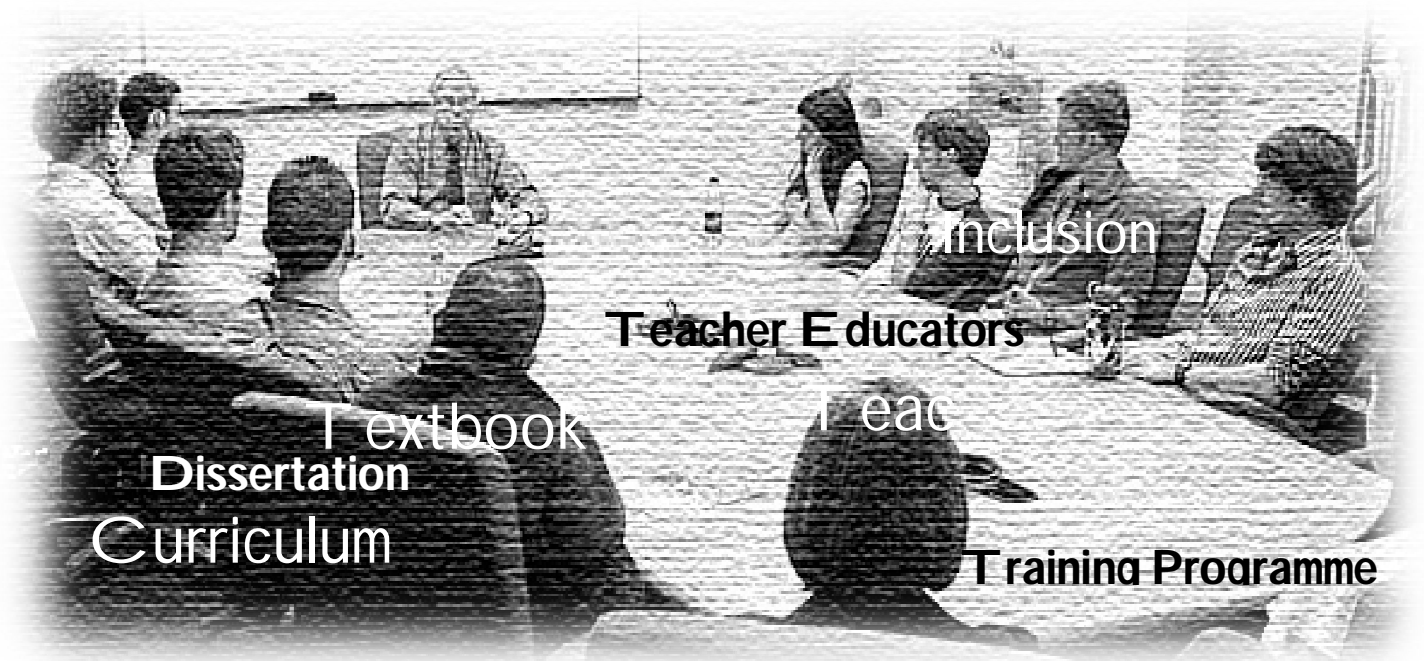


Curriculum for Two-Year M.Ed. Programme

Academic Session 2023–25



Department of Education
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Bilaspur, Chhattisgarh

Following are the outcomes expected from the Teacher Education Programmes run by the Department of Education, GGV

PROGRAMME OUTCOMES:

The Prospective Teachers will be able to

PO1. Function as globally and professionally competent teachers and practitioners of education

PO2. Engage themselves in the noble profession as Humane teachers laden with traditional and constitutional values

PO3. Contribute towards sustainable development for futuristic society

PO4. Function as sensitive and responsive teachers and researchers with multidisciplinary and multicultural perspectives

PO5. Develop themselves holistically through lifelong learning for professional excellence

PROGRAMME SPECIFIC OUTCOMES:

At the end of the **Two-Year Master of Education** degree Programme:

PSO 1.**Knowledge:** The Prospective Teacher Educators will demonstrate (i) systematic and extensive content knowledge and understanding of the academic field of Education along the philosophical, sociological, psychological, historical foundations as well as along the disciplinary and policy perspectives including a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues in the field of School Education and Teacher Education; (ii) procedural knowledge that creates teaching professionals in their respective subject area and specialization are a Including Pedagogic knowledge and Technological knowledge and (iii) Meta cognitive knowledge for continuous self-development for professional excellence

PSO 2.**Skills:** The Prospective Teacher Educators will demonstrate (i) pedagogical and technological skills in one's specialization area and an ability to develop among adult learners the established and recent methods, techniques and strategies of teaching ,analysis skills for content and learning conditions, enquiry into the learners' mind and creation of learning situations and materials to design effective teaching-learning environment for school children within the subject area of specialization, (ii) skills to design equitable and inclusive strategies of evaluation for learning, of learning and as learning, (iii) skills for mentoring and counseling the stakeholders, (iv) skills of analysis of curriculum and educational policies

PSO 3.**Research capability:** The Prospective Teacher Educators will demonstrate (i) ability to identifying appropriate research problems in the field of education, structure research design, and write research proposals (ii) skills of identifying and designing research tools, (iii) skills of data collection, management and analysis and using software for the purpose, (iv) skills of academic research communication, (v) positive attitude of

following research ethics

PSO 4.**Ethics and Inclusiveness:** The Prospective Teacher Educators will demonstrate (i)ability to plan and adapt educational activities & manage resources in a culturally, socially, constitutionally and psychologically conscious and responsive way,(ii)empathy and respect for people of diverse abilities, opinions ,faiths ,cultural background and an attitude to treat them in fair and just way in the educational context, and (iii) are as on able degree of professional ethics as teachers or researchers

PSO5.**Critical and creative thinking:** The Prospective Teacher Educators will demonstrate

(i)a high degree of analytical thinking to pursue the interpretive, normative and critical questions of education for improving the learners, learning environments as well as the education policies and practices of school education and that of teacher education in the local, national, and global context (ii) ability to pursue novel approaches in teaching-learning ,administration & management as well as in Social Science research to establish new benchmarks for policies and practices of education

PSO 6.**Communication:**The Prospective Teacher Educators will demonstrate skills of effective reading, writing, speaking and listening, in personal, instructional, academic as well as in digital context to establish meaningful relationship with stakeholders within and outside the educational institution and the research fraternity

PSO 7.**Lifelong learning:** The Prospective Teacher Educators will demonstrate committed efforts in understanding of their 'self' and also the skills of self-paced and self-regulated learning aimed at professional development and at achieving a balanced professional life.

