chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's performance in RPR, attendance record, his/her conduct, sincerity, regularity and co-operation during M.Ed. program.
- b. For the End Term Practical Examination of the 'Dissertation- Report Writing and Viva-Voce' a panel of the examiners including an external examiner will be appointed by the Controller of Examinations (COE).



MEDU2053	Internship in a Teacher Education Institute	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	0	0	8	4
Area: B-2	Program Core Practical	Contact Period Hours: 120			

## COURSE OBJECTIVES

1. To develop teacher-educators understanding in the Teacher Education Institute activities and their importance.
2. To encourage teacher-educators to take participation in various Teacher Education Institute activities to enhance their capacities and built up the confidence.
3. To motivate teacher-educators to play various roles in the Teacher Education Institute.
4. To do all round development of the personality and confidence building of the teacher-educators.

## COURSE OUTCOMES

On completion of this course, the teacher-educators will be able to-

1. Analyze and understand concepts of Teacher Education Institute and contexts that are unique to teacher education.
2. Understand and appreciate the nature and the purpose of Internship in Teacher Education Institute, their practical ramifications in the teacher education.
3. Develop their understanding in conducting various activities in the Teacher Education Institute.
4. Conduct different scholastic and co-scholastic activities in the Teacher Education Institute.
5. Develop administrative working in a teacher education institution.

## COURSE CONTENT

All teacher-educators are required to go for Internship in the Teacher Education Institute as per their specialisation for four weeks in any Teacher Education Institute. Proposed schedule of the Internship is mentioned in the academic calendar of the semester. It is obligatory to all students to write report(s) on all conducted Internship activities as per the format. These reports are submitted to concerned teacher educator for the assessment. At the time of evaluation of the Internship in Teacher Education Institute, students shall present their File(s) enclosing duly signed reports and supporting documents before the examination panel/board.

## LIST OF ACTIVITIES IN TEACHER EDUCATION INSTITUTES

M.Ed. students are required to participate and submit their reports in the announced Internship activities. List of proposed activities is mentioned below.

### List- 1

- xiii. Deliver at least 20 lectures in core and pedagogy courses during 4 weeks Internship in Teacher Education Institute as per their specialisation
- xiv. Observation of class room teaching of institute lecturers
- xv. Administer Psychology Tests in the Institute
- xvi. Writing Institute Profile

- xvii. Preparing Reflective Diary of Internship in Teacher Education Institute
- xviii. Book review of any two taught courses
- xix. Conduct a Case Study and submit a report
- xx. Conduct an Action Research and submit a report
- xxi. Critical analysis of University Examination Question Papers and submit a report

### List- 2

- i. Prepare a report on the activities being conducted in the Teacher Education Institute.
- ii. Prepare a report on the best practices or innovative practices followed by the institute.
- iii. Report of guiding students for lesson planning and giving them feedback.
- iv. Prepare a study report on academic and administrative procedure of the teacher education institute.
- v. Participation in any other academic activity announced during the semester.

### MODE OF EVALUATION

The performance of students is evaluated as follows:

	<b>Practical</b>	
<b>Components</b>	<b>Internal</b>	<b>ETE</b>
<b>Marks</b>	50	50
<b>Total Marks</b>	100	

### Note-

- c. Internal assessment of the 'Internship in a Teacher Education Institute' activities, evaluation of its record files and Viva-Voce shall be done by all the Teacher Educators in the Chairmanship of the Dean/Principal of SOE. Internal assessment also includes student's attendance record, his/her conduct, sincerity, regularity and co-operation during semester.
- d. For the End Term Practical Examination of the 'Internship in a Teacher Education Institute' activities, evaluation of its record files and Viva-Voce a panel of the examiners including an external examiner will be appointed by the Controller of Examinations. In-charge faculty will perform as convener.