



SWAMI VIVEKANAND
SUBHARTI
UNIVERSITY
UGC Approved Meerut



AN ISO 21001: 2018 ORGANIZATION

OFFICE OF THE REGISTRAR

Gp Capt M Yakoob

M-in-D (Retd.), M.Tech.

REGISTRAR

registrar@subharti.org

Ref.No.U-508(i)/SVSU/2025/1572

Date:25.01.2025

NOTIFICATION

It is hereby notified for information of all the concerned that the Academic Council in its 22nd meeting held on 20-07-2018 vide resolution No.22(33) has approved the revised syllabus (as per CBCS scheme) of the following ordinances:

Ordinance No.V-22(B), relating to Master of Education (M.Ed.)

The copies of all above are enclosed and shall be applicable from Academic Session 2018-19 onwards.

This issues with the approval of the Hon'ble Vice Chancellor.

M. Yakoob
25.01.2025
Registrar

Ref.No.U-508(i)/SVSU/2025/1572

Date: 25.01.2025

Copy forwarded to information of:

1. Hon'ble Vice-Chancellor
2. Controller of Examination
3. Dean-Academics
4. Director-IQAC
5. Dean-Faculty of Education (for compliance please)
6. CTO (with a request to upload the ordinance on University website)
7. Additional Registrar-Academics
8. Guard File

M. Yakoob
25.01.2025
Registrar



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Subhartipuram, NH-58, Delhi-Haridwar Bypass Road, Meerut-250005 (U.P.) INDIA

SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT



Master of Education (M.Ed.)
(From session 2021-2022 onwards)

Department of Education

Ordinance No. - V (22)
Course Structure Semester-wise

M.Ed.(Semester-I)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-101	Psychology of Education	Compulsory (Theory)	5	1	2	8	4	30	70	100
MEd-102	Philosophy of Education		5	1	1	7	4	30	70	100
MEd-103	Basic Level Educational Research		5	2	1	8	4	30	70	100
<i>(Select any two from the following from M.Ed.104 to M.Ed.-107)</i>										
MEd-104	Gender Studies	Elective (Theory)	3	1	1	5	2	15x2	35x2	100
MEd-105	Inclusive Education		3	1	1	5				
MEd-106	Distance Education and Open Learning		3	1	1	5				
MEd-107	Comparative Education		3	1	1	5				
MEd-108	Development of Language Proficiency for Various situation (30 Hours)	Compulsory	3	1	4	8	2	50	-	50
M.Ed.-109	Action Research		1	2	4	7	2	50	-	50
M.Ed-110	Case Study		1	2	4	7	2	50	-	50
MEd-111	Capability Enhancement Work		1	3	4	8	4	100	-	100
Total						24	370	280	650	

M.Ed.(Semester-II)

SEMESTER II										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-201	Sociology & History of Education	Compulsory	5	1	1	7	4	30	70	100
MEd-202	Basic Level Statistics in Education		5	1	1	7	4	30	70	100
MEd-203	Curriculum Studies		5	1	1	7	4	30	70	100
<i>(Select any two from the following from M.Ed.204 to M.Ed.-207)</i>										
MEd-204	Administration, Management & Leadership	Elective	3	1	1	5	2	15X2	35X2	100
MEd-205	ICT & E-learning		3	1	1	5				
MEd-206	Value Education		3	1	1	5				
MEd-207	Population Education		3	1	1	5				
MEd-208	Development Ethical Management & Evaluation Skills in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50	-	50
MEd-209	Selection of Dissertation Topic, Synopsis Preparation & Presentation	Compulsory	1	2	4	7	4	100	-	100
MEd-210	Capability Enhancement Work	Compulsory	-	2	4	6	4	100	-	100
Total							24	370	280	650

Course Structure Semester-wise

Semester III

SEMESTER III										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-301	Advanced Level Educational Research	Compulsory	5	1	1	7	4	30	70	100
MEd-302	Teacher Education		5	1	1	7	4	30	70	100
MEd-303	Computer Education		2	1	3	6	4	30	70	100
<i>(Select any two from the following from M.Ed.304 to M.Ed.-306)</i>										
MEd-304	Educational Technology	Elective	3	1	1	5	2	15X2	35X2	100
MEd-305	Professional Ethics & Human Life		3	1	1	5				
MEd-306	Special Education		3	1	1	5				
MEd-307	Develop Behavioral Modification Strategy in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50		50
MEd-308	Internship & Publication of Research Paper (One Paper is mandatory)	Compulsory	1	1	5	7	2	50		50
MEd-309	Dissertation-Chapter wise Presentation, Preparation of Research Tool and Data Collection	Compulsory	2	2	4	8	2	50		50
MEd-310	Capability Enhancement Work	Compulsory	2	1	4	7	4	100		100
Total							24	370	280	650

Course Structure Semester-wise SEMESTER-IV

M.Ed. (Semester-IV)

SEMESTER IV										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-401	Advanced Level Educational Statistics	Compulsory	5	1	1	7	4	30	70	100
MEd-402	Political & Economic Perspective of Education		5	1	1	7	4	30	70	100
MEd-403	Educational Studies		5	1	1	7	4	30	70	100
<i>(Select any one from the following from M.Ed.404 to M.Ed.-406)</i>										
MEd-404	Guidance & Counseling	Elective	3	1	1	5	2	15	35	50
MEd-405	Educational Measurement & Evaluation		3	1	1	5				
MEd-406	Life Skills Education		3	1	1	5				
MEd-407	Develop System for Value Education in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50		50
MEd-408	Dissertation (Pre Submission & Post Submission Viva-Voce of Dissertation)	Compulsory	2	2	4	8	6	50	100	150
MEd-409	Capability Enhancement Work	Compulsory	2	1	4	7	4	100		100
Total							26	305	345	650

Course Structure Semester-wise

M.Ed.(Semester-I)

Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-101	Psychology of Education	Compulsory (Theory)	5	1	2	8	4	30	70	100
MEd-102	Philosophy of Education		5	1	1	7	4	30	70	100
MEd-103	Basic Level Educational Research		5	2	1	8	4	30	70	100
<i>(Select any two from the following from M.Ed.104 to M.Ed.-107)</i>										
MEd-104	Gender Studies	Elective (Theory)	3	1	1	5	2	15x2	35x2	100
MEd-105	Inclusive Education		3	1	1	5				
MEd-106	Distance Education and Open Learning		3	1	1	5				
MEd-107	Comparative Education		3	1	1	5				
MEd-108	Development of Language Proficiency for Various situation (30 Hours)	Compulsory	3	1	4	8	2	50	-	50
M.Ed.-109	Action Research		1	2	4	7	2	50	-	50
M.Ed-110	Case Study		1	2	4	7	2	50	-	50
MEd-111	Capability Enhancement Work		1	3	4	8	4	100	-	100
Total							24	370	280	650

Compulsory Core Courses**M.Ed. (Semester-I)**

Course Title	Course Code	Credit	Max Marks	External	Internal
Psychology of Education	MEd-101	4	100	70	30
Course Objectives:	After the completion of the course students will be enabled to : <ul style="list-style-type: none"> • Comprehend the relationship of education & psychology. • Understand the concept and principles of development and characteristics of sequential stages of development • Analyze the determinants of individual differences and apply the knowledge of individual differences. • Understand the concept, kinds, levels and factor affecting learning and motivation and analyze the implication of various theories of learning & motivation. • Apply the knowledge of intelligence & personality theory in teaching learning environment. • Apply the knowledge of education for various exceptional children. • Understand the characteristic of various exceptional children. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> • Explain the concept of growth & development and characteristics of various stages of growth & development. • Explain the theories of child development and their educational implications. • Classify the role of family, school, and society in child development. • Interpret the impact of social, culture & economic change on child development. • Describe the role of contemporary issues like marginalization: Social, class, poverty & gender in child development. • Describe the role of media in construction and deconstruction of perception & ways of dealing above issues. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Relationship of Education and Psychology. • Educational psychology: Concept, Nature and Contribution in education. • Principles of Growth and Development and stages of development. • Physical, Social, Emotional and Intellectual. 				
Unit-II:	<ul style="list-style-type: none"> • Individual differences – determinants; role of heredity and environment; implications of individual differences for organizing educational programs. • Development of concept formation, logical reasoning, problem solving and creative thinking; language development 				
Unit-III:	<ul style="list-style-type: none"> • Learning and Motivation, Factors affecting learning • Theories of learning – Thorndike’s connectionism, Pavlov’s classical and Skinner’s operant conditioning, Learning by insight; Hull’s reinforcement, Tolman’s theory of learning, Lewin’s – Field theory, Gagne’s Hierarchy of Learning. • Transfer of learning and its theories. 				
Unit-IV:	<ul style="list-style-type: none"> • Intelligence – Concept, Nature and Types. • Theories and measurement of intelligence. • Personality – Concept, Nature and Types. • Type, trait and psycho analytic theories and measurement of personality 				
Unit- V:	Education of Exceptional Children <ul style="list-style-type: none"> • Creative children , 				

	<ul style="list-style-type: none"> • Gifted children • Backward children • Learning disabled children • Mentally retarded children
Suggested Readings:	<ul style="list-style-type: none"> • Aggarwal, J.C. (1995). <i>Essentials of Educational Psychology</i>, New Delhi: Vikas Publishing House Private Limited, • Allport, G.W. (1961). <i>Pattern and Growth in Personality</i>: New York. • Chauhan, S.S. (2002). <i>Advanced Educational Psychology</i>. New Delhi: Vikas Publishing • Gore, M.S.(1984).<i>Education and Modernization in India</i>. Jaipur: Rawat Publishers. • H.Havighurst, R. et. al.(1995). <i>Society and Education</i>. Boston: Allyn and Bacon • H.P.BWheldall, K. (2006). <i>Developments in Educational psychology</i>. New York: Routledge • - जायसवाल, सी० व्यक्तित्व का मनोविज्ञान । आगरा: विनोद पुस्तक मन्दिर • पाठक, पी०डी० शिक्षा मनोविज्ञान । आगरा: विनोद पुस्तक मन्दिर । • सिंह, ए० के० शिक्षा मनोविज्ञान । पटना: भारती भवन । • पाण्डे, के० पी० नवीन शिक्षा मनोविज्ञान । दिल्ली: अमिताश प्रकाशन ।

Course Title	Course Code	Credit	Max Marks	External	Internal
Philosophy of Education	MEd-102	4	100	70	30
Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> Understand the relationship of philosophy and education. Analyze the western school of philosophy and apply their knowledge in educational environment. Analyze various Indian schools of philosophy and apply their educational implications. Receive the contribution to Indian prominent educational thinkers. Understand the modern concept of philosophy. 				
Course Outcomes	After the completion of the course students will be able to: <ul style="list-style-type: none"> Explain the relationship of philosophy and education. Compare the western school of philosophy and use their knowledge in educational environment. Compare various Indian schools of philosophy and use their knowledge in educational implications. Appraise the contribution to Indian prominent educational thinkers. Explore the modern concept of philosophy. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> Relationship of Education and Philosophy Western Schools of Philosophy: Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education. 				
Unit-II:	<ul style="list-style-type: none"> Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic tradition) with special reference to the concept of knowledge, reality and values and their educational implications. 				
Unit-III:	<ul style="list-style-type: none"> Contribution of Vivekananda, Tagore, Gandhi and Aurbindo to education. National values as enshrined in the Indian Constitution, and their educational implication. 				
Unit-IV:	<ul style="list-style-type: none"> Modern concept of Philosophy: Logical analysis; Logical empiricism and Positive relativism – Morris L. Bigge. 				
Suggested Readings:	<ul style="list-style-type: none"> Chaube S.P. - Great Indian Educational Philosophies, Agra; Vinod Pustak Mandir, Dr., Rangey Raghaw Marg. Chaube S.P. - Recent Educational Philosophies in India, New Delhi; Vikas Publishing House. Chaube S.P. - Western Educational Philosophers, Agra, Vinod Pustak Mandir. Dr. Rangey Raghwa Marg. Butchvarov, P. (1970), <i>The Concept of Knowledge</i>, Evanston, Illinois: North Western University Press. Chomsky, N (1986). <i>Knowledge of Language</i>, New York : Prager. Cole Luella (1950). <i>A History of Education: Socrates to Montessori</i>, New York: Holt, Rinehart & Winston Dewey,John(1916).Democracy and Education.NewYork:Macmillan& Co. Freire,Paulo(1972)Pedagogy of the Opressed,Harmondworth:PenguinBooks. Illich,IvanD.(1971).De-Schooling Society.NewYork:Harper& Row Butler,J.Donald(1968).Four Philosophies and their Practice in Education and Religion. NewYork&London:Harper&Row. पाण्डेय, रामशकल. शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर। पाल, एस० के० गुप्त, लक्ष्मी नारायण, मदन मोहन. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन । माथुर, एस० एस०. शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर । पाण्डेय रामशकल. शिक्षा दर्शन, आगरा विनोद पुस्तक मन्दिर डा० राणैय राघव मार्ग 				

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
Basic Level Educational Research	MEd-103	4	100	70	30
Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> ▪ Understand the meaning, purpose and kinds of educational research. ▪ Analyze the research paradigms in education. ▪ Apply the knowledge of preparation of research proposal. ▪ Understand the survey and ex-post factor methods of quantitative research. ▪ Understand the experimental & quasi-experimental design. ▪ Understand the historical and philosophical methods of qualitative research. 				
Course Outcomes	After the completion of the course students will be able to: <ul style="list-style-type: none"> ▪ Explain the meaning, purpose and kinds of educational research. ▪ Construct the research paradigms in education. ▪ Prepare the research proposal by using various steps. ▪ Compare the survey and ex-post factor methods of quantitative research. ▪ Differentiate the experimental & quasi-experimental design. ▪ Compare the historical and philosophical methods of qualitative research. 				
Course Contents:					
Unit-I:	Research in education: conceptual Issues <ul style="list-style-type: none"> • Meaning, purpose and areas of educational research • Kinds of educational research: basic research , applied research , action research, their characteristics • Sources of knowledge : historical perspective, scientific approach basic assumptions of science , scientific methods, theory - nature and function • Research paradigms in education 				
Unit-II:	Preparation of research proposal <ul style="list-style-type: none"> • Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals. • Sources of research problems, review of the literature-purpose and resource; conducting the review of literature • Identification of research problem: statement of problem, purpose, and research question • Hypotheses: Importance, characteristics, formulation and forms. 				
Unit-III:	Quantitative methods of research <ul style="list-style-type: none"> • Survey method • Classification by time: cross-sectional, longitudinal (trend and panel studies) • Ex – Post Facto research, • Experimental research, variables in experimental research – independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables • Techniques of control: matching, holding the extraneous variable constant and statistical control • Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design • Internal and external validity of results in experimental research • Quasi—experimental design: nonequivalent comparison group design, and time-series design 				
Unit-IV:	Qualitative Methods of Research <ul style="list-style-type: none"> • Qualitative research: meaning, steps and characteristics; case studies. • Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source. 				