PSO 8.**Collaboration:** The Prospective Teacher Educators will demonstrate ability to work effectively and respectfully with diverse peer teams or adult learners groups, or with the social composite resources to facilitate cooperative or coordinated effort on the part of a group and or a team in the interests of a common cause and work efficiently as a teacher-educator and educational leader

PSO 9.**Management and Leadership:** The Prospective Teacher Educators will demonstrate capacity of identifying or mobilizing appropriate physical or human resources required for organizing fruitful learning activities within and outside the classroom in a Teacher-Education Institute,aswellasthatofdevelopingasustainableandself-reliantinstitutionaleco-system.

PSO10.**Social Responsibility:** The Prospective Teacher Educators will demonstrate capacity of extending their understanding of social dynamics for designing need-based community-reach educational services and research activities.

Objectives of M.Ed. Programme:

The Master of Education Programme is a professional course that prepares teachers educators for understanding the discipline of Education and acquiring specialized expertise to participate in the processes of teacher education as well as in that of school education from elementary to senior secondary level and developing research capacities. The objectives of M.Ed. programme are to provide a conducive learning environment to the prospective teacher educators for–

- Developing an understanding about the school education system in philosophical, social, cultural, political, economic and historical perspectives
- Developing an understanding of curriculum, policy, evaluation, innovations in the context of overall education process referring to individual differences and learning process.
- Developing an understanding of teacher education in the context of its changing focus and contemporary methods, media and assessment.
- To develop basic competence in required skills for preparing curriculum materials, delivering effective instruction for prospective teachers, identifying and utilizing resource materials, conducting research in the field of education, and using ICT for various purposes of education.
- Developing the self–concept and self-esteem of the prospective teacher educators and empower them with some necessary skills so as to enhance their professional capacity for a balanced professional life.
- Developing capacity of research, knowledge construction and sharing through effective media.

Duration of M.Ed. Programme:

The M.Ed. programme is a two–year (four semesters) full time Professional programme. The attendance of the students in the Department of Education during all the semesters shall be minimum 80% for all course work and practicum and 90% for school internship (as per NCTE Regulation, 2014)

Curriculum Framework:

The details of the curriculum framework along with the aims of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented hereunder.

The M.Ed. curriculum shall comprise of three groups of courses as depicted below:

- Group I–** Perspectives : *Courses in Group I shall enhance the conceptual understanding of the discipline of education in the philosophical, sociological, historical, political context. They will also deepen the understanding of the psychological and Tool*
 Courses *foundation of education, and shall aim at enhancing capacity of curriculum construction and conducting research as well as understanding the requirements of teacher education.*
- Group II –** Specialization : *Courses in Group II shall enable the prospective teacher educators to have specialized understanding of elementary education or secondary education to be able to set achievable goals, developing competencies to envision and design curriculum, pedagogy and assessment, Educational Measurement & Evaluation inclusive strategies, Guidance and counselling services, using Courses*
educational technology for improving learning and education as a whole.
- Group III –** Professional : *The Group III provides the prospective teacher educators a context of hands- on experience to practice their professional skills in effective communication, Expository and academic writing and conducting educational research. It shall also provide a context of getting a holistic understanding of various and Field*
 Engagement *complexities in the process of teacher education.*

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

| SEMESTER – I | | | | | | | |
|--|--|--------------------|------------------|-------------------|-----------------|-----------------|------------------------|
| AREA/GROUPS | PAPER/COURSE | COURSE CODE | CRE DIT S | MAX MARK S | INTERNAL | EXTERNAL | MIN. PASS MARKS |
| Group I : Perspectives | Introduction to Education Studies | EDMATT1 | 4 | 100 | 30 | 70 | 50 |
| | Psychology of development and learning | EDMATT2 | 4 | 100 | 30 | 70 | 50 |
| | Curriculum Studies | EDMATT3 | 4 | 100 | 30 | 70 | 50 |
| Group I: Tools | Introduction to Research Methodology | EDMATT4 | 4 | 100 | 30 | 70 | 50 |
| Group II: Specialization | Any one– (i) Elementary level of school Education (ii) Secondary level of school Education | EDMATP1 | 4 | 100 | 30 | 70 | 50 |
| Group III: Professional Enrichment & Field Engagement | Self Development | EDMAGA1 | 1 | 25 | 25 | | 13 |
| | Communication skills and expository writing | EDMAGA2 | 1 | 25 | 25 | | 13 |
| TOTAL | | | 22 | 550 | 200 | 350 | 276 |
| SEMESTER – II | | | | | | | |
| AREA/GROUPS | PAPER/COURSE | COURSE CODE | CRE DIT S | MAX MARKS | INTERNAL | EXTERNAL | MIN. PASS MARKS |
| Group I : Perspectives | Philosophical Perspectives of Education | EDMBTT1 | 4 | 100 | 30 | 70 | 50 |
| | Pre-service and in-service teacher education | EDMBTT2 | 4 | 100 | 30 | 70 | 50 |
| Group I: Tools | Advanced Research Methodology | EDMBTT3 | 4 | 100 | 30 | 70 | 50 |
| Group II: Specialization | Any one: – (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues | EDMBTP1 | 4 | 100 | 30 | 70 | 50 |
| Group III: Professional Enrichment & Field Engagement | Dissertation: Area of Study, Literature Review & Rationale Presentation | EDMBDF1 | 2 | 50 | 50 | | 25 |
| | Internship in Teacher Education Institute | EDMBEF1 | 4 | 100 | 100 | | 50 |
| TOTAL | | | 22 | 550 | 270 | 280 | 275 |