	<ul style="list-style-type: none"> • Philosophical research • Mixed research-meaning, fundamentals principles, strengths and weaknesses, limitations
Suggested Readings:	<ul style="list-style-type: none"> • Anastasi, Anne - Psychological Testing, New York, Mc Millan, • Ary, Donald et.al. 1972- Introduction to Research in Education N.Y., Holt, Rinehart and Winston. • Best, J.W. - Research in Education, New Delhi, Prentice Hall of India. • Broota, K.D. - Experimental Design in Behavioral Research New Delhi, Wiley Eastern Ltd. 1992. • Aggarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi. • Aggarwal, Y.P. (1998), The Science of Educational Research: A Source book, Nirmal, Kurukshetra • Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, 20 New Delhi • Guilford, J.P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Me Graw Hill, New York. • अस्थाना, विपिन- मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार । • कपिल, एच० के०- अनुसंधान विधियां- व्यवहारपरक विज्ञानों में, आगरा, भार्गव पुस्तक भण्डार । • कपिल, एच० के०- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । • वर्मा, प्रीति एवं श्रीवास्तव, डी० एन०- मनोविज्ञान एवं शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक मन्दिर।

Elective Courses

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
Gender Studies	MEd-104	2	50	35	15
Course Objectives:	<p>After the completion of the course students will be enabled to:</p> <ul style="list-style-type: none"> ▪ Comprehend paradigm shift from women's studies to gender studies. ▪ Understand some landmarks of social reform movement with focus on women's experiences of education. ▪ Apply the knowledge of various theories of gender and to develop a broad outlook on gender identities of formal and non-formal organizations. ▪ Analyze various gender issues in curriculum in regards to class, castes, religion and region. ▪ Understand human rights and the position of curriculum framework since independence. ▪ Analyze the role of school and teacher with special reference to challenging gender. ▪ Apply the knowledge of gender role, sexuality, sexual harassment and abuse. 				
Course Outcomes	<p>After the completion of the course students will be able to:</p> <ul style="list-style-type: none"> ▪ Explore paradigm shift from women's studies to gender studies. ▪ Classify some landmarks of social reform movement with focus on women's experiences of education. ▪ Use the knowledge of various theories of gender and to develop a broad outlook on gender identities of formal and non-formal organizations. ▪ Classify various gender issues in curriculum in regards to class, castes, religion and region. ▪ Explain human rights and the position of curriculum framework since independence. ▪ Assess the role of school and teacher with special reference to challenging gender. ▪ Use the knowledge of gender role, sexuality, sexual harassment and abuse in teaching learning situation. 				
Course Contents:					
Unit-I:	<p>GENDER STUDIES: PARADIGM SHIFTS</p> <ul style="list-style-type: none"> • Paradigm shift from women's studies to gender studies • Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth century's with focus on women's experiences of education • Equality of Education opportunities, Means and Measures taken for Equality in terms of gender. 				
Unit-II:	<p>THEORIES ON GENDER AND EDUCATION</p> <ul style="list-style-type: none"> • Socialization theory • Gender difference • Structural theory • Deconstructive theory • Gender Identities and Socialization Practices in: Family, schools Other formal and informal organization. 				
Unit-III:	<p>GENDER ISSUES IN CURRICULUM</p> <ul style="list-style-type: none"> • Gender, culture and institution: Intersection of class, caste, religion and region • Human Rights of Human Empowerment. • Construction of gender in curriculum framework since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks' inter-sectionalists with other disciplines, classroom processes, including pedagogy) • Teacher as an agent of change • Role of school with special reference to challenging gender. 				

Unit-IV:	GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE <ul style="list-style-type: none"> • Linkages and differences between reproductive rights and sexual rights • Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) • Understanding the importance of addressing sexual harassment in family, neighborhood and other formal and informal institutions • Agencies perpetuating violence: Family, school, work place and media (print and electronic) • Role of gender in society and socialization for reference to law and state.
Suggested Readings:	<ul style="list-style-type: none"> • Human Rights Education : Selection from University News • Human Rights in India : Chiranjiri J. Nirmal • Human Rights and Peace : Ujjawal kumar Singh • Human Rights Education : Jagannath Mohanthy • मानवाधिकार एव पुलिस तंत्र: डॉ. दीपा सिंह एवं के. पी. सिंह • मानवाधिकार कानून: सुरेश जैन

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
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INCLUSIVE EDUCATION		MEd-105	2	50	35	15
Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> • Understand the concept, meaning and importance of inclusive education • Analyze special, integrated & inclusive education. • Comprehend conventions, policies, acts and schemes for disabled children. • Apply the knowledge of disabilities and marginalization in the teaching-learning process. • Apply the knowledge of specific strategies in teaching special need children in inclusive classroom. • Apply the knowledge of innovative practices to respond to education of children with special needs. 					
Course Outcomes	After the completion of the course students will be able to: <ul style="list-style-type: none"> • Explain the concept, meaning and importance of inclusive education • Differentiate special, integrated & inclusive education. • Describe conventions, policies, acts and schemes for disabled children. • Use the knowledge of disabilities and marginalization in the teaching-learning process. • Use the use specific strategies in teaching special need children in inclusive classroom. • Use the innovative practices to respond to education of children with special needs. 					
Course Contents:						
Unit-I:	Introduction <ul style="list-style-type: none"> • Concept, Meaning and importance of Inclusive Education. • Difference between Special Education, Integrated and Inclusive Education. • Practices of inclusive education. 					
Unit-II:	Historical perspectives of Inclusive Education <ul style="list-style-type: none"> • Important International Declarations/Conventions/Proclamations – Biwako Millennium • Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) • Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009. • Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009). 					
Unit-III:	Children with Diverse Needs <ul style="list-style-type: none"> • Discrimination based on disability, categories of disabilities. • Method and Approaches in identifying children with disabilities. • Children belonging to other marginalized groups: problems, forms of discrimination. 					
Unit-IV:	Inclusive Practices in Classrooms for All <ul style="list-style-type: none"> • School's readiness for addressing learning difficulties. • Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities. • Making learning more meaningful—Responding to special needs by developing strategies for curricular adaptations and TLM. • Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy 					

	<p>system, reflective teaching, multisensory teaching, etc.</p> <ul style="list-style-type: none"> • Supportive services required for meeting special needs in the classroom.
Suggested Readings:	<ul style="list-style-type: none"> • Chaterjee S K (2000): Educational Development of Scheduled Castes • Cowles Milly (1969): Perspective in the Education of Disadvantaged Children • • Edwards John R: Language and Disadvantage • Government of India (1986). National Policy on Education, Department of Education, New Delhi. • Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi. • Hegarty and Alur Mithu (2002): Education and Children with Special Needs • Jacob Aikara: Scheduled Castes and Higher Education. • Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India. • Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. • NCERT (2005). National Curriculum Framework, New Delhi. • NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

M.Ed.(Semester-I)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Distance Education and Open Learning	MEd-106	2	50	35	15
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • Understand the concept significance, philosophy, goals and objectives of distance education and open learning. • Analyze growth, present status, quality assurance and challenges of distance education in India. • Understand the nature, characteristics types and problems of distance learners. • Understand the distance learning process, study skill for distance learning & use the various SLM for distance learning. • Understand the instructional & evaluation process in distance education & open learning. • Understand the procedure of counseling in distance education. 				
Course Outcomes	After completion of the course students will be able to: <ul style="list-style-type: none"> • Explain the concept significance, philosophy, goals and objectives of distance education and open learning. • Present growth, present status, quality assurance and challenges of distance education in India. • Describe the nature, characteristics types and problems of distance learners. • Cite the distance learning process, study skill for distance learning & use the various SLM for distance learning. • Explain the instructional & evaluation process in distance education & open learning. • Assess the procedure of counseling in distance education. 				
Course Contents:					
Unit-I:	Growth and Philosophy of Distance Education <ul style="list-style-type: none"> • Distance Education: significance, meaning, concept and epistemology. • Goals and objectives of distance education. • Philosophy of distance education. • Growth of distance learning system in India, International Council of Distance Education. Issues in Distance Education-. Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning. • Present status of distance education system. • Quality assurance and challenges in distance education 				
Unit-II:	Learning Process and Self-Learning Materials (SLM) in Distance Education <ul style="list-style-type: none"> • Distance learners: nature, characteristics and types • Distance Education process: nature of adult learning, • Significance of study skills in distance learning. Problems of distance learners. • Types of SLM in distance learning-print, audio, video, interactive, online, and web-based. • Self-learning materials: meaning, scope, importance and characteristics. 				
Unit-III:	Instructional Process and Evaluation Procedure in Distance Education & Open Learning <ul style="list-style-type: none"> • Two way communication in distance education and open learning. open learning-need, significance, type and importance, • Difference between evaluation in traditional and distance learning; role of tutor comments in motivation of distance learners. • Techniques of evaluation in distance education. 				

Unit-IV:	Counseling in Distance Education <ul style="list-style-type: none"> • Academic and non-academic Counseling, Procedure of counseling. • Theories of counseling, qualities of counselor.
Suggested Readings:	<ul style="list-style-type: none"> • Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing House P. Ltd. Laxmi, S. (1989). • Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd. NCERT (1979). Experimentation & Innovations in School: • A Handbook. New Delhi: NCERT. Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd.

M.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Comparative Education	MEd-107	2	50	35	15
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • Understand the concept of universalization of education and analyze primary education in USA & Indian. • Understand the concept of vocationalisation of education in USA & India & analyze the secondary education in U.K., USA, Russia, China, Japan, Israel and India. • Analyze the development, structure, administration and finance of various countries. • Understand the procedure of distance education and continuing education in Australia, UK and India. • Analyze the teacher education in various countries. • Comprehend the different models & evaluation of curriculum. 				
Course Outcomes	After completion of the course students will be able to: <ul style="list-style-type: none"> • explain the concept of universalization of education and analyze primary education in USA & Indian. • describe the concept of vocationalisation of education in USA & India & analyze the secondary education in U.K., USA, Russia, China, Japan, Israel and India. • compare the development, structure, administration and finance of various countries. • explain the procedure of distance education and continuing education in Australia, UK and India. • differentiate the teacher education in various countries. • classify the different models & evaluation of curriculum. 				
Course Contents:					
Unit-I:	<u>Universalization Elementary Education</u> <ul style="list-style-type: none"> • Universalization of elementary education in India. • Primary Education in UK, USA, Russia, China, Japan and India. 				
Unit-II:	<u>Secondary & Vocationalization of Education</u> <ul style="list-style-type: none"> • Vocationalisation of education in USA and India. • Secondary Education in UK, USA, Russia, China, Japan, Israel and India. 				
Unit-III:	<u>Development, Structure of Administration & Finance</u> <ul style="list-style-type: none"> • Development, structure, administration, finance, aims, curriculum and methods of teaching of Higher Education in UK, USA, Russia, China, Japan and India • Distance education and continuing education in Australia, UK and India. 				
Unit-IV:	<u>Teacher Education, Different Models of Curriculum and Evaluation</u> <ul style="list-style-type: none"> • Teacher Education in UK, USA, Russia, China, Japan and India: • Different Models of curriculum development - Administrative & Grass root • Curriculum Evaluation – Formative – Summative Interpretation of evaluation results. 				
Suggested Readings:	<ul style="list-style-type: none"> • Shahid, S. M. (2006). Comparative education. Lahore: Majeed Book Depot. • Sharma, K. (2004). 				

- Comparative education: A comparative study of educational systems. New Delhi: Kanishka Publishers.
- Sharma, Y. K. (2007). Comparative education: A comparative study of educational systems. New Delhi: Kanishkar Publishers.
- Surya, B., & Bhaskara, D. (2004). Comparative education. New Delhi: Discovery Publishing House.
- Sharma, A.P. contemporary problems of Education. New Delhi : Vikas Publishing House Pvt. Ltd.
- Biswan A & Aggarwal, J.C. Comparative Education New Delhi : Arya Book Depot.
- King, E.J. Other Schools and Ours. New York : Holt, Rinehart and Winston.
- Bereday, G.Z.F. Comparative Methods in Education New Delhi : Oxford & LBH Publishing Co.
- Crammer, J.F. & Browne, G.S. Contemporary Education: A comparative study of National Systems, New York: Brace & World Inc.
- Mukherjee, L. Comparative Education, New Delhi: Allied Publishers.
- अग्रवाल एस के तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भण्डार
- कौशिक व बिजावत तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भण्डार
- हंस एन तुलनात्मक शिक्षा आगरा भार्गव पुस्तक भण्डार चैबे एस पी स्वदेश विदेश मे शिक्षा आगरा विनोद पुस्तक भण्डार जायसवाल एस आर तुलनात्मक शिक्षा लखनठ उ० प्र० हिन्दी ग्रन्थ अकादमी।

Compulsory Practical work

M.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Development of Language Proficiency for Various Situations (Value Aided Course (30 Hours))	MEd-108	2	50	-	50
Course Objectives:	After completion of the course e students will be enabled to:- <ul style="list-style-type: none"> • Understand the concept nature, characteristics, and types, of language. • Apply the knowledge of language of various situations. • Understand the stages of language proficiency. • Apply the knowledge of language proficiency and its stages in personal and professional life. • Comprehend different environmental conditions for development of language. 				
Course Outcomes	After completion of the course e students will be able to:- <ul style="list-style-type: none"> • Explain the concept nature, characteristics, types , of language. • Use the knowledge in various situations. • Classify the stages of language proficiency. • Use the language proficiency in teaching learning situation • Categories different environmental conditions for development of language. 				
Course Contents:					
Unit-I:	Development of languages <ul style="list-style-type: none"> • Language – Concept, nature, characteristics & implications • Types of languages – Mother tongue, Regional Language, State Language & international language • Use of language for various situations – Home, community, school & peer group. 				
Unit-II:	Proficiency in language <ul style="list-style-type: none"> • Proficiency in language – Meaning, concept, nature & characteristics. • Stages of language proficiency • Use of language proficiency. 				
Unit-III:	Different Environmental situations for Language Development <ul style="list-style-type: none"> • Different environmental situation for language development---home, community, peer group, school, playgroup. 				
Practical: Any two	<ul style="list-style-type: none"> • Project work – Status of language proficiency around home. • Survey – Situation in teacher-training institution regarding status of language proficiency. • Case Study – Language proficiency in various situations of teacher trainers/teacher trainees. 				
Suggested Readings:	<ul style="list-style-type: none"> • https://www.ecml.at/Portals/1/mtp4/language_descriptors/documents/language-descriptors-EN.pdf • Pearson, J.C.et.al. (2011). Human Communication (4th edition) . New York. McGraw Hill Companies Inc. • Floyed, K. (2009). Interpersonal communication. New York. McGraw Hill Companies Inc. 				

M.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
Action Research	MEd-109	2	50	-	50

Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> Understand the meaning, purpose and kinds of Action research. Analyze the action research paradigms in education. apply the knowledge of preparation of Action research proposal
Course Outcomes	After the completion of the course students will be able to: <ul style="list-style-type: none"> Explain the meaning, purpose action research. Construct the research paradigms of action research in education. prepare the research proposal by using various steps of action research
Course Contents:	
Unit-I:	Introduction to Action Research <ul style="list-style-type: none"> What is Action Research? Objectives of Action Research? Methods of Action Research? Types and steps of Action Research
Unit-II:	The Purposes of Action Research <ul style="list-style-type: none"> Action Research in Classrooms Action Research on teacher behavior. An Action Research Routine: Systematic Processes of Inquiry Characteristics of Action Research
Unit-III:	Sources of Information <ul style="list-style-type: none"> Interviewing: Guided Conversations Reviewing the Literature Participant Observation Summary Quantitative Information: Statistical and Numerical Data
Unit-IV:	Reporting <ul style="list-style-type: none"> Action Research Reports Written Reports
Unit- V:	Limitations and Criticisms of Action Research <ul style="list-style-type: none"> Limitations of Action Research Criticism of Action Research Result
Practicum/ Sessional	<ul style="list-style-type: none"> Prepare a file on Action Research on any problem related to Education.
Suggested Readings:	<ul style="list-style-type: none"> Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963. Siegel S. - Non-parametric statistics for the Behavioral Sciences. New York : Mc Graw Hill Book Co., 1988 Singh, A.K. : Test, Measurements and Research Methods in Behavioral Sciences, Patna, Bharti Bhawan (P&D), 1997. Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House. Sukhia, S.P., et al-Elements of Educational Research. Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978. अस्थाना, विपिन- मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार । कपिल, एच० के०- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । पाण्डेय, के०पी०- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन । पाण्डेय, के०पी०- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।

M.Ed.(Semester-1)

Course Title	Course Code	Credit	Max Marks	External	Internal
CASE STUDY	MEd-110	2	50	-	50

Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> • Understand the meaning, purpose and kinds of Case Study. • Analyze the case in education. • Apply the knowledge of preparation of case study
Course Outcomes	After the completion of the course students will be able to: <ul style="list-style-type: none"> • Explain the meaning, purpose case study. • Apply the case study in education. • prepare the research proposal by using various steps of case study
Course Contents:	
Unit-I:	Introduction to Case Study <ul style="list-style-type: none"> • Meaning of Case Study • Objectives of Case Study • Nature of Case Study
Unit-II:	Elements of a Case Study <ul style="list-style-type: none"> • The Problem • Steps taken to address the problem • Challenges and how they were met
Unit-III:	Process for Conducting a Case Study <ul style="list-style-type: none"> • Plan • Develop Instruments • Data Collection • Analyze Data • Disseminate Findings
Unit-IV:	Potential Sources of Information <ul style="list-style-type: none"> • Project Documents • Project Reports • Monitoring visits • Mystery client reports • Facility assessment reports • Questionnaire/survey results • Evaluation reports • Result implementation
Practicum/ Sessional	<ul style="list-style-type: none"> • Prepare a Case Study Report of a Special Need Learner.
Suggested Readings:	<ul style="list-style-type: none"> • Siddhu, K.S. - Methodology of Research in Education, Bombay, Sterling Publishers, 1963. • Siegel S. - Non parametric statistics for the Behavioral Sciences. New York : Mc Graw Hill Book Co., 1988 • Singh, A.K. : Test, Measurements and Research Methods in Behavioural Sciences, Patna, Bharti Bhawan (P&D), 1997. • Sodhi, A.N. and Singh, A. - Research Methodology in Social Sciences, Bombay, Himalaya Pub. House. • Sukhia, S.P., et al-Elements of Educational Research. • Travers, R.M.W. - An introduction to Educational Research, N.Y., MacMillan, 1978. • अस्थाना, विपिन- मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार । • कपिल, एच० के०- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर । • पाण्डेय, के०पी०- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन । • पाण्डेय, के०पी०- शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन ।

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	MEd-111	04	100	-	100
Course Objectives:	After the completion of the course students will be enabled to: <ul style="list-style-type: none"> • understand the Utility of Assignment. • develop skill related to hand on experiences of workshop. • Understand the importance of Seminar. • develop skill to solve the problem. • develop analytical and evaluation skills • develop habit of self study. • develop the communication skill and confidence to presentation. 				
Course Outcomes	After the completion of the course, students will be able to: <ul style="list-style-type: none"> • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively 				
Course Contents:					
Assignments	Assignment of core Course -3*10=30				
Workshop	Workshop- 1*20=20(certificate evidence and report)				
Seminar	Seminar- 1* 10= 10 (Research Article/ Research Paper)1*20=20				
Comprehensive Viva- Voce	Comprehensive Viva Voce- 20				

Course Structure Semester-wise

Semester-II

SEMESTER II										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-201	Sociology & History of Education	Compulsory	5	1	1	7	4	30	70	100
MEd-202	Basic Level Statistics in Education		5	1	1	7	4	30	70	100
MEd-203	Curriculum Studies		5	1	1	7	4	30	70	100
<i>(Select any two from the following from M.Ed.204 to M.Ed.-207)</i>										
MEd-204	Administration, Management & Leadership	Elective	3	1	1	5	2	15X2	35X2	100
MEd-205	ICT & E-learning		3	1	1	5				
MEd-206	Value Education		3	1	1	5				
MEd-207	Population Education		3	1	1	5				
MEd-208	Development Ethical Management & Evaluation Skills in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50	-	50
MEd-209	Selection of Dissertation Topic, Synopsis Preparation & Presentation	Compulsory	1	2	4	7	4	100	-	100
MEd-210	Capability Enhancement Work	Compulsory	-	2	4	6	4	100	-	100
Total							24	370	280	650

Compulsory Core Courses

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Sociology & History of Education		M.Ed-201	4	100	70	30
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • Comprehend relationship between Sociology and Educational Sociology. • Understand the conceptual framework, need, scope, functions and significance of educational sociology, & Sociology of Education. • Understand the social system, social organization and social groups. • Comprehend the concept of social equality & equality. • Apply knowledge of sociology in context to present society. • Evaluate the contribution of various social thinkers for education. 					
Course Outcomes	After completion of the course students will be able to: <ul style="list-style-type: none"> • Explain relationship between Sociology and Educational Sociology. • Describe the conceptual framework, need, scope, functions and significance of educational sociology, & Sociology of Education. • Differentiate the social system, social organization and social groups. • Explain the concept of social equality & equality. • Use knowledge of sociology in context to present society. • Justify the contribution of various social thinkers for education. 					
Course Contents:						
Unit-I:	Sociological Foundations of Education <ul style="list-style-type: none"> • Relationship of Sociology and Education: Meaning and nature of Educational Sociology and Sociology of Education. • Education – as a social subsystem – specific characteristics of education. • Education and the community with special reference to Indian Society, 					
Unit-II:	Education & various aspects of society <ul style="list-style-type: none"> • Education and Modernization, Education and Politics, Education and Religion, Education and Culture, Education and Democracy, Socialization of Child. • Education as related to Social Stratification and Social Mobility. • Meaning and Nature, Education and Social Change. 					
Unit-III:	Social Equity & Equality <ul style="list-style-type: none"> • Education as related to Social Equity and Equality of Educational Opportunities. • Constraints on Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism). • Education of the socially and economically disadvantaged sections of the society with special reference to scheduled castes and scheduled tribes, women and rural population. 					
Unit-IV:	Contribution of following Social Thinkers to Education <ul style="list-style-type: none"> • Emile Durkheim. • Ivan Illich. • Paulo Freire. 					
Suggested Readings:	<ul style="list-style-type: none"> • Ahuja, R. (2002). <i>Indian Society</i>. Rawat Publication . • Atal, Y. (2015). <i>Indian Society and changes</i>. Pearson Education India ASIN:BO11I0SHWNM . • Singh, A. K. (2016). <i>Shiksha Manovigyan</i>. Patna,800-003. • Singh, J. P. (2016). <i>Social Change modern india</i>. PHI Learning Private Limited, Delhi. • Sharma, R. A. (2014). <i>shiksha ke darshnik evm samaajik mool adhaar</i>. Meerut UP India: R Laal Book Depot Meerut. • Sharma, V. P. (2001). <i>Sociology</i>. Jaipur : Sheetal Printer Jaipur 302003. • पाण्डेय, रामशकल. शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि: आगरा, विनोद पुस्तक मन्दिर । • पाल, एस0 के0 गुप्त, लक्ष्मी नारायण, मदन मोहन. शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, इलाहाबाद, कैलाश प्रकाशन । • माथुर, एस0 एस0. शिक्षा के दार्शनिक तथा सामाजिक आधार, आगरा, विनोद पुस्तक मन्दिर । • पाण्डेय रामशकल. शिक्षा दर्शन, आगरा विनोद पुस्तक मन्दिर डा0 रणेश राघव मार्ग 					