| SEMESTER – III | | | | | | | |
|--|--|-------------|-----------|-------------|------------|-------------|-----------------|
| AREA/GROUPS | PAPER/COURSE | COURSE CODE | CREDITS | MAX MARKS | INTERNAL | EXTERNAL | MIN. PASS MARKS |
| Group I : Perspectives | Sociological Perspectives of Education | EDMCTT1 | 4 | 100 | 30 | 70 | 50 |
| | Perspectives, research and issues in teacher education | EDMCTT2 | 4 | 100 | 30 | 70 | 50 |
| Group I: Tools | Information and Communication Technology | EDMCGA1 | 2 | 50 | 50 | | 25 |
| Group II: Specialization | Secondary education: Understanding Educational Technology | EDMCTP1 | 4 | 100 | 30 | 70 | 50 |
| | Introduction to inclusive education | EDMCTP2 | | | | | |
| | Understanding the Guidance Programme & Counselling | EDMCTP3 | | | | | |
| | Contemporary Ideas of Educational Evaluation | EDMCTP4 | | | | | |
| Group III: Professional Enrichment & Field Engagement | Academic writing | EDMCGA2 | 2 | 50 | 50 | | 25 |
| | Research related techniques | EDMCGA3 | 2 | 50 | 50 | | 25 |
| | Dissertation: Proposal | EDMCDF1 | 2 | 50 | 50 | | 25 |
| TOTAL | | | 20 | 500 | 290 | 210 | 250 |
| SEMESTER – IV | | | | | | | |
| AREA/GROUPS | PAPER/COURSE | COURSE CODE | CREDITS | MAX MARKS | INTERNAL | EXTERNAL | MIN. PASS MARKS |
| Group I : Perspectives | History & Political Economy in Education | EDMDTT1 | 4 | 100 | 30 | 70 | 50 |
| Group II: Specialization | Secondary education: Educational Technology and teaching learning process | EDMDTP1 | 4 | 100 | 30 | 70 | 50 |
| | Understanding disabilities | EDMDTP2 | | | | | |
| | Guidance In Educational Institutes | EDMDTP3 | | | | | |
| | Tools For Educational Assessment | EDMDTP7 | | | | | |
| | Secondary education: Open And Technology Supported Education | EDMDTP4 | 4 | 100 | 30 | 70 | 50 |
| | Developing Inclusive learning Environment | EDMDTP5 | | | | | |
| | Understanding the Counselling Service | EDMDTP6 | | | | | |
| | Quality & Standardization of Evaluation Tools | EDMDTP8 | | | | | |
| Group III: Professional Enrichment & Field Engagement | Dissertation: Data Collection, Analysis & Report Writing | EDMDDF1 | 4 | 100 | 100 | | 50 |
| TOTAL | | | 16 | 400 | 190 | 210 | 200 |
| TOTAL CREDITS FOR TWO YEARS | | | 80 | 2000 | 950 | 1050 | 1000 |

Flexibility Elements in the curriculum:

As alternatives to some of the courses offered as above, 2 credits may be flexibly allowed to be earned from the MOOC programs approved by the UGC as available in the appropriate semester of program duration. The availability of buckets of courses shall be announced at the beginning of semester. The credits will be reflected in the final progress report of the candidates. The total credit required for the programme will not be disturbed.

Value Added Courses:

Students may earn at least 2 credits from a bucket of courses offered by the ONLINE courses/MOOCs approved by UGC within the total duration of the programme which shall be reflected at the final progress report of the candidates. The availability of the courses will be announced at the beginning of I and II semesters so that the students may take courses as per their choice in whichever semester as suitable to them. The credit of the value-added course taken by the students shall be extra to the requirement of the total minimum credits for the particular programme.

Weightage of Evaluation:

Weightage for Internal and External evaluation for every component in Group I to Group III will be as stated below:

| Group | Internal | External |
|---|-----------------|-----------------|
| Group I –Perspective and tool Courses 70% | | 30% |
| Group II –Specialization Courses 70% | | 30% |
| Group III –Professional Enrichment and Field Engagement Courses | | 100% |

Internal Evaluation Scheme:

Dissertation in Semester-IV comprise of 30 marks internal+50 marks external to be evaluated separately and viva voce of 20 marks to be evaluated by the board comprising of external and internal examiners.

*Internal and external examination schemes will be decided by the University which is subjected to change from time to time.

Mapping of Curriculum in terms of Course out comes, Programme Specific Outcomes and Programme Outcomes:

| COURSE_CODE | COURSE_NAME | CO | PS0.1 | PS0.2 | PS0.3 | PS0.4 | PS0.5 | PS0.6 | PS0.7 | PS0.8 | PS0.9 | PS0.10 | PO.1 | PO.2 | PO.3 | PO.4 | PO.5 |
|-------------|--|------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| EDMATT1 | Introduction to Education Studies | CO.1 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 |
| | | CO.2 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | CO.3 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 |
| | | CO.4 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 |
| | | CO.5 | 3.0 | 1.0 | 2.0 | 1.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 |
| | | | 2.8 | 2.2 | 2.4 | 2.0 | 2.4 | 2.4 | 2.6 | 2.6 | 2.2 | 2.8 | 2.6 | 2.6 | 2.2 | 2.2 | 2.0 |
| EDMATT2 | Psychology of Development and Learning | CO.1 | 3.0 | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.2 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.3 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.4 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.5 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 |
| | | CO.6 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | | 3.0 | 1.0 | 1.2 | 0.8 | 1.2 | 0.3 | 0.2 | 0.0 | 0.2 | 0.2 | 3.0 | 1.0 | 1.0 | 1.0 | 1.2 |
| EDMATT3 | Curriculum Studies | CO1 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 1.0 | 0.0 | 3.0 | 0.0 | 0.0 | 1.0 | 0.0 |
| | | CO2 | 3.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 |
| | | CO3 | 3.0 | 2.0 | 1.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 1.0 | 1.0 |
| | | CO4 | 3.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 0.0 | 2.0 | 1.0 |
| | | CO5 | 3.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 0.0 | 1.0 | 1.0 |
| | | CO6 | 3.0 | 3.0 | 2.0 | 0.0 | 2.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 |
| | | CO7 | 3.0 | 2.0 | 2.0 | 1.0 | 3.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 3.0 | 2.0 | 0.0 | 2.0 | 2.0 |
| | | CO8 | 3.0 | 0.0 | 1.0 | 2.0 | 2.0 | 0.0 | 1.0 | 0.0 | 0.0 | 1.0 | 3.0 | 2.0 | 2.0 | 1.0 | 0.0 |
| | | CO9 | 3.0 | 2.0 | 3.0 | 1.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 2.0 | 0.0 | 2.0 | 1.0 |
| | | | 3.0 | 1.3 | 1.1 | 0.7 | 1.4 | 0.4 | 0.1 | 0.3 | 0.1 | 0.1 | 3.0 | 1.1 | 0.4 | 1.4 | 1.0 |
| EDMATT4 | Introduction to Research Methodology | CO.1 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.2 | 3.0 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.3 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.4 | 3.0 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | | 3.0 | 3.0 | 3.0 | 0.0 | 1.5 | 3.0 | 0.0 | 0.0 | 3.0 | 0.8 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | | | | | | | | | | | | | | | | |
| EDMATP1 | Secondary Level of School Education | CO.1 | 3.0 | 1.0 | 3.0 | 1.0 | 3.0 | 1.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 |
| | | CO.2 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 1.0 | 3.0 | 2.0 | 2.0 |
| | | CO.3 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 |
| | | CO.4 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 1.0 |
| | | CO.5 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 |
| | | | 3.0 | 2.0 | 2.2 | 2.0 | 2.4 | 1.6 | 2.4 | 2.2 | 1.6 | 2.2 | 2.6 | 1.8 | 2.0 | 2.0 | 1.8 |
| EDMAGA1 | Self Development | CO.1 | 1.0 | 2.0 | 1.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| | | CO.2 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| | | CO.3 | 1.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 2.0 | 1.0 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| | | CO.4 | 3.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |

| | | | | | | | | | | | | | | | | | |
|---------|--|------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | CO.5 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| | | CO.6 | 1.0 | 2.0 | 3.0 | 1.0 | 2.0 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| | | | 1.7 | 2.0 | 2.3 | 1.7 | 2.0 | 2.7 | 1.8 | 1.8 | 1.8 | 1.3 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 |
| EDMAGA2 | Communication Skills and Expository Writing | CO.1 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |
| | | CO.2 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 |
| | | CO.3 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.4 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.5 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | | 3.0 | 3.0 | 2.2 | 2.4 | 2.6 | 3.0 | 2.8 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.6 | 2.8 |
| EDMBTT1 | Philosophical Perspectives of Education | CO1 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| | | CO2 | 3.0 | 0.0 | 3.0 | 2.0 | 0.0 | 0.0 | 0.0 | 2.0 | 1.0 | 0.0 | 3.0 | 0.0 | 1.0 | 1.0 | 2.0 |
| | | CO3 | 3.0 | 0.0 | 2.0 | 0.0 | 1.0 | 2.0 | 0.0 | 1.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| | | CO4 | 3.0 | 1.0 | 1.0 | 2.0 | 0.0 | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 2.0 | 3.0 | 1.0 | 1.0 | 0.0 |
| | | CO5 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 |
| | | CO6 | 3.0 | 1.0 | 0.0 | 3.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 0.0 | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 |
| | | CO7 | 3.0 | 1.0 | 1.0 | 0.0 | 2.0 | 1.0 | 0.0 | 0.0 | 1.0 | 0.0 | 2.0 | 2.0 | 0.0 | 0.0 | 1.0 |
| | | CO8 | 3.0 | 1.0 | 0.0 | 1.0 | 2.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 |
| | | | 3.0 | .75 | 1.1 | 1.2 | .87 | .87 | .12 | .62 | 0.2 | 0.0 | 2.1 | 1.3 | .87 | 1.0 | 0.6 |
| EDMBTT2 | Pre-Service and In-Service Teacher Education | CO.1 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.2 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 1.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.3 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 | |
| | | CO.4 | 3.0 | 3.0 | 3.0 | 1.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | |
| | | CO.5 | 3.0 | 3.0 | 2.0 | 1.0 | 3.0 | 1.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | |
| | | | 3.0 | 2.6 | 2.6 | 1.6 | 2.6 | 1.6 | 3.0 | 2.4 | 2.8 | 2.4 | 2.8 | 2.4 | 3.0 | 2.8 | 2.8 |
| EDMBTT3 | Advanced Research Methodology | CO.1 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.2 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.3 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.4 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| EDMBTP1 | Secondary Education: Curriculum Issues | CO.1 | 3.0 | 1.0 | 3.0 | 1.0 | 3.0 | 1.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 1.0 | 2.0 | |
| | | CO.2 | 3.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 1.0 | 3.0 | 2.0 | |
| | | CO.3 | 3.0 | 1.0 | 2.0 | 2.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 1.0 | |
| | | CO.4 | 3.0 | 1.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | |
| | | | 3.0 | 1.0 | 2.3 | 2.0 | 2.3 | 1.3 | 2.5 | 2.3 | 1.8 | 2.3 | 2.5 | 1.8 | 2.0 | 1.8 | |
| EDMBDF1 | Dissertation: Area of Study, Literature Review and Rational Presentation | CO.1 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 0.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | |
| | | CO.2 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | |
| | | CO.3 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 | 0.0 | 0.0 | 3.0 | 2.0 | 1.0 | 1.0 | |
| | | CO.4 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 0.0 | 3.0 | 2.0 | 1.0 | 1.0 | |
| | | CO.5 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 0.0 | 3.0 | 2.0 | 1.0 | 1.0 | |
| | | | 2.0 | 3.0 | 3.0 | 1.4 | 3.0 | 1.8 | 1.0 | 1.2 | 0.0 | 0.4 | 3.0 | 1.6 | 1.0 | 1.0 | |
| EDMBEF1 | Internship in Teacher Education Institute | CO.1 | 1.0 | 2.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 | 3.0 | 1.0 | 1.0 | 3.0 | |
| | | CO.2 | 1.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 1.0 | 3.0 | |
| | | CO.3 | 1.0 | 2.0 | 0.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 3.0 | |
| | | CO.4 | 1.0 | 2.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 3.0 | |
| | | | 1.0 | 2.0 | 1.3 | 1.0 | 1.0 | 1.0 | 1.0 | 1.8 | 2.3 | 0.8 | 3.0 | 1.3 | 1.0 | 3.0 | |
| | Sociological | co1 | 3.0 | 0.0 | 0.0 | 0.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | |

| | | | | | | | | | | | | | | | | | | |
|---------|--|------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-----|
| EDMCTT1 | Perspective of Education | CO2 | 3.0 | 0.0 | 0.0 | 2.0 | 2.0 | 0.0 | 0.0 | 2.0 | 0.0 | 1.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | |
| | | CO3 | 3.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 0.0 | 0.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 1.0 |
| | | CO4 | 3.0 | 0.0 | 2.0 | 3.0 | 3.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 |
| | | CO5 | 3.0 | 0.0 | 1.0 | 3.0 | 3.0 | 1.0 | 0.0 | 1.0 | 1.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 2.0 |
| | | CO6 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 1.0 | 0.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | CO7 | 3.0 | 0.0 | 1.0 | 1.0 | 2.0 | 0.0 | 0.0 | 1.0 | 1.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 |
| | | CO8 | 3.0 | 0.0 | 1.0 | 1.0 | 2.0 | 1.0 | 0.0 | 1.0 | 0.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 1.0 | 2.0 |
| | | | 3.0 | .37 | .87 | 1.8 | 2.2 | .75 | 0.0 | .87 | .62 | 1.5 | 3.0 | 2.0 | 1.8 | 2.2 | 1.5 | |
| EDMCTT2 | Perspectives, Research and Issues in Teacher Education | CO.1 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 1.0 | |
| | | CO.2 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 | 1.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 1.0 | |
| | | CO.3 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 1.0 | |
| | | CO.4 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 1.0 | |
| | | CO.5 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | |
| | | | 3.0 | 2.2 | 1.4 | 1.4 | 1.0 | 1.4 | 0.6 | 1.4 | 1.4 | 1.4 | 3.0 | 2.0 | 2.2 | 2.0 | 1.2 | |
| EDMCGA1 | Information and Communication Technology | CO.1 | 3.0 | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | |
| | | CO.2 | 2.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 | 1.0 | 2.0 | 1.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | |
| | | CO.3 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | |
| | | CO.4 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | |
| | | CO.5 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| | | CO.6 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| | | CO.7 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | |
| | | | 2.9 | 2.1 | 2.4 | 2.3 | 2.4 | 2.3 | 2.1 | 2.0 | 1.9 | 2.0 | 2.4 | 2.3 | 2.4 | 2.6 | 2.3 | |
| EDMCTP1 | Understanding Educational Technology | CO.1 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | |
| | | CO.2 | 3.0 | 3.0 | 2.0 | 0.0 | 3.0 | 3.0 | 1.0 | 2.0 | 1.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 2.0 | |
| | | CO.3 | 3.0 | 2.0 | 2.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 0.0 | 2.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | |
| | | CO.4 | 2.0 | 3.0 | 1.0 | 0.0 | 2.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| | | CO.5 | 1.0 | 2.0 | 1.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 3.0 | 2.0 | 1.0 | 2.0 | 1.0 | |
| | | CO.6 | 3.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| | | CO.7 | 3.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| | | CO.8 | 3.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.0 | 1.0 | |
| | | CO-9 | 3.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 1.0 | |
| | | | 2.6 | 2.2 | 1.2 | 0.6 | 1.6 | 1.6 | 1.0 | 1.1 | 1.2 | 1.6 | 3.0 | 1.4 | 1.2 | 1.5 | 1.3 | |
| EDMCTP2 | Introduction to inclusive education | CO.1 | 3.0 | 0.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| | | CO.2 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| | | CO.3 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| | | CO.4 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | | |
| | | CO.5 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | | |
| | | | 3.0 | 0.0 | 1.0 | 1.0 | 0.8 | 0.0 | 0.0 | 0.4 | 0.4 | 0.4 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| EDMCTP3 | Understanding the Guidance Program and Counselling | CO.1 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| | | CO.2 | 0.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| | | CO.3 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| | | CO.4 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| | | CO.5 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| | | | 2.4 | 0.8 | 0.2 | 0.2 | 2.8 | 2.8 | 0.2 | 0.2 | 0.2 | 0.8 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| EDMCGA1 | Academic Writing | CO.1 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 0.0 | 0.0 | 0.0 | 3.0 | 2.0 | 1.0 | 1.0 | | |
| | | CO.2 | 3.0 | 2.0 | 3.0 | 1.0 | 3.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | | |
| | | CO.3 | 3.0 | 2.0 | 3.0 | 1.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 0.0 | 3.0 | 2.0 | 2.0 | 2.0 | | |

| | | | | | | | | | | | | | | | | | |
|---------|--|------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | CO.4 | 3.0 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | CO.5 | 3.0 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | | 3.0 | 2.4 | 2.6 | 1.0 | 2.6 | 3.0 | 1.6 | 0.8 | 0.8 | 0.6 | 3.0 | 2.0 | 1.8 | 1.8 | 1.8 |
| EDMCGA2 | Research Related Techniques | CO.1 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 3.0 | 2.0 | 0.0 | 1.0 | 0.0 | 3.0 | 1.0 | 2.0 | 1.0 | 1.0 |
| | | CO.2 | 3.0 | 3.0 | 2.0 | 1.0 | 3.0 | 2.0 | 3.0 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 2.0 | 1.0 | 2.0 |
| | | CO.3 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 1.0 | 2.0 | 2.0 | 2.0 |
| | | | 3.0 | 3.0 | 2.3 | 1.0 | 3.0 | 2.3 | 2.3 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 2.0 | 1.3 | 1.6 |
| EDMCDF1 | Dissertation: Proposal of Scheme of Study and Tool Preparation | CO.1 | 3.0 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.0 | 1.0 |
| | | CO.2 | 2.0 | 3.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 3.0 | 1.0 |
| | | | 2.5 | 3.0 | 2.0 | 1.0 | 3.0 | 2.5 | 1.0 | 2.0 | 1.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.5 | 1.0 |
| EDMDTT1 | History and Political Economy in Education | CO.1 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 |
| | | CO.2 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| | | CO.3 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 |
| | | CO.4 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 |
| | | CO.5 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 |
| | | | 2.6 | 2.6 | 2.4 | 2.4 | 2.4 | 2.2 | 2.4 | 2.2 | 2.8 | 2.8 | 2.4 | 2.6 | 2.4 | 2.6 | 2.4 |
| EDMDTP1 | Educational Technology and Teaching Learning Process | CO.1 | 3.0 | 3.0 | 3.0 | 0.0 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 1.0 | 2.0 | 3.0 |
| | | CO.2 | 3.0 | 0.0 | 2.0 | 1.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.0 |
| | | CO.3 | 2.0 | 1.0 | 1.0 | 0.0 | 2.0 | 1.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 2.0 |
| | | CO.4 | 3.0 | 1.0 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 1.0 | 0.0 | 3.0 | 2.0 | 3.0 | 0.0 | 3.0 | 2.0 |
| | | CO.5 | 3.0 | 0.0 | 0.0 | 2.0 | 2.0 | 2.0 | 1.0 | 1.0 | 2.0 | 0.0 | 2.0 | 0.0 | 2.0 | 0.0 | 3.0 |
| | | CO.6 | 3.0 | 1.0 | 2.0 | 3.0 | 3.0 | 2.0 | 2.0 | 1.0 | 2.0 | 1.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| | | | 2.8 | 1.0 | 1.8 | 1.3 | 2.1 | 1.6 | 1.5 | 0.8 | 1.8 | 0.8 | 1.8 | 1.1 | 1.0 | 1.3 | 2.3 |
| EDMDTP2 | Understanding Disabilities | CO.1 | 3.0 | 0.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.2 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.3 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.4 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.5 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 | 0.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | | 3.0 | 0.0 | 1.0 | 1.0 | 0.8 | 0.0 | 0.0 | 0.4 | 0.4 | 0.4 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| EDMDTP3 | Guidance in Educational Institutes | CO.1 | 2.0 | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 2.0 |
| | | CO.2 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| | | CO.3 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| | | CO.4 | 2.0 | 3.0 | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 0.0 |
| | | CO.5 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 | 1.0 | 1.0 | 2.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 |
| | | | 2.4 | 2.4 | 2.6 | 2.4 | 2.2 | 2.2 | 2.4 | 2.0 | 2.4 | 2.4 | 2.4 | 2.4 | 2.6 | 2.8 | 2.6 |
| EDMDTP4 | Open and Technology Supported Education | CO.1 | 3.0 | 0.0 | 0.0 | 0.0 | 2.0 | 1.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 1.0 | 0.0 |
| | | CO.2 | 3.0 | 2.0 | 0.0 | 1.0 | 1.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 3.0 | 0.0 | 1.0 | 1.0 | 1.0 |
| | | CO.3 | 3.0 | 2.0 | 1.0 | 1.0 | 2.0 | 1.0 | 1.0 | 0.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 0.0 |
| | | CO.4 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 0.0 | 2.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| | | CO.5 | 3.0 | 1.0 | 1.0 | 2.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 0.0 | 0.0 | 1.0 | 0.0 |

| | | | | | | | | | | | | | | | | | |
|---------|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | CO.6 | 3.0 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 0.0 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 2.0 | 1.0 | 0.0 |
| | | CO.7 | 3.0 | 1.0 | 1.0 | 0.0 | 1.0 | 0.0 | 0.0 | 0.0 | 1.0 | 0.0 | 3.0 | 0.0 | 2.0 | 1.0 | 1.0 |
| | | | 3.0 | 1.6 | 1.0 | 1.3 | 1.4 | 0.7 | 0.3 | 0.1 | 1.0 | 0.4 | 3.0 | 0.4 | 1.0 | 1.0 | 0.4 |
| EDMDTP5 | Developing inclusive learning environment | | | | | | | | | | | | | | | | |
| | | CO.1 | 3.0 | 2.0 | 1.0 | 2.0 | 2.0 | 0.0 | 0.0 | 0.0 | 1.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 0.0 |
| | | CO.2 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 | 0.0 | 1.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | CO.3 | 3.0 | 1.0 | 2.0 | 1.0 | 2.0 | 1.0 | 0.0 | 2.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | CO.4 | 3.0 | 3.0 | 3.0 | 1.0 | 2.0 | 1.0 | 0.0 | 1.0 | 1.0 | 1.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | CO.5 | 3.0 | 2.0 | 2.0 | 2.0 | 2.0 | 1.0 | 2.0 | 3.0 | 1.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | 3.0 | 1.8 | 1.8 | 1.4 | 2.0 | 0.6 | 0.6 | 1.4 | 1.0 | 1.4 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 | |
| EDMDTP6 | Understanding the Counselling Service | | | | | | | | | | | | | | | | |
| | | CO.1 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.2 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.3 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | CO.4 | 3.0 | 3.0 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | 3.0 | 1.5 | 0.0 | 0.0 | 3.0 | 3.0 | 0.0 | 0.0 | 0.0 | 1.5 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| EDMDDF1 | Dissertation: Data Collection ,Analysis and Report Writing | | | | | | | | | | | | | | | | |
| | | CO.1 | 1.0 | 3.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 2.0 | 1.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | CO.2 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 1.0 | 0.0 | 3.0 | 1.0 | 1.0 | 2.0 | 1.0 |
| | | CO.3 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 | 1.0 | 1.0 | 0.0 | 1.0 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 |
| | | CO.4 | 2.0 | 3.0 | 3.0 | 1.0 | 3.0 | 3.0 | 1.0 | 1.0 | 0.0 | 1.0 | 3.0 | 1.0 | 2.0 | 2.0 | 1.0 |
| | | 1.8 | 3.0 | 3.0 | 1.0 | 2.5 | 2.0 | 1.0 | 0.8 | 0.8 | 0.8 | 3.0 | 1.0 | 1.3 | 1.8 | 1.3 | |

COURSE EDMATT1: INTRODUCTION TO EDUCATION STUDIES

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. First Semester Students will be able to

- CO 1-** Analyze the theoretical perspective & interdisciplinary nature of discipline
 - CO 2-** Attribute the educational thoughts of educationists
 - CO 3-** Differentiate the various sources and issues of knowledge
 - CO 4-** Critique the social and cultural context of education
 - CO 5-** Produce the contribution of educational thinkers
-

UNIT – I: EDUCATION AS A DISCIPLINE: THEORETICAL PERSPECTIVE & INTERDISCIPLINARY NATURE

- Education as a Discipline influenced by social, cultural, political, economic and technological factors
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society
- Interdisciplinary nature of education: its relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.

UNIT–II: UNDERSTANDING EDUCATION THROUGH READINGS AND ANALYSIS (EDUCATIONAL THOUGHTS OF SOME EDUCATIONISTS)

- Understanding education by analysis and synthesis of educational thought of the educators like, Dr B. R. Ambedkar (Writing & Speeches on Education), Swami Vivekananda, and J. Krishnamurti (On Education)

UNIT - III: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS SOURCES AND ISSUES:

Linkage of:

- Content knowledge with Pedagogy knowledge;
- School knowledge with community knowledge;
- Experiential Knowledge with empirical knowledge;
- Theoretical Knowledge and practical knowledge;
- Universal Knowledge and contextual knowledge;

UNIT – IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict
 - Educational challenges of a multicultural and a multilingual classroom in Indian society
 - Interrelationship between education and sustainable development
 - Equality in Educational opportunity- critical analysis
-

MODE OF TRANSACTION:

- Seminar presentation on selected themes individually and collectively leading to discussion
 - Library readings on selected theme/original texts followed by group discussion;
 - Study of documents and references and reflective interaction with the peer group.
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare a report on transforming society by the contribution of prescribed educational thinker (any one thinker).
-

- Prepare a profile of Mahatma Jyotiba Phule/Guru Ghasidas/ DhondoKeshavKarveetc with their contribution in the society.
- Critical analysis of linkage between school knowledge with community.
- Critical analysis of multicultural classroom and preparing a critical report on it
- Analysing the provision of Indian constitution to provide equal educational opportunities

Suggested reading/Learning Reference:

- Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,s
- Badheka, G. (2006) Divaswapna, , National Book Trust of India, New Delhi
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
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- David T. Hansen,(ed)(2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education , State University of New York Press
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- Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
- Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- Hospers, John: An introduction to Philosophical analysis
- Illich, Ivan :Deschooling society
- Krishnamurti , J. (2006) On Education, Krishnamurti Foundation of India, Chennai
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- NPE (1986) National Policy on Education, MHRD, New Delhi
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- Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
- Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
- SanatKaul, Higher Education in India: Seizing the Opportunity, 2006, www.icrier.org
- Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
- Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
- Swami Vivekananda, Shiksha
- University News, vol 53, No. 14. April 06-12, 2015
- University News, vol 53, No. 15. April 13-19, 2015
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMATT2: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

COURSE OUTCOME

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. First Semester Students will be able to:

- CO 1. Reflect on various issues and concerns of psychology in the context of education
- CO 2. Visualize multiple dimensions and stages of learner's development and their implications on learning
- CO 3. Recognise various characteristics the learner at different dimensions
- CO 4. Reflect on the dimensions along which learners learn.
- CO 5. Critically analyse the process of learning from the point of view of cognitive and constructivist perspectives and delineate the implications
- CO 6. Relate the process of learning with various psychological perspectives and theories and also identify the factors influencing the learning process.

UNIT- I: INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, behavior, and experience)
- Major schools of psychology in the context of learner and learning- Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive perspectives.