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Basic Level Statistics in Education	M.Ed-202	4	100	70	30
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • Gain knowledge of concept of statistics and graphical representation of data. • Analyses the levels of measurement, determining the range, size, classes and classification methods. • Apply the knowledge of graphical representation for raw data in different styles. • Apply the knowledge of measures of central tendency & variability. • Understand the correlation coefficient by different methods. 				
Course Outcomes	After completion of the course students will be able to: <ul style="list-style-type: none"> • Describe of concept of statistics and graphical representation of data. • Classify the levels of measurement, determining the range, size, classes and classification methods. • Use the knowledge of graphical representation for raw data in different styles. • Use the measures of central tendency & variability. • Calculate the correlation coefficient by different methods. 				
Course Contents:					
Unit-I:	Brief Concepts of Statistics <ul style="list-style-type: none"> • Types of Statistics- theoretical statistics, applied statistics, descriptive statistics & inferential statistics. • Levels of measurement, determining the range, size, classes and classification methods. • Graphical presentation of data – Bar & Pie Diagram, Frequency Histogram, Polygon and Curve. • Cumulative frequency curve, percentage cumulative frequency curve or ogive. • Characteristics of Frequency Curve. 				
Unit-II:	Statistics in education and Measures of central tendency <ul style="list-style-type: none"> • Measures of Central Tendency – Mean, Median, Mode, Mean ungrouped and grouped deals, short and long method. • Measures of variability - Range, Average Deviation, Standard Deviation, Quartile Deviation, Group and Ungroup Data, Sheppard's Correction. • Properties of Mean, Comparison of Mean, Median and Mode • Combined Mean and SD from two or more groups. • Use of Different Measures of Central Tendency. 				
Unit-III:	Measures of correlation <ul style="list-style-type: none"> • Calculation of product moment correlation from a Bi-variate frequency distribution & linear correlation. • Other method of correlation - Rank order correlation coefficient, bi-serial correlation coefficient, point bi-serial correlation coefficient, tetra-choric correlation coefficient, Phi correlation coefficient, contingency coefficient. 				
Unit-IV:	Other Method of Correlation <ul style="list-style-type: none"> • Measure of curvilinear correlation coefficient, coefficient of 				

	<p>concordance.</p> <ul style="list-style-type: none"> Partial and multiple correlations, significance of partial correlation coefficient, significance of multiple correlations.
Unit-V:	<p>Measures of variability</p> <ul style="list-style-type: none"> Standard scores and scaling - Z-score, T-score, Stanines, C-Scores Normal probability curve, Principles of probability
Suggested Readings:	<ul style="list-style-type: none"> Hennery E. Garrett (2011) Statistics in psychology and Education, ISBS: 81-89253-00- Gupta S.P. (2016), Statistical method, Sultan Chand & Sons Publication. कपिल एच् के (2011) ., "सांख्यिकीय के मूल तत्व" जयपुर ए बी डी पब्लिशर सुलामान, (2018) "मनोविज्ञान शिक्षा एवं अन्य सामाजिक विज्ञानों में सांख्यिकीय" दिल्ली, मोतीलाल बनारसदास

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Curriculum Studies	MEd-203	4	100	70	30
Course Objectives:	After completion of the course students will be enabled to:				

	<ul style="list-style-type: none"> • understand the meaning & concept of curriculum & analyze the components of curriculum. • comprehend the role of various bases of curriculum. • apply the knowledge of theories and steps of curriculum development to develop the curriculum effectively. • analyze the various approaches and types of curriculum. • analyses the areas of school education & teacher education frameworks. • apply the knowledge effective integrated & interdisciplinary learning experiences. • analyze the diverse competencies of teachers & describe the causes of curriculum load. • comprehend the evaluation process of curriculum.
Course Outcomes	<p>After completion of the course students will be able to:</p> <ul style="list-style-type: none"> • explain the meaning & concept of curriculum & analyze the components of curriculum. • assess the role of various bases of curriculum. • use the knowledge of theories and steps of curriculum development to develop the curriculum effectively. • classify the various approaches and types of curriculum. • categories the areas of school education & teacher education frameworks. • organize effective integrated & interdisciplinary learning experiences. • classify the diverse competencies of teachers & describe the causes of curriculum load. • cite the evaluation process of curriculum.
Course Contents:	
Unit-I:	<p>Basics of Curriculum</p> <ul style="list-style-type: none"> • Meaning, concepts and objectives of curriculum. • Components of curriculum: objectives, content, transaction mode and evaluation • Basis of curriculum (Philosophical, ideological, Psychological, Historical and Sociological) • Types of Curriculum • Principles of Curriculum Development
Unit-II:	<p>Approaches of Curriculum</p> <ul style="list-style-type: none"> • Approaches of Curriculum • Curriculum frameworks of school education and teacher education • Humanistic curriculum : characteristics, purpose, • Theories of curriculum development • Steps of curriculum construction.
Unit-III:	<p>Models of Curriculum</p> <ul style="list-style-type: none"> • Tyler's -1949 model • Nicholls and Nicholls -1972 Model • Hilda Taba 1962 model • Need assessment model • Mile's Dynamic Model • Vocational/ training model
Unit-IV:	<p>Learning Experiences</p>

	<ul style="list-style-type: none"> Principles and criteria for developing learning experiences Points to be considered while selecting learning experiences Designing integrated and interdisciplinary learning experiences Diversity among teachers in their competences Problem of curriculum load
Unit-V:	<p>Evaluation of Curriculum</p> <ul style="list-style-type: none"> Importance of assessment in teaching learning process. Continuous and comprehensive evaluation. Formative and summative evaluation norms referenced and criterion referenced evaluation. Evaluation of school experiences/internship programmes/field work/curricular and co-curricular activities. Self-assessment by students, by teacher, peer assessment, assessment of teacher by students.
Suggested Readings:	<ul style="list-style-type: none"> Dr. Ramshakal Panday Knowledge and Curriculum, ISBN13: SVPM-EG1 ISBN10: SVPM-EG150 Asis Kr Dandapat, (2017) Introduction to Curriculum Studies, Raj Publications, ISBN: 9789382974529, 9382974520 Mrunalini Talla (2012), Curriculum Development Perspectives Principles And Issues, ISBN:9788131773017, Pearson India.

Elective Courses

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Administration, Management & Leadership		MEd-204	2	50	35	15
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • understand the educational administration and educational management. • understand the psychological need of employee. • examine the core of leadership and contemporary leadership theories. • comprehend concept & approaches in educational planning • apply the knowledge of educational supervision. 					
Course Outcomes	After completion of the course students will be able to: <ul style="list-style-type: none"> • explain the concept of educational administration and educational management. • Justify the psychological need of employee • Evaluate the core of leadership and contemporary leadership theories. • Describe concept & approaches in educational planning • Use the knowledge of educational supervision. 					
Course Contents:						
Unit-I:	Modern Concept of Education Administration & Management <ul style="list-style-type: none"> • Development of Modern Concept of Educational Administration From 1900 to present day. • Taylorism, Administration as a process, Administration as bureaucracy, Human Relations Approach to Administration. • Modern Trends in Educational Management 					
Unit-II:	Psychological Need of Employees <ul style="list-style-type: none"> • Meeting the Psychological needs of employees, system approach, specific trends in Educational Administration such as: <ol style="list-style-type: none"> a) Decision Making b) Organizational Compliance c) Organizational Development d) PERT 					
Unit-III:	Leadership in Educational Administration <ul style="list-style-type: none"> • Leadership in Educational Administration: Meaning and Nature of Leadership, Theories of Leadership, Styles of Leadership, Measurements of Leadership. 					
Unit-IV:	Educational Planning <ul style="list-style-type: none"> • Educational Planning: Meaning and Nature • Approaches to Educational Planning- Perspective Planning, Institutional Planning. 					
Unit-V:	Educational Supervision <ul style="list-style-type: none"> • Educational Supervision: Meaning and Nature, Supervision as service activity, Supervision as a process, Supervision as functions, Supervision as Educational Leadership, Modern Supervision, Functions of Supervision, Planning the Supervisory Program, Organizing Supervisory program, Implementing Supervisory program. 					
Suggested Readings:	<ul style="list-style-type: none"> • Dr. Shamsheer Singh Dhollon (2019), Educational Administration: Management and Leadership, Gyan Geeta Prakashan, Delhi. • Upendra Kumar Singh(2019), Educational Administration and Management, R. K Publishers & Distributors. • Dr. Preeti Gupta,(2019), SCHOOL Leadership And Management , Paragon International Publishers, ISBN: 9789383154333, 9383154330 					

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
ICT & E-Learning	MEd-205	2	50	35	15

Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • understand the concept and role of ICT and its applications in teaching learning. • comprehend the electronic systems and apply them in education. • become familiar with new trends, techniques in education for achieving the goals of effective teaching and learning. • comprehend emerging trends in Educational Technology along with resource centers of Educational Technology & e-learning.
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • explain the concept and role of ICT and its applications in teaching learning. • analyze the electronic systems and use them in education. • describe with new trends, techniques in education for achieving the goals of effective teaching and learning. • cite emerging trends in Educational Technology along with resource centers of Educational Technology & e-learning.
Course Contents:	
Unit-I:	Information and Communication Technology (ICT) <ul style="list-style-type: none"> • Concept of Information & Communication Technology (ICT), • Role of ICT in Teaching Learning Context. • Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT. • Emergence of new information technology- convergence of computing and telecommunications.
Unit-II:	E- Learning and Web learning <ul style="list-style-type: none"> • Concept, nature and characteristics of E-learning. • Promotion and Organization of E-learning, • The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Web learning. • E-content: design, development, standards, learning objects and reusability, and authoring tools.
Unit-III:	Emerging trends in Educational Technology <ul style="list-style-type: none"> • Teleconferencing, E-mail, Internet, Website • Academic and Research content on the web: Online journals and abstraction services; • Computer assisted instruction (CAI) • Computer based training (CBT) • Smart classes:-concept, infrastructure, uses and limitations
Suggested Readings:	<ul style="list-style-type: none"> • Khagendra Prasad, Information and Communication Technology in Education, ISBN: 9789380252926, 9789380252926 • B.C. Mahapatra, Multimedia and Ict Enabled Classroom - Way For Future Learning Solution, Universal Product Identifiers. • Surender S. Dahiya, Educational Technology Towards Better Teacher 01 Edition, Shipra Publications

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Value Education	BEd-206	2	50	35	15

Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • Understand the need of values and its classification in contemporary Society. • Evaluate the values needed for peaceful society like democratic, secular and socialist etc. • Comprehend the role of education in building value as dynamic social reality. • Know the importance of value education towards national and global development. • Comprehend the role of value education in present development.
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • Identify the need of values and its classification in contemporary Society. • Justify the values needed for peaceful society like democratic, secular and socialist etc. • Assess the role of education in building value as dynamic social reality. • Explain the importance of value education towards national and global development. • Assess the role of value education in present development.
Course Contents:	
Unit-I:	Education and Values <ul style="list-style-type: none"> • Definition, concept, classification, Criteria and Sources of values. • Aims and objectives of value education. • Role of need for value education in the contemporary society. • Role of Education in transformation of values in Society. • Role of parents, teachers, society, peer group and mass ia in fostering values • Teaching approaches and strategies to inculcate values through curricular and co-curricular activities.
Unit-II:	Value Education and Personal Development <ul style="list-style-type: none"> • Human Values: Truthfulness, Constructivist, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human value to good life. • Character formation towards positive personality. • Modern challenges of adolescent: emotions and behavior.
Unit-III:	Value Education towards National and Global Development <ul style="list-style-type: none"> • Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity. • Social Values: Pity and Probity, Self-Control, Universal Brotherhood. • Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality, Faith. • Religious and Moral Values: Tolerance, Wisdom and Character. • Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. • Environmental Ethical Values • National Integration and International understanding. • Need of Humanistic value for espouse peace in the society?
Suggested Readings:	<ul style="list-style-type: none"> • Jagdish Chandra (2007) Value Education, Shipra Publication, ISBN: 9788183640145, 8183640141 • Naina Sharma, Value Education and Social Transformation, Rawat Publications

Course Title	Course Code	Credit	Max Marks	External	Internal
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Population Education		MEd-207	2	50	35	15
Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • Understand the concept of population education, its need, importance, objectives and scope in present scenario. • Analyze the distribution of population, causes and consequences of population growth. • Understood the Socio-Economic development and the effect of environment on population growth and knowledge about literacy campaign in Indian. • Comprehend the role of teacher in creating awareness of various population problems. • Evaluate the use of mass media (Newspaper, Radio & T.V) and Audio-Visual aids in schools. 					
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • Explain the concept of population education, its need, importance, objectives and scope in present scenario. • Analyze the distribution of population, causes and consequences of population growth. • Describe the Socio-Economic development and the effect of environment on population growth and knowledge about literacy campaign in Indian. • Assess the role of teacher in creating awareness of various population problems. • Identify the use of mass i.e. (Newspaper, Radio & T.V) and Audio-Visual aids in schools. 					
Course Contents:						
Unit-I:	Concept of Population Education <ul style="list-style-type: none"> • Population education: Concept, objectives and scope • Need and importance of population education 					
Unit-II:	Population Growth and Population Dynamics in India <ul style="list-style-type: none"> • Distribution of population- Age, Sex, Rural-Urban • Causes of population growth • Consequences of population growth 					
Unit-III:	Population and Quality of life <ul style="list-style-type: none"> • Population in relation to socio – economic development, health status, health services, nutrition, • Effect of population growth on natural resources and environment • Population and literacy campaign in India 					
Unit-IV:	Population Education and school <ul style="list-style-type: none"> • Scope of population education in schools, • Teacher role in creating awareness of population problems • Use of Mass i.e. – (Newspapers, Radio, T.V) and Audio-Visual Aids 					
Suggested Readings:	<ul style="list-style-type: none"> • https://egyankosh.ac.in/bitstream/123456789/43753/1/Unit-1.pdf • Dr. P S Chandel, Population Education, Shri Vinod Pustak Mandir, Agra, Uttar Pradesh, ISBN Cod-978-81-7457-159-5 					

Compulsory Practical work

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
Development of Ethical Management and Evaluation Skill in Teacher Trainees (Value Added Courses (30 hours))	MEd-208	2	50	---	50
Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • Apply the knowledge of ethical management and its use in teacher training institutions. • Understand the concept of evaluation and its techniques in their personal & professional life. • Apply the knowledge of assessment & techniques for ethical management. 				
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • Use the knowledge of ethical management and its use in teacher training institutions. • Explain of evaluation and its techniques in their personal & professional life. • Use the knowledge of assessment & techniques for ethical management. 				
Course Contents:					
Unit-I:	Ethical Management <ul style="list-style-type: none"> • Ethics – Meaning, concept & definition. • Management – Meaning, concept, nature & components. • Ethical management – Meaning, concept, nature, characteristics and components. • Application of ethical management: its use for teacher training institutions. 				
Unit-II:	Evaluation <ul style="list-style-type: none"> • Measurement – Meaning, concept, nature & procedure. • Evaluation – Meaning, concept, nature & procedure. • Skills – Meaning and concept • Evaluation techniques. 				
Unit-III:	Development of assessment skills <ul style="list-style-type: none"> • Measurement techniques for ethical management. • Evaluation technique for performance assessment. 				
Practicum/ Sessional	Any two <ul style="list-style-type: none"> • Project work – observation of level of ethics in people around you. • Survey – to prepare an evaluation profile of ethical management in teacher training institution. • Case Studies – ethical management in teacher trainer/teacher trainees. 				
Suggested Readings:	<ul style="list-style-type: none"> • Radha Mohan, Measurement, Evaluation And Assessment In Education, PHI publication, ASIN : B01J15MKNY • https://www.mtdtraining.com/blog/the-four-principles-of-ethical-management.htm 				

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Selection of Dissertation Topic, Synopsis Preparation & Presentation		MEd-209	2	100	--	100
Course Objectives	After the completion of the course students will be enable to : <ul style="list-style-type: none"> • Understand the procedure to identify the research problem. • Analyze the steps of Synopsis Preparation. • Apply the knowledge of art of synopsis presentation. 					
Course Outcomes	After the completion of the course students will be able to : <ul style="list-style-type: none"> • Select the research topic. • Prepare the draft of the synopsis • Present the synopsis in a systematic way 					
Course Contents						
<ul style="list-style-type: none"> • Selection of Dissertation Topic 						
<ul style="list-style-type: none"> • Synopsis Preparation 						
<ul style="list-style-type: none"> • Presentation 						

M.Ed.(Semester-II)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Capability Enhancement Work		MEd-210	04	100	-	100
Course Objectives:	After the completion of the course, students will be enabled to: <ul style="list-style-type: none"> • understand the Utility of Assignment. • develop skill related to hand on experiences of workshop. • Understand the importance of Seminar. • develop skill to solve the problem. • develop analytical and evaluation skills • develop habit of self study. • develop the communication skill and confidence to presentation. 					
Course Outcomes	After the completion of the course, students will be able to: <ul style="list-style-type: none"> • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively 					
Course Contents:						
Assignments	Assignment of core Course -3*10=30					
Workshop	Workshop- 1*20=20(certificate evidence and report)					
Seminar	Seminar- 1* 10= 10 (Research Article/ Research Paper)1*20=20					
Comprehensive Viva- Voce	Comprehensive Viva Voce- 20					

Course Structure Semester-wise

Semester III

SEMESTER III										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-301	Advanced Level Educational Research	Compulsory	5	1	1	7	4	30	70	100
MEd-302	Teacher Education		5	1	1	7	4	30	70	100
MEd-303	Computer Education		2	1	3	6	4	30	70	100
<i>(Select any two from the following from M.Ed.304 to M.Ed.-306)</i>										
MEd-304	Educational Technology	Elective	3	1	1	5	2	15X2	35X2	100
MEd-305	Professional Ethics & Human Life		3	1	1	5				
MEd-306	Special Education		3	1	1	5				
MEd-307	Develop Behavioral Modification Strategy in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50		50
MEd-308	Internship & Publication of Research Paper (One Paper is mandatory)	Compulsory	1	1	5	7	2	50		50
MEd-309	Dissertation-Chapter wise Presentation, Preparation of Research Tool and Data Collection	Compulsory	2	2	4	8	2	50		50
MEd-310	Capability Enhancement Work	Compulsory	2	1	4	7	4	100		100
	Total						24	370	280	650

Compulsory Core Courses

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Advanced Level Educational at Research	(MEd-301)	4	100	70	30
Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • Comprehend the meaning of population and sampling with various type of sampling methods. • Apply questionnaire, test, inventories, checklist schedule and interviews. • Analyze the various forms, style and content of a good research report. • Understand the appropriate technique of hypothesis testing. 				
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • Explain the meaning of population and sampling with various type of sampling methods. • Use questionnaire, test, inventories, checklist schedule and interviews. • Classify the various forms, style and content of a good research report. • Identify the appropriate technique of hypothesis testing. 				
Course Contents:					
Unit-I:	Sampling In Qualitative, Quantitative and Mixed Research <ul style="list-style-type: none"> • Concepts of population and its type, and sample, sample size, sampling error, characteristics of good samples. • Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling • Non – random sampling techniques: convenience sampling, purposive sampling, quota sampling, snowball sampling, incidental sampling. • Determining the sample size when using random sampling. • Research Design – meaning, subject matter, procedure, objective, types. 				
Unit-II:	Methods of Data Collection <ul style="list-style-type: none"> • Characteristic of a good research tool. • Steps of development a good research tool. • Questionnaire: form, principles of construction and their scope in educational research, administration of questionnaires. • Tests, inventories and scales: types and construction and using reliability and validity information. • Interview: types, characteristics and applicability, guidelines for conducting interviews • Observation: use of the checklist and schedules, field notes, role of researcher during observation. 				
Unit-III:	Educational Research Report Writing <ul style="list-style-type: none"> • Essential elements of report writing, formal writing references. • APA style- Online & Offline • Characteristics of a good research report. • Steps of writing a research paper. 				
Unit-IV:	Hypotheses Testing <ul style="list-style-type: none"> • Hypothesis testing – Directional & Non-Directional, parametric and non-parametric. • One tailed & two tailed Test, Significant level .05 and .01, Degree of freedom. • Type I & Type II error. 				
Unit-V:	Computers application in educational institutions - <ul style="list-style-type: none"> • Academic Activities, Administrative activities, Co-Curricular activities, Examination work, Research activities, Library, Class room teaching. 				
Suggested Readings:	<ul style="list-style-type: none"> • Agarwal, Y.P. (1998), <i>Statistical Methods</i>, Sterling, New Delhi. • Aggarwal, Y.P. (1998), <i>The Science of Educational Research: A Source book</i>, Nirmal, Kurukshetra • Best, John W. and Kahn James V (1995), <i>Research in Education</i>, Prentice Hall, New Delhi • Burns, R.B. (1991), <i>Introduction to Research in Education</i>, Prentice Hall, New Delhi. • Garrett, H.E. (1973), <i>Statistics in psychology and Education</i>, Vakils, Feffer and Simon, Bombay. 				

- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Kurtz, A.K. and Mayo S.T. (1980), Statistical Methods in Education and Psychology, Narola, New Delhi.
- Mcmillan, James H. and Schumacher, S. (1989), Research in Education: Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Euroasia, New Delhi.
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), Fundamental Statistics in Psychology and Education, Mac Graw Hill, New York.
- R.A.Sharma ;Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003
- R.P.Bhatnagar (Ed.) Readings in Methodology of research in Education ;Meerut , R Lall Book Depot,2002
- Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Delen, D.B. (1962), Understanding Educational Research, Me Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- Mc Burney, Donal H. (1994) Research Methods, Brooks/ cole publishing company, California
- Kumar, Ranjit (2011) Research Methods, Pearson Education, New Delhi
- Koul Lokesh, Methodology of Education Research, vikas publishing house pvt. Ltd. Noida
- K V S Sharma, Statistics made Simple Do it Yourself on PC; New Delhi , Prentice Hall of India Private India Limited,2001
- M Rajamanikram; Statistical Methods in Psychological and Educational Research New Delhi,Concept Publishing SCompany,2001
- ए० बी० भटनागर एवं अनुराग भटनागर आर० लाल बुक,मेरठ शैक्षिक अनुसन्धान की कार्य प्रणाली 2011
- अस्थाना, विपिन-मनोविज्ञान और शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक भण्डार ।
- ढौन्डियाल, एस०- एवम् पाठक, ए०-शिक्षा अनुसंधान का विधि शास्त्र, जयपुर ।
- कपिल, एच० के०- अनुसंधान विधियाँ-व्यवहारपरक विज्ञानों में, आगरा, भार्गव पुस्तक भण्डार।
- कपिल, एच० के०- सांख्यिकी के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- सिंह, रामपाल- सांख्यिकी मूल्यांकन, आगरा, विनोद पुस्तक मन्दिर ।
- वर्मा, प्रीति एवं श्रीवास्तव, डी० एन०- मनोविज्ञान एवं शिक्षा में सांख्यिकी, आगरा, विनोद पुस्तक मन्दिर।
- सुखियां, एस० पी०- शैक्षिक अनुसंधान के मूल तत्व, आगरा, विनोद पुस्तक मन्दिर ।
- तिवारी- शैक्षिक एवं मनोवैज्ञानिक अनुसंधान के मूल आधार, आगरा, विनोद पुस्तक मन्दिर
- पाण्डेय, के०पी०-शैक्षिक अनुसंधान की रूपरेखा, मेरठ, अमिताश प्रकाशन

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
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Teacher Education		MEd-302	4	100	70	30
Course Objectives:	After completion of course, the students will be enabled to: <ul style="list-style-type: none"> • Know the historical perspective of teacher education. • Understand the aims& objectives of teacher education at various levels. • Comprehend the concept of teacher as a profession, performance appraisal of teacher and faculty development programme. • Analyze the various pre-service and in service programme of teacher education. • Analyze the various issues and problems in teacher education. • Acquaint with teacher education curricular & areas of research in teacher education. 					
Course Outcomes	After completion of course, the students will be able to: <ul style="list-style-type: none"> • Explain the historical perspective of teacher education. • Discuss the aims& objectives of teacher education at various levels. • Describe the concept of teacher as a profession, performance appraisal of teacher and faculty development programme. • Classify the various pre-service and in service programme of teacher education. • Justify the various issues and problems in teacher education. • Explain teacher education curricular & areas of research in teacher education 					
Course Contents:						
Unit-I:	<u>Teacher Education</u> <ul style="list-style-type: none"> • Teacher Education: Historical Perspective, Aims and objectives of teacher education at Elementary Level, Secondary Level, College Level • Recommendations of various commissions on teacher education, National Policy of Education. 					
Unit-II:	<u>Teacher as a profession</u> <ul style="list-style-type: none"> • Teaching as a profession: Professional organizations for various levels of teachers and their role. • Performance appraisal of teachers. • Faculty improvement program for Teacher Education. 					
Unit-III:	<u>Pre-service & In-service Teacher Training</u> <ul style="list-style-type: none"> • Types of teacher education program and agencies: Pre-service & In-service Teacher Education. • Distance Education and Teacher Education. • Orientation and Refresher courses • Current Problems of Teacher Education, Preparing Teacher for special schools, Teacher Education Curricula. 					
Unit-IV:	<u>Area of Research</u> <ul style="list-style-type: none"> • Implementation of curricula of teacher education. • Areas of Research: Teaching Effectiveness, Criteria of Admission, Modification of Teacher Behavior, School Effectiveness. 					
Suggested Readings:	<ul style="list-style-type: none"> • UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal. 					

	<ul style="list-style-type: none"> • NCERT (2005): National Curriculum Framework. • NCERT (2006): Teacher Education for Curriculum renewal. • NCTE (1998): Perspectives in Teacher Education. • Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd. • Teacher Education-Shashi Prabha Sharma ,Kanishaka Pub. New Delhi. • Teachers Education in India (INSET)- Nizam Elahi. • Emerging Trends in Teacher Education- R S Shukla • Teacher Education modern Trends – Mohit Chakrabarti • Teacher education- Theory, Practice & Research – R.A. Sharma. • Education of Teachers in India- Volume I & II –S. N. Mukerji • Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi • Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55. • William Taylor – Society and the Education of Teachers, Faber 7 Faber • Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd. • Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi • K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
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M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Computer Education	MEd-303	4	100	70	30
Course Objectives:	After completion of course the student will be enabled to: <ul style="list-style-type: none"> • Acquire knowledge of concept and historical perspectives of computer. • Acquire knowledge of computer hardware and structure of computer. • Comprehend the Binary Arithmetic & Data Representation. • Understand features of MS Windows, MS Word, spreadsheet, PowerPoint & 				

	<p>Internet.</p> <ul style="list-style-type: none"> • Understand the computer application in educational institutions.
Course Outcomes	<p>After completion of course the student will be able to:</p> <ul style="list-style-type: none"> • Describe knowledge of concept and historical perspectives of computer. • Explain the computer hardware and structure of computer. • Identify the Binary Arithmetic & Data Representation. • Categorize the features of MS Windows, MS Word, spreadsheet, PowerPoint & Internet. • Explain with the computer application in educational institutions.
Course Contents:	
Unit-I:	<p>Meaning, Definition and Historical Perspectives of Computer:</p> <ul style="list-style-type: none"> • Meaning and definition of computer • Historical perspective • Computer generations and its classification • Block diagram of a computer Peripherals, and working of a computer
Unit-II:	<p>Computer Hardware:</p> <ul style="list-style-type: none"> • Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc. • Output devices: Monitor printers (line, serial, dot matrix, inkjet, and laser). • Primary storage devices: RAM, ROM and its types. Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)
Unit-III:	<p>Binary Arithmetic and Data Representations:</p> <ul style="list-style-type: none"> • Decimal and binary number system • Representation of characters, Integers and fractions in computers
Unit-IV:	<p>Computer Programmes</p> <ul style="list-style-type: none"> • MS-Windows: • MS Word • Spreadsheet • Power Point • Internet
Unit-V	<p>Computers application in educational institutions -</p> <ul style="list-style-type: none"> • Academic Activities, Administrative activities, Co-Curricular activities, Examination work, Research activities, Library, Class room teaching.
Task and Assignment	<ul style="list-style-type: none"> • Develop computer-based learning packages in science/mathematics/social science/language • Prepare PPT on any 4 Topics of the course. • Ms Excel Assignment.
Suggested Readings:	<ul style="list-style-type: none"> • Ahmad, J., Ahmad, M.S. and Khan, A. (2012), Computer Applications in Education, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7 • Manoj Kumar Dash (2010). ICT in teacher development, Neel Kamal Publications: New Delhi.

	<ul style="list-style-type: none"> • MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy, MHRD, Govt. of India, New Delhi • CEMCA (2014). Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
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Elective Course

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Educational Technology	MEd-304	2	50	35	15
Course Objectives:	After completion of the course students will be enabled to: <ul style="list-style-type: none"> • Understand the meaning, scope and components of educational technology and about the system approach of educational technology. 				

	<ul style="list-style-type: none"> • Know the concept and development of program instruction and about the models of teaching. • Apply the knowledge of levels, stages and models of teaching and various instructional technologies. • Comprehend the concept, process, types and barriers of communication and about the multimedia approach in Educational Technology. • Analyze the process of distance education
Course Outcomes	<p>After completion of the course students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning, scope and components of educational technology and about the system approach of educational technology. • Discuss the concept and development of program instruction and about the models of teaching. • Use the levels, stages and models of teaching and various instructional technologies. • Comprehend the concept, process, types and barriers of communication and about the multimedia approach in Educational Technology. • Analyze the process of distance education.
Course Contents:	
Unit-I:	<p>Educational Technology as System Approach</p> <ul style="list-style-type: none"> • Meaning and Scope of Educational Technology, Educational Technology as system approach and its characteristics • Components of educational technology – Software & Hardware • Program Instruction (origin, types, linear and branching, development of program instruction material) • Teaching machines & computer assisted instruction. • Modalities of Teaching – difference between teaching and instruction, conditioning and training.
Unit-II:	<p>Stages of Teaching</p> <ul style="list-style-type: none"> • Stages of teaching, pre-active, interactive and post-active • Teaching at different levels – memory, understanding and reflective • Modification of teaching behavior: Microteaching, Flanders’s Interaction Analysis, Simulation. • Models of teaching: Concept, different families of teaching models. • Designing Instructional System, Formulation of instructional objectives. • Designing of instructional Strategies as Lecture, Team Teaching, Discussion, Panel Discussion, Seminars and Tutorials.
Unit-III:	<p>Communication Process</p> <ul style="list-style-type: none"> • Communication Process: Concept, Principles, Modes, types and Barriers of communication, Classroom communication. • Multimedia approach in Educational Technology.
Unit-IV:	<p>Process of Distance Education</p> <ul style="list-style-type: none"> • Distance Education: Concept, Different contemporary systems, viz., Correspondence, Distance and open; student support services • Evaluation Strategies in Distance Education; Counseling Methods in Distance

	Education.
Suggested Readings:	<ul style="list-style-type: none"> • Dangwal, K.L (2010). Computers in teaching and learning. Agra: Vinod Pustak Mandir. • Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling. • Dasgupta, D. N. Communication and Education, Pointer Publishers • Heinich, R., Molenda, M., & Russell, J. D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan. • Jain, P. (2004). Educational technology. New Delhi: Dominant. • Joyce, B. (2009). Models of teaching. New Delhi: PHI Learning. • Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha. • Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. • Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling. • Naidu, S. (2003). E-learning a Guidebook of principals, procedures and practices. Canada: COL. • Pachauri, S. C. (2011). Educational technology. New Delhi: APH Publishing Corporation. • Rastogi, S. (1998). Educational technology for distance education. Jaipur: Rawat Publication. • Robert, H. (1990). Instructional media and the new technologies of instruction. London: John Wiley and Sons. • Sampath, K., Panneerselvam, A., & Santhanam, S. (2007): Introduction to educational technology. Sterling Publishers Pvt. Ltd. • Sareen N. (2005). Information and Communication Technology. New Delhi: Anmol Publication. • Sethi, D. (2010). Essentials of educational technology and management. • Sharma, A.R. (2001). Educational technology. Agra: Vinod Pustak Mandir. • Sharma, K.D., & Sharma, D.V. (1993): Open Learning System in India. New Delhi: Allied Publishers Ltd., • Singh, C.P. (2011). Advanced educational technology. Lotus Press: New Delhi • Sleeman, P.J., Cobun, T. C, & Rockwell, D. M.(1979). Instructional media and CCS University, Meerut/M.Ed. (Two Years) Syllabus/Session 2015-17 onwards 21 technologies: a guide to accountable learning systems. New York: Longman. • UNESCO. (2002).Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development. Paris: UNESCO. • UNESCO. (2002).UNESCO Information and Communication Technologies in Teacher Education: A Planning Guide. Paris: UNESCO.

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Professional Ethics & Human Values	MEd-305	2	50	35	15
Course Objectives:	After completion of course students will be enabled: <ul style="list-style-type: none"> • Apply the knowledge of values, human values & Universal values in their Profession & 				

	Personal Life. <ul style="list-style-type: none"> • Comprehend the values related to leadership. • Apply the knowledge of values followed by same great personalities (Buddha, Socrates & Mother Teresa) • Apply the knowledge of ethics & professional ethics in their personal & professional life.
Course Outcomes	After completion of course students will be able to: <ul style="list-style-type: none"> • Use the knowledge of values, human values & Universal values in their Profession & Personal Life. • Identify the values related to leadership. • Use the values followed by great personalities (Buddha, Socrates & Mother Teresa) in daily life. • Use the knowledge of ethics & professional ethics in their personal & professional life.
Course Contents:	
Unit-I:	<ul style="list-style-type: none"> • Values – Meaning, Concept, Need • Human Values – Meaning, Concept, Need • Universal Values – Right conduct, peace, truth, love, non-violence, contentment, integrity, devotion, service, co-existence, justice, empathy.
Unit-II:	<ul style="list-style-type: none"> • Leadership with values – <ul style="list-style-type: none"> ○ Value based leadership-Important traits of value-based leaders. • Importance of value-based leaders in the national & global contexts
Unit-III:	<ul style="list-style-type: none"> • Ethics – Concept, types, components & dimensions • Codes of ethics & its positive roles. • Values & ethics – from corporate & spiritual angles.
Unit-IV:	<ul style="list-style-type: none"> • Professional ethics – definition, meaning & types. • Competence in professional ethics. • Professional ethics – the moral & social responsibility of professional organization. • Professional ethics for teaching profession.
Suggested Readings:	<ul style="list-style-type: none"> • Pringe, R. (2004). Philosophy of education: Aims, theory, common sense and research. London: Continuum • Singh, M.S.(2007). Value Education. Delhi : Adhyayan, Publication • Wynne, J. (1963). Theories of Education.. New York: Harper and Row. • https://www.meripustak.com/Ethics-and-Professionalism-1988-Edition-287689?https://www.meripustak.com&gclid=Cj0KCQiAys2MBhDOARIsAFf1D1ePvgtW3LtfPyIzzSpilF8epoCOeYJMRub-7HsSv7h-F0ap5x2T8UMaAkxDEALw_wcB • https://researchguides.uic.edu/c.php?g=733402&p=5239751 • https://www.sanfoundry.com/best-reference-books-professional-ethics-human-values/

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Special Education	MEd-306	2	50	35	15
Course Objectives:	After completion of the course student will be enabled: <ul style="list-style-type: none"> • Comprehend the concept of special education in different perspective along with its historical development. 				

	<ul style="list-style-type: none"> • Apply the knowledge of education of mentally retarded. • Understand different types of disabilities and use this knowledge in their education. • Apply the knowledge of various policies, legislation schemes & provisions for special needs education and rehabilitation. • Understand the current need and issues in special education.
Course Outcomes	<p>After completion of the course student will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of special education in different perspective along with its historical development. • Apply the knowledge of education of mentally retarded. • Categorize different types of disabilities and use this knowledge in their education. • Use the knowledge of various policies, legislation schemes & provisions for special needs education and rehabilitation. • Identify the current need and issues in special education.
Course Contents:	
Unit-I:	<p>Historical Perspective of Special Education</p> <ul style="list-style-type: none"> • Special Education: Concept and Nature, Historical perspective, Concept, Nature, Objectives, Types, Integrated education, • Education of Mentally Retarded: Characteristics of the “retarded, Educable mentally retarded, Teaching Strategies, Enrichment programs, Racial Programs, Etiology and prevention, Mental hygiene as relation.
Unit-II:	<p>Overview of Different Disabilities</p> <ul style="list-style-type: none"> • Education of the visually impaired: Characteristics, Degree of Impairment, Etiology and Prevention, Educational Programs. • Education of the hearing impaired: Characteristics, Degree of impairment, Etiology and prevention, educational programs. • Education of the Orthopedically Handicapped: Types of handicap, Characteristics, Educational Programs.
Unit-III:	<p>Policies and Legislations for Special Needs Education & Rehabilitation</p> <ul style="list-style-type: none"> • National legislations, RCI, PWD, NTA. • National Policy on Education with reference to Program of Action 1992, SSA • Government schemes and provisions • Employment agencies and services
Unit-IV:	<p>Education Programme in Special Children</p> <ul style="list-style-type: none"> • Education of the Gifted and Creative Children: Characteristics, Creativity and identification process, Educational Programs. • Learning Disabled Children: Characteristics, Identification, Educational Program. • Education of Juvenile Delinquents: Characteristics, Problems of alcoholism, drug addiction, Anti-Social and Character disorder. • Educational Programs for Rehabilitation.

Suggested Readings:	<ul style="list-style-type: none"> • Chattopadhyaya (Ed) (2002). The cultural heritage of India. Vedanta Press (RK Institute of Culture) • Dewey, J. (1916). Democracy and education. New York: Macmillan & Co. • Dhiman, O.P. (2008). Foundations of education. Lucknow: Atma Ram & Sons. • Durkheim (1956). Education and sociology. The free Press • Havinghurst, R.J., & Neugartn, B.L (1967). Society and education. Boston: Allyn and Bacon. • Mathur S.S. (1968). A sociological approach to Indian education. Agra: Vinod Pustak Mandir. • https://bookauthority.org/books/best-special-education-books • https://www.early-childhood-education-degrees.com/features/50-best-books-on-special-education/ • https://www.goodreads.com/shelf/show/special-education • https://www.mrdscorner.com/booksforteachers/
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Compulsory Practical Work

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal

Strategies of Behavioral Modification (Value Added Course (30 hours))	MEd-307	2	50	--	50
Course Objectives:	After completion of the course student will be enabled to: <ul style="list-style-type: none"> • Apply the knowledge of behavior • Use the knowledge of stages behavior development. • Apply the knowledge of strategies & behavior development. 				
Course Outcomes	After completion of the course student will be able to: <ul style="list-style-type: none"> • Apply the knowledge of behavior in practical situation. • Use the knowledge of stages of behavior development. • Apply the knowledge of strategies & behavior development. 				
Course Contents:					
Unit-I:	Concept of Behavior <ul style="list-style-type: none"> • Behaviour – Meaning, Concept, nature & characteristics • Types of behavior. 				
Unit-II:	Stages of Behavioral Development <ul style="list-style-type: none"> • Stages of behavioral development, infancy, early childhood, late childhood & adolescence. 				
Unit-III:	Techniques of Behavioral Modification <ul style="list-style-type: none"> • Psychological techniques • Sociological technique • Philosophical techniques • Religious techniques 				
Practical: Any two	<ul style="list-style-type: none"> • Project Work – Students will analyze behavioral strategy of teacher trainer/ teacher trainees. • Survey – Analyze behavior of teacher trainer/teacher trainees on the basis of the survey. • Case Studies – Analyze behavior modification at different stages of development of teacher trainer/ teacher trainees. 				
Suggested Readings:	<ul style="list-style-type: none"> • Singh, M.S. (2007). Value Education. Delhi: Adhyayan, Publication • Wynne, J. (1963). Theories of Education. New York: Harper and Row. • Baron, R.A. (2002). Psychology, Fifth Edition. Singapore, Pearson Education Asia. • Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi • Carol S. Dweck. (2000). Self-theories: their role in motivation, personality, and development (essays in social psychology) Psychology Press • Gordon, William J.J. (1961) Synectics: the development of creative capacity. New York: Harper and row, Publishers 				

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
Internship, writing & publication of research paper	MEd-308	2	50	-	50

Course Objectives:	After completion of the course student will be enabled to: <ul style="list-style-type: none"> • Develop skill of evaluation of student performance. • Understand the procedure to organize school activities. • Analyze the procedure of observing lessons of the pupil teachers. • Comprehend the procedure of co-curricular activities in the school. • Develop ability to writing a report of the internship.
Course Outcomes	After the completion of the course, students will be able to: <ul style="list-style-type: none"> • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively
Course Contents	
<ul style="list-style-type: none"> • Internship 	
<ul style="list-style-type: none"> • Writing & publication of research paper 	

M.Ed. (Semester-III)

Course Title	Course Code	Credit	Max Marks	External	Internal
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(Dissertation- Chapter wise presentation, preparation of Research Tool & Data Collection	MEd-309	2	50	-	50
Course Objectives:	After completion of the course student will be enabled to: <ul style="list-style-type: none"> • Understand the procedure of dissertation chapter preparation. • Understand the procedure of preparation of research tool. • Analyze the techniques of data collection. 				
Course Outcomes	After completion of the course student will be able to: <ul style="list-style-type: none"> • Prepare the chapters of the dissertation. • Draft the research tool. • Collect the data from the various fields by using different technique. 				
Course Contents					
• Dissertation- Chapter wise presentation,					
• Preparation of Research Tool					
• Data Collection					

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	MEd-310	04	100	-	100
Course Objectives:	After the completion of the course, students will be enabled to: <ul style="list-style-type: none"> • understand the Utility of Assignment. • develop skill related to hand on experiences of workshop. • Understand the importance of Seminar. • develop skill to solve the problem. • develop analytical and evaluation skills • develop habit of self study. • develop the communication skill and confidence to presentation. 				
Course Outcomes	After the completion of the course, students will be able to: <ul style="list-style-type: none"> • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively 				
Course Contents:					
Assignments	Assignment of core Course -3*10=30				
Workshop	Workshop- 1*20=20(certificates evidence and report)				
Seminar	Seminar- 1* 10= 10 (Research Article/ Research Paper)1*20=20				
Comprehensive Viva- Voce	Comprehensive Viva Voce- 20				

Course Structure Semester-wise

SEMESTER-IV**M.Ed. (Semester-IV)**

SEMESTER IV										
Course Code	Course	Course Type	Teaching Load per week				Credit	Marks		Total Marks
			L	T	P	Total		Continuous Comprehensive Assessment (CCA)/ Internal Assessment	End-Semester Examination (ESE)/ External Assessment	
MEd-401	Advanced Level Educational Statistics	Compulsory	5	1	1	7	4	30	70	100
MEd-402	Political & Economic Perspective of Education		5	1	1	7	4	30	70	100
Med-403	Educational Studies		5	1	1	7	4	30	70	100
<i>(Select any one from the following from M.Ed.404 to M.Ed.-406)</i>										
MEd-404	Guidance & Counseling	Elective	3	1	1	5	2	15	35	50
MEd-405	Educational Measurement & Evaluation		3	1	1	5				
MEd-406	Life Skills Education		3	1	1	5				
MEd-407	Develop System for Value Education in Teacher Trainees (30 Hours)	Compulsory	2	1	3	6	2	50		50
MEd-408	Dissertation (Pre Submission & Post Submission Viva-Voce of Dissertation)	Compulsory	2	2	4	8	6	50	100	150
MEd-409	Capability Enhancement Work	Compulsory	2	1	4	7	4	100		100
	Total						26	305	345	650

Compulsory Core Courses**M.Ed. (Semester-IV)**

Course Title	Course Code	Credit	Max Marks	External	Internal
Advanced Level Educational Statistics	MEd-401	4	100	70	30
Course Objectives:	After completion of the course, student will be enabled to: <ul style="list-style-type: none"> • Understand the non-parametric inferential statistics. • Apply the one and two tailed test, Chi-square test & chi-square for percentage. • Understand the parametric inferential statistics. • Apply the analysis of variance. • Understand the regression and prediction, partial & multiple correlation. 				
Course Outcomes	After completion of the course, student will be able to: <ul style="list-style-type: none"> • Interpret the non-parametric inferential statistics. • Apply the one and two tailed test, Chi-square test & chi-square for percentage. • Interpret the parametric inferential statistics. • Apply the analysis of variance. • Compute the regression and prediction, partial & multiple correlations. 				
Course Contents:					
Unit-I:	Non-parametric inferential statistics. <ul style="list-style-type: none"> • One simple run test, ian test, sign test. • Mann Whitney U Test, Wilcoxon Matched-pairs Signed Rank Test • Kruskal-Wallis (One way analysis of variance) • K.S. – One and Two simple test. 				
Unit-II:	<ul style="list-style-type: none"> • One and two tailed test. • Chi-square test, hypothesis of equal distribution normal distribution, independent distribution and 2x2 contingency tables. • Use for Yates correction for continuity, Chi-square for percentage. 				
Unit-III:	Parametric inferential statistics. <ul style="list-style-type: none"> • Regression and prediction, standard error of prediction, regression effect in prediction. • T-test – Single and matching group method by Mean and Standard Deviation equivalent groups method. • Significance of mean and statistics – Significance of mean, significance of ian, significance of standard deviation, significance of quartile deviation, significance of correlation coefficient. 				
Unit-IV	Analysis of variance <ul style="list-style-type: none"> • F distribution – F ratio, ANOVA test of significance • Two-way analysis of variance. • Types of variances, error of variance, Population and sample variance. • Procedure and Criteria of the selection of appropriate statistical technique. 				
Suggested Readings:	<ul style="list-style-type: none"> • Best, J. W., & Kahn, J. (1997). Research in education. New Delhi: Prentice –Hall of India Ltd. • Borg, B.L. (2004). Qualitative research methods. Boston: Pearson. • Bogdan, R.C., & Biklen, S. K. (1998) Qualitative research for education: an introduction to theory and methods. Boston MA: Allyn and Bacon. • Bryman, A. (1988). Quantity and quality in social science research. London: Routledge • Charles, C.M., & Merton, C.A. (2002). Introduction to educational research. Boston: 				

	<p>Allyn and Bacon.</p> <ul style="list-style-type: none">● Cohen, L., & Manion, L. (1994). Research methods in education. London: Routledge.● Creswell, J.W. (2002). Educational research. New Jersey: Upper Saddle River.● Creswell, J.W. (2003). Research design: qualitative, quantitative, and mixed methods approach. Thousand Oaks: Sage.● Creswell, J. W. (2007). Qualitative inquiry and research design. London: Sage Publications.● Kelly, A., & Lesh, R. (2000). Handbook of research design in education. Erlbaum Associates.● McMillan, J. H., & Schumacher, S. (2001). Research in education. New York: Longman.● O'Leary, Z. (2004). The essential guide to doing research. London: Sage.● Somekh, B., & Lewin, C. (2005). Research methods in the social sciences. Thousand Oaks: Sage.● Denzin, N.K., & Lincoln, Y.S.(Eds) (1994) Handbook of qualitative research London: Sage Publications.● Diener, E., & Crandall, R. (1978). Ethics in social and behavioural research. Chicago: University of Chicago Press.
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Course Title	Course Code	Credit	Max Marks	External	Internal
Political & Economic Perspective of Education	MEd-402	4	100	70	30
Course Objectives:	<p>After completion of the course student will be enabled to:</p> <ul style="list-style-type: none"> • Comprehend meaning of marginalized group & describe the importance of girls and inclusive education. • Understand the implication of RTE for education and identify the goals and strategies of Dakar Framework for action. • Analyze the Economic issues in education like-liberalism, neo-liberalism, economic rationality in education, market mechanism and education, advocacy for education as a perfect market enterprise etc. • Analyze the government, government aided and private schools. • Evaluate the policies and projects related to education like- SSA, MDM, NLB, KGBVC etc. • Comprehend the meaning values and salient features of democracy. • Comprehend the constitutional provisions for education in India & means and measures to promote equality & equity for marginalized section of society. 				
Course Outcomes	<p>After completion of the course student will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of marginalized group & describe the importance of girls and inclusive education. • Identify the implication of rte for education and identify the goals and strategies of akar framework for action. • Analyze the economic issues in education like-liberalism, neo-liberalism, economic rationality in education, market mechanism and education, advocacy for education as a perfect market enterprise etc. • Analyze the government, government aided and private schools. • Evaluate the policies and projects related to education like- ssa, mdm, nlb, kgbvc etc. • Explain the meaning values and salient features of democracy. • Explain the constitutional provisions for education in india & means and measures to promote equality & equity for marginalized section of society. 				
Course Contents:					
Unit-I:	<p>Education for an Equitable Society in a Global era</p> <ul style="list-style-type: none"> • Meaning & Characteristics. • Education for the marginalized group, girls' education and need. • Right to education, implication of RTE for education. • Education for all: Dakar Framework for action • Autonomy of higher education 				
Unit-II:	<p>Economic Issues in Education</p> <ul style="list-style-type: none"> • Liberalism to neo liberalism • Economic rationality and education • Globalization and educational reform effect of globalization in education. • Market mechanisms and education- examining the case of higher education Government, Government aided and private schools 				
Unit-III:	<p>Perspectives on Political Economy of Education</p> <ul style="list-style-type: none"> • Policy making and educational planning 				

	<ul style="list-style-type: none"> • Economic analysis of educational intervention, public private partnership • Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi Balika Vidyalayas Scheme
Unit-IV	<p>Democracy and Education</p> <ul style="list-style-type: none"> • Democracy: Meaning, Values, salient features of democracy and Education • Constitutional provisions for education in India • Means and measures for promoting equality and equity for marginalized section of society
Suggested Readings:	<ul style="list-style-type: none"> • Aikara, J., (1994). Sociology of Education. Indian Council of Social Sciences Research, New Delhi • Ambedkar, B. R. (). Annihilation of Caste, Delhi: Navyana. • Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education, Delhi: Aakar Books Classics. • Dewey, John (2013). School and Society, Delhi: Aakar Books Classics. • Dinkar, Ramdhari Singh (2006). Sanskriti Ke Chaar Adhyaya, Allahabad: Lokbharti Prakashan. • Gandhi, M. K. (2010). Hind Swaraj, New Delhi: Prabhat Prakashan. • Grid, Roger (1990). Problems of Sociology in Education, New Delhi: Sterling. • Mathur, S.S. (2009). Shiksha Ke Darshanic Evam Samajik Adhaar, Agra: Vinod Pustak Mandir. • MacIver R.M. & Page Chals H. (1974) Society: An Introductory Analysis, New Delhi, Macmillan Co. • Nambissan, Geetha B. and Rao Srinivasa S. (2013). Sociology of Education in India, New Delhi: Oxford University Press. • Suresh Shukla & Krishna Kumar, Social Change in India, Chanakya Publication

Course Title	Course Code	Credit	Max Marks	External	Internal
Education Studies	M.Ed-403	04	100	70	30
Course Objectives:	To enable students to- <ul style="list-style-type: none"> ▪ Analyze various Indian schools of philosophy and apply their educational implications. ▪ Analyze the western school of philosophy and apply their knowledge in educational environment. • Understand the various approaches to sociology of education. • Analyze the process of socialization and education ▪ Receive the contribution to Indian prominent educational thinkers. 				
Course Outcomes	After the completion of the course, pupil-teachers will be able to: <ul style="list-style-type: none"> ▪ Compare the western school of philosophy and use their knowledge in educational environment. ▪ Compare various Indian schools of philosophy and use their knowledge in educational implications. • Describe the various approaches to sociology of education. • Explain the process of socialization and education ▪ Appraise the contribution to Indian prominent educational thinkers. 				
Course Contents:					
Unit-I:	Contribution of Indian Schools of Philosophy (Sankhya Yoga, Vedanta Buddhism, Juninism) with special reference to vidya, Dayanand Darshan: and Islamic traditions toward education aims and methods of acquiring valid knowledge.				
Unit-II:	Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education with special reference to information, knowledge and wisdom.				
Unit-III:	Approaches to Sociology of Education (Symbolic interaction, Structural Functionalism and Conflict Theory). Concept and types of social institutions and their functions (Family, school and society). Social Movements, Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)				
Unit IV	Socialization and Education – Education and Culture; Contribution of Thinkers (Swami Vivekanand, Rabindranath Tagore, Mahatma Gandhi, Aurbindo, J.Krishnamurthy, Paulo Freire, Vollstone craft, Net Noddings and Saviriba Phule) to the development of education thought for social change, National Values as enshrined in the Indian Constitution – Socialism, Secularism, Justice, Liberty, Democracy, Equality, and Freedom with Special reference to education.				
Suggested Readings:	<ul style="list-style-type: none"> • पाण्डेय, रामशकल शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि विनोद पुस्तक मन्दिर। आगरा • Chandra , S.S. and Rajendra Kumar Sharma, “Philosophy of Education” Atlantic. • Pathak, R.P. “Philosophical and Sociological Perspectives of Education.” Atlantic • Mathur , S.S. “A sociological approach to Indian Education.” Vinod Pustak Mandir. Agra • Aggarwal, J.C. “Philosophical and Sociological Foundation of Education.” Shipra Publications • Pathak , R.P. “ Philosophical and Sociological Foundation of Education.” Kanishka Publishers 				

Elective Courses

Course Title	Course Code	Credit	Max Marks	External	Internal
Guidance and Counseling	MEd-404	2	50	35	15
Course Objectives:	<p>After completion of the course, student will be enabled to :</p> <ul style="list-style-type: none"> • Gain knowledge of concept, process and techniques of guidance and counseling in their teaching-learning process. • apply the knowledge of various aspects of individuals in guidance and counseling. • Understand the approaches of counseling, qualities of a counselor & guidance & counseling of special need children. • Apply the knowledge of recent trends of guidance & counseling. • Apply the knowledge of job analysis and satisfaction for the purpose of counseling, role of teacher guidance & counseling. 				
Course Outcomes	<p>After completion of the course, student will be able to :</p> <ul style="list-style-type: none"> • Recall concept, process and techniques of guidance and counseling in their teaching-learning process. • Apply the knowledge of various aspects of individuals in guidance and counseling. • Identify the approaches of counseling, qualities of a counselor & guidance & counseling of special need children. • Apply the knowledge of recent trends of guidance & counseling. • Apply the knowledge of job analysis and satisfaction for the purpose of counseling, role of teacher guidance & counseling. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Guidance: Concept, assumptions, objectives, need; Types: educational, vocational and personal; emergence and growth of guidance and counseling in independent India. • Understanding the Individual: Major life areas, difficulties, Testing and non-testing techniques; Intelligence, aptitude, interest, personality, adjustment — their nature and assessment. • Non-testing techniques: Case Study, Observations, Narrative accounts, Anecdotal Record & Cumulative Record Card • Guidance Services: Individual information service, counseling service, placement and follow-up services. • Organization and setting up of the school guidance programme. Role of Head, counselor and teacher 				
Unit-II:	<ul style="list-style-type: none"> • Counseling: Concept approaches — directive, non-directive, eclectic. • Counseling Interview: Procedure and steps. • Qualities and training of a counselor. • Guidance and Counseling of students with special needs. • Job analysis and satisfaction: Concept, scope and assessment. • Agencies of guidance and counseling at the national, state, district level. Problems of guidance in India. • Recent trends in guidance and counseling for inclusive schooling. Techniques in counseling – Testing and Non-testing techniques. 				
Unit-III:	<ul style="list-style-type: none"> • Role of teacher in organizing guidance services. • Teacher as a counselor • Types of problems faced by students- personal, vocational, emotional/social/problem adjustment. • Reducing stress and problems, role of relaxation strategies-Yoga and itation therapies. 				
Suggested Readings	<ul style="list-style-type: none"> • Agrawal J.C. (2004). Educational vocational guidance and counselors. New Delhi: Doaba House. • Anatasi, A. (1982). Psychological testing. New York: Mac Millan. • Crites J.O (1968). Vocational psychology. New York: GMC Grow Hill Book Company. • GOI. (1972). Handbook in vocational guidance. New Delhi: Central Institute for 				

	<p>Research and Training in Employment Service (C.E.D.G.E. & T), Ministry of Labour and Rehabilitation, Govt. of India.</p> <ul style="list-style-type: none">• Gupta, S.K. (1985). Guidance and counselors in Indian education. Delhi: Mittal Publication Pvt. Ltd.• Jayawal, S.R. (1985). Guidance and counselors. Lucknow: Prakashan Kendra.• Jones, A.J. (1951). Principles of guidance. New York: McGraw Hill Book Co.• Kochher, S.K. (2007). Educational and vocational guidance in secondary schools. New Delhi: Sterling Publisher.• Mennet, M.E. (1963). Guidance and counselors in groups. New York: McGraw Hill book Company.• Rao, S.N (2001). Counselling and guidance. Delhi: Tata McGraw Hill.• Rogers, C.R. (1951). Client centered therapy. Boston: Houghton Mifflin• Sarswat. K.R., & Gaul, J.S. (1993). Manual for guidance counselors. Delhi: NCERT
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Course Title	Course Code	Credit	Max Marks	External	Internal
Educational Measurement and Evaluation	MEd-405	2	50	35	15
Course Objectives:	After completion of the course, student will be enabled to : <ul style="list-style-type: none"> • Acquire the knowledge of basic concepts and practices adopted in educational measurement evaluation. • Apply measurement of educational and psychological aspects. • Comprehend the subjective and objective tools of measurement. • Apply knowledge of test standardization. • Understand those factors which influenced test scores. • Apply knowledge of measurement & evaluation. • Apply knowledge of new trends in evaluation. 				
Course Outcomes	After completion of the course, student will be able to : <ul style="list-style-type: none"> • Recall the basic concepts and practices adopted in educational measurement evaluation. • Assess measurement of educational and psychological aspects. • Classify the subjective and objective tools of measurement. • Apply knowledge of test standardization. • Identify those factors which influenced test scores. • Apply knowledge of measurement & evaluation. • Apply knowledge of new trends in evaluation. 				
Course Contents:					
Unit-I:	Educational Measurement & Evaluation <ul style="list-style-type: none"> • Concept of measurement and evaluation with reference to educational process. • Functions of Measurement and evaluation • Scaling Methods- Nominal, Ordinal, Interval, Ratio. • Educational Measurement and Evaluation Scope need and relevance tools of measurement and evaluation. 				
Unit-II:	Test standardization <ul style="list-style-type: none"> • Test Standardization: Norm – referenced and criterion – referenced tests, scaling-standard scores. T-scores and C-Scores, steps in the standardization of a test. • Reliability, Validity, Objectivity, discriminative power adequacy, usability • Reliability: Methods of establishing reliability, factors affecting, interpretation and improving reliability • Validity : Types, factors affecting, interpretation and improving validity 				
Unit-III:	Evaluation of Various Qualities <ul style="list-style-type: none"> • Types of evaluation – formal, informal, oral, written, formative and summative • Relationship between educational objectives, learning experiences and evaluation • Measurement of achievement, aptitudes, intelligence, attitudes, interests and skills • Interpretation of test-scores and methods of feedback to students. 				
Unit-IV	New Trends in Evaluation				

	<ul style="list-style-type: none"> • New trends: Grading, Semester, Continuous Internal Assessment, Question Bank, uses of computer in evaluation, qualitative analysis
Suggested Readings	<ul style="list-style-type: none"> • Dandekar, W. N., & Rajguru, M. S. (1988). Introduction to psychological testing and statistics. Bombay: Sheth Publishers. • Freeman, F. S. (1964). Theory and practices of psychological testing. New York: Henry Holt & Co. • Lindeman, R. H. (1971). Educational measurement. Bombay: D. B. Taraporevala Sons & Co. • Micheels, W. J. (2015). Measuring educational achievement. New Delhi: Gyan Books Pvt. Ltd. • Marshall, J. C. (1971). Classroom test construction. USA: Addison-Wesley Pub. Co., Reading, Mass. • Remmers, H. R. , & Rummel, G. (1967). A practical introduction to measurement and evaluation. New Delhi: Universal Book Stall. • Sali, V. Z. (1982). Principles and techniques of unit testing. New Delhi: National Publishing House. • Thorndike, R. L., & Hagen, E. P. (1977). Measurement and evaluation in psychology and education. London: John Wiley & Sons

Course Title	Course Code	Credit	Max Marks	External	Internal
Life Skills Education	MEd--406	2	50	35	15
Course Objectives:	After completion of the course student will be enabled to: <ul style="list-style-type: none"> • Understand the concept of life skills and their types. • Apply theories of life span development and wellness of society. • Analyze four pillars of education and their relevance in fast changing socioeconomic order of India. • Understand the role of elementary school in imparting life skills to children at the elementary level 				
Course Outcomes	After completion of the course student will be able to: <ul style="list-style-type: none"> • Explain the concept of life skills and their types. • Apply theories of life span development and wellness of society. • Analyze four pillars of education and their relevance in fast changing socioeconomic order of India. • Identify the role of elementary school in imparting life skills to children at the elementary level. 				
Course Contents:					
Unit-I:	<ul style="list-style-type: none"> • Life Skills: Concept, scope and importance; Core Life Skills: Social and Negotiation Skills, Thinking Skills and Coping Skills. • Theories of Life Span Development- Piaget’s cognitive development theory; Erick Ericson’s psycho-social development theory; Vygotsky’s socio-cultural theory of development; Urine Bronfenbrenner biological theory. 				
Unit-II:	<ul style="list-style-type: none"> • Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be. • Life Skills in Social Context: ia influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups. 				
Unit-III:	<ul style="list-style-type: none"> • Life skills in school settings at elementary level with special reference to children prone to exclusion and children at risk. • Life skills training: - programmers for imparting skills – challenges for achieving quality learning outcomes at elementary stage- evaluation of programmers • Life skills and wellbeing: implications from Positive psychology in childcare at elementary stage. 				
Suggested Readings	<ul style="list-style-type: none"> • https://www.digitalclassworld.com/blog/life-skills-education/ • Micheels, W. J. (2015). Measuring educational achievement. New Delhi: Gyan Books Pvt. Ltd. • Marshall, J. C. (1971). Classroom test construction. USA: Addison-Wesley Pub. Co., Reading, Mass. 				

Compulsory Practical Work

Course Title	Course Code	Credit	Max Marks	External	Internal
Development of system for the Value Education in the Teacher Trainees (Value Added Course: 30 hours)	MEd-407	2	50	--	50
Course Objectives:	After completion of the course student will be enable to: <ul style="list-style-type: none"> • apply the knowledge of values in various situations. • apply the knowledge of value education for inculcating values in his/her students. • apply the knowledge of development of values in Indian Society. 				
Course Outcomes	After completion of the course student will be able to: <ul style="list-style-type: none"> • apply the knowledge of values in various situations. • apply the knowledge of value education for inculcating values in his/her students. • apply the knowledge of development of values in Indian Society. 				
Course Contents:					
Unit-I:	Values <ul style="list-style-type: none"> • Value – Meaning, concepts, nature & characteristics. • Types of values. • Use of values in human life. 				
Unit-II:	Value Education <ul style="list-style-type: none"> • Types of values education, concept, nature & characteristics. • Role of different types of values in human life. • Strategies for the development of value education. 				
Unit-III:	Social System of Indian Society <ul style="list-style-type: none"> • To develop values in India Society. • Social System – Concept, nature and characteristics • Social Sub-System – Concept, nature and characteristics • Functions of social system in India. 				
Practicum/Sessional	<ul style="list-style-type: none"> • Project work – To prepare project on festivals and values included in India. • Survey – To enhance value inculcated programs. • Case Studies – Integration of code of ethics of various religious. 				
Suggested Readings	<ul style="list-style-type: none"> • Jagdish Chandra (2007) Value Education, Shipra Publication, ISBN: 9788183640145, 8183640141 • Naina Sharma, Value Education and Social Transformation, Rawat Publications 				

M.Ed. (Semester-IV)

Course Title	Course Code	Credit	Max Marks	External	Internal
Dissertation (Pre Submission & Post Submission Viva-Voce of Dissertation)	MEd-408	6	150	100	50
Course Objectives	After completion of the course student will be enabled to: <ul style="list-style-type: none"> • Know the shortcoming of the dissertations. • Develop the ability of critical review. • Synthesize the knowledge accumulated through the dissertation work. 				
Course Outcomes	After completion of the course student will be able to: <ul style="list-style-type: none"> • Correct and put shortcomings in systematic manner. • Evaluate the dissertation work. • Present the summary of the research work. 				
Course Contents:					
<ul style="list-style-type: none"> • Dissertation Pre Submission 					
<ul style="list-style-type: none"> • Post Submission Viva-Voce of Dissertation 					

Course Title	Course Code	Credit	Max Marks	External	Internal
Capability Enhancement Work	MEd-310	04	100	-	100
Course Objectives:	After the completion of the course, students will be enabled to: <ul style="list-style-type: none"> • understand the Utility of Assignment. • develop skill related to hand on experiences of workshop. • Understand the importance of Seminar. • develop skill to solve the problem. • develop analytical and evaluation skills • develop habit of self study. • develop the communication skill and confidence to presentation. 				
Course Outcomes	After the completion of the course, students will be able to: <ul style="list-style-type: none"> • Define and Explain the utility of Assignment • Drill to hands on experience of Workshop • Organize / manage the seminar and able to write and express their views on concern topic. • Solve any type of problem. • Analyze and evaluate any content or situation. • Study and search the content independently. • Communicate their knowledge and thoughts effectively 				
Course Contents					
Assignments	Assignment of core Course -3*10=30				
Workshop	Workshop- 1*20=20(certIFICATE evidence and report)				
Seminar	Seminar- 1* 10= 10 (Research Article/ Research Paper)1*20=20				
Comprehensive Viva- Voce	Comprehensive Viva Voce- 20				