UNIT-II: UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic & environmental (in brief).
- Theories of development and their implications in understanding learner and learning:
 - Piaget's Cognitive development
 - Erikson's psycho-social development
 - Kohlberg's moral development
 - Chomsky's Language development (major concerns)

UNIT-III :UNDERSTANDING THE PROCESS OF LEARNING

- Cognitive process: perception, attention, memory, development of concepts,
- Learning as construction of knowledge: meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.
- Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation.

UNIT-IV:THEORIES OF LEARNING

- Insight theory/ wholistic approach to Learning as proposed by Gestalt: major postulates; principles of perception, insight, * Educational implication
- Purposeful Behaviorism as proposed by Tolman: major postulates; learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Hierarchies of Learning as proposed by Gagne: the outcomes of learning, hierarchical structure of learning, *Educational implication.
- Social Cognitive approach to learning as proposed by Bandura: reciprocal determinism, observational learning, changing concepts of reinforcement*Educational implication.
- Social Learning: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; *Educational implication

MODE OF TRANSACTION: Lecture, discussion, power point presentations. Flipped/Blended

PRACTICUM:

- Contributions of eminent psychologists towards learning.
- Effects of socio-cultural mediation on learning.
- Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- Illustration of different stages/ hierarchies of learning as suggested by Gagne.
- *Educational implications of different learning theories.
- Suggested reading/Learning Reference

- Delamater, John. (2003). *Handbook of Social psychology*. Springer. Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.
- Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.
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- Maslow, A.H. (1970). *Motivation and Personality* (2nd edition). New York: Harper & Row.
- Meyers, D.G. *Social Psychology*. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). *Teaching Schools and Society* (1st edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Mascow, Hoentry (1978). *Educational Psychology: An Introduction*. Little Brown and Company.
- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. Arise Publishers and Distributors. New Delhi.
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- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. APRC, Agra. Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing
- Ausubel D.P. and Robison F.G. : *School learning An introduction to Educational Psychology*
- New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : *Psychology of learning & Teaching*, New York Macgraw Hill B
- Gage and Berlinger : *Educational Psychology*, Boston Houghton Mifflins Company 1984.
- Hays J.R. : *Cognitive Psychology, Thinking and Creating*. Homewood Illinois. The Dorsey press 1978
- Joyce Bruce and well Marsha. *Models of Teaching* prentice Hall of India Ltd. 1985.
- Mangal S.K. : *advanced Educational Psychology*; New Delhi, Prentice Hall of India Pvt,Ltd;193
- Moully George J : *Psychology of teaching botton Allyn &Decan Inc.*
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 - Michael Green : *Theories of Human Development* Prentice Hall, Englewood Cliffs, New Jersey, 1989
 - Mangal, S.K. *Shiksha Manovigyan, Prentice Hall of India, New Delhi*
 - Tripathy, L. K. *Vyaktivake Siddhanta,*
 - Singh, A.K. *Vyaktivake Manovigyan, Bharatiya Publication, Patna*
 - Hansraj, P. *Pragati Shiksha Manovigyan, New Delhi, Hindi Granth Academy*
 - Hall, C. C., Lindsey, G. & Campbell, J.B. (1997). *Theories of personality* (4th ed.). New York: Wiley
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 - Long Martyn *The Psychology of Education, Roulledge Falner Publication, London, 5300*
 - Mangal, S.K. *Advanced Educational Psychology, Prentice Hall of India, New Delhi*
 - Nayak, A.K. & Rao, V.K. *Educational Psychology APH, Publishing Cooperation, New Delhi 5302*
 - Sahoo F.M. *Psychology in Indian Context, Agra, Bhargava Book House, 5302*
 - Woolfolk, Anita. *Educational Psychology, Pearson Education Pvt. Ltd. Delhi, 5304*
 - You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMATT3: CURRICULUM STUDIES**COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6 Hrs./wk**

The prospective teacher educators will be able to:

CO1: define the curriculum

CO2: differentiate ILO from PLE

CO3: get an insight about foundations of curriculum

CO4: understand various types of curriculum designs and models

CO5: construct curriculum using various designs and models

CO6: analyze factors that influence the curriculum

CO7: determine his/her role in curriculum change

CO8: understand the need and the process of curriculum evaluation

CO9: evaluate various existing curriculums and suggest changes

UNIT-I: CONCEPT, PRINCIPALS AND FOUNDATION OF CURRICULUM

- The Concept of Curriculum (Curriculum as a Content, Product, Process, Plan activities, Learning outcomes, Cultural Reproduction, Social Reconstruction and Experience)
- Intended Learning Outcomes (ILOs) vs Planned Learning Outcomes (PLEs)
- Types of curriculums
- Principles of Curriculum Planning
- Bases/Foundation of Curriculum: Philosophical, Sociological, Psychological, Subject Oriented

UNIT-II: CURRICULUM DEVELOPMENT: DESIGN AND DEVELOPMENT

- Curriculum Development: Its Meaning
- Curriculum Design:
 - Its Components and Sources of Curriculum Design
 - Types of Curriculum Design: Discipline Centered, Problem Centered and Learner Centered
- Curriculum Model:
 - Technical-Scientific Model (Bobbitt & Charter, Ralph Tyler and Hilda Taba)
 - Nontechnical-Nonscientific Model (Deliberation Model; Approach of Patrick Slattery and William Doll)
- Enacting Curriculum Development

UNIT-III: CURRICULUM CHANGE

- Curriculum Change; Meaning and Types and Stages of curriculum change.
- Factors affecting curriculum change: Social Factor, Cultural Factors, Political Factor, Pressure Group and Researcher
- Approaches to curriculum change
- Role of students, teachers and educational administrators in curriculum change and change/improvement
- Research in Curriculum for change: Scope and Types

UNIT-IV: CURRICULUM EVALUATION

- Curriculum Evaluation: Concept, Nature, Purpose
- Phases and Process curriculum evaluation
- Approaches to curriculum evaluation
- Models of Curriculum Evaluation: Tyler's Model, CIPP Model, Kirkpatrick's Model, Stakes' Model etc.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Critical analysis of elementary/secondary/higher secondary school curriculum
- Developing guidelines for writing school text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, work-books, teachers' hand-book, and manuals
- Situational Analysis of specific local needs in relation to Curriculum

- Identification of learning experiences along with learning outcomes (Language, mathematics, Science & Social Science) at secondary level of education

MODE OF TRANSACTION: Lecture, group activities and Presentation

Suggested readings:

- Anderson & Vernon (1956). *Principles and Procedure of Curriculum Improvement*. New York: Ronald Press Company,
- Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House
- Chary, Ryland, W., (1969); *Humanizing the School Curriculum Development and Theory*, New York; Random House
- Denis Lawton and et. Al., (1978). *Theory and Practice of Curriculum Studies*, London; Routledge and Kegan Paul
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Doll Ronald C. (1986). *Curriculum Improvement: Decision Making Process*, London; Allyon and Bacon Inc.
- Erickson, H.L (2002). *Concept Based Curriculum and Instruction: Teaching beyond the facts*, California; Corsion Press, INC (A Sage Publication Company)
- Glatthorn, A. A. (2019). *Curriculum Leadership: Strategies for Development and Implementation*. SAGE Publications, Inc.
- Gwynn, Minor, J. and Chase, John B., (1969). *Curriculum Principles and Social Trends*, New York; Macmillan Coy
- Kelly, A.V. (2004). *The Curriculum: Theory and Practice* (Fifth Edition). London: Sage Publications
- Kumar, K. (2004). *What is Worth Teaching?* Orient Longman
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- Pinar, W. (ed). (2015). *Curriculum Studies in India: Intellectual Histories, Present, Circumstances*. Palgrave Macmillan
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- Verduin, J. R. (1967). *Cooperative Curriculum Improvement*, Prentice Hall.
- Walker, D. F. (2003). *Fundamentals of Curriculum: Passion and Professionalism*. Lawrence Erlbaum Associates, Publishers
- Whecker, D. K. (1967). *Curriculum Process*, University of London Press.
- Wiles, J.W. & Bondi, J. (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication

COURSE EDMATT4: INTRODUCTION TO RESEARCH METHODOLOGY

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

M.Ed. First Semester' Student will be able to:

- CO 1.** Explain the process of generating knowledge through research.
- CO 2.** Explain the process of identification of research problem
- CO 3.** Execute and use the sources and tools of data collection.
- CO 4.** Apply the proper process in conducting research.

UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE

- Meaning and concept of knowledge and their forms- Empirical and Rational.
- Sources of knowledge through tradition, experience, reasoning and scientific way.
- Research: meaning, concept and its classification of nature of knowledge- fundamental & applied

UNIT - II: IDENTIFYING RESEARCH PROBLEM

- Role of field experiences, professional interaction and review of related literature.
- Identifying the knowledge gap, research questions and statement of research problem.
- Variable: meaning and types- continuous and discrete, independent and dependent
- Identifying and defining the variables in operational terms.
- Formulation of objectives.
- Differences between assumptions and hypothesis.
- Formulation, Characteristics and classification of hypothesis.

UNIT - III: DATA COLLECTION– SOURCES AND TOOLS

- Concept of population and sample.
- Concept and Methods of sampling.
- Sources of Data– Primary and secondary data sources; documents, records, real objects, pictures.
- Tools of data collection-Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

UNIT - IV: CLASSIFICATION OF RESEARCH METHODS

Meaning and Importance of:

- Philosophical, Scientific and Historical.
- Qualitative and Quantitative.
- Descriptive, Experimental, Quasi–Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up.
- Naturalistic and Ethnographic.

PRACTICUM

- Identifying the knowledge gap through review of related literature
- Establishing background and rationale of the study.

Suggested reading/Learning Reference:

- -Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
- -Boota, K. D. Experimental Design in Behavioral Science, New Age International Publishing House New Delhi.
- -Buch, M.B. (1978). A Survey of Research in Education, CASE, Baroda, M. S. University.
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- -Kaul, L. (1998). Methodology of Educational Research, Vikas Publications, New Delhi.
- -Kerlinger, F. N. (1978). Foundation of Behavioural Research, Surjeet Publications, Delhi.
- -McMillan, J. H., & Schumacher, S. (2001). Research in Education. New York: Longman
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMATP1: SECONDARY LEVEL OF SCHOOL EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. First semester students will be able to:

- CO 1.** Explain the concept and evaluate the structure of school education system in India
- CO 2.** Examine the organizational hierarchy of secondary education and the role of various stakeholders at national, state and district level.
- CO 3.** Evaluate the various elements, norms, status indicators and facilities of secondary school system of India
- CO 4.** Analyze the provisions of various schemes and programme for secondary school education.
- CO 5.** Develop the skills of analysis and interpretation of collected data on secondary education and their presentation.

UNIT-I: CONCEPT AND STRUCTURE OF SCHOOL EDUCATION

- School Education: Nature and Aims, Existing Structure—elementary, secondary and higher secondary.
- New Academic structure as per National Education Policy (NEP)-2020
- Concept of Secondary Education; Aims and Characteristics of Secondary Education as per National Education Policy (NEP)-2020.
- Types of schools:
 - Government, Government –aided and Private
 - Residential and Non-residential schools
 - Home-schooling
 - School under public Private Partnership (PPP) model
- School Complex/ Cluster
- Responsibilities of School Education on state and center; Budgetary allocation to school education

UNIT-II: ORGANISATIONAL HIERARCHY OF SECONDARY EDUCATION

- **National level** Organizations and Institutions: Ministry of Education; Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Minority Affairs
- **State level** Organizations and Institutions: State Departments of Education, Directorates; State Boards of School Education, SCERT, State Institute of Educational Technology (SIET), Department of Public Instruction
- **District level** Organizations and Institutions: District Education Office, Block Education Office,

UNIT-III: SCHOOL SYSTEM AT SECONDARY LEVEL

- SMC (School Management Committee), SCMC(School Complex Management Committee), PTA (Parent Teacher Association); Norms required for secondary school (affiliated to state or central board) and up gradation
- National comparison of Secondary Education- in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities- classrooms, library, Separate toilets for boys, girls and Divyang, drinking water, medical check-up, ramps and electricity
- Standard Setting and Accreditation for School education: Quality improvement in schools with respect to curricular aspects, Teaching –Learning and Evaluation, Innovation and extension

activities, infrastructure and learning resources, student support and progression, school ethos, values and good practices.

UNIT-IV: SCHEMES AND PROGRAMMES FOR SECONDARY EDUCATION

- Samagra Shiksha Abhiyan (SSA), Information and Communication Technology in Schools
- INSPIRE in promotion of Science and Technology, Atal Tinkering Lab, National Talent Search Examination(NTSE)
- Girl Child Development Programme at Secondary stage; Kasturba Gandhi Balika Vidyalayas.
- National Vocational Education Qualification Framework (NVEQF)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Presentation of budgetary provision in different sections of school education in different states
 - Study of a BRC/DEO in the context of managing local secondary education
 - Presentation in group for status of infrastructure in secondary education in local schools
 - Preparation of school profiles of different types of secondary schools.
 - Visit a secondary school and investigate the quality of the school based on the recommended norms.
 - Presentation\study of girl's child development programme at secondary level.
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Suggested Readings:/References

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- Ministry of tribal affairs (n.d.) Education, at <http://tribal.nic.in/Content/EducationDivision.aspx>
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COURSE- EDMAGA1: SELF DEVELOPMENT

COURSE OUTCOMES

MARKS: 25| CREDITS: 1 | 2HRS./WK

M.Ed. First Semester students will be able to:

- CO 1.** know him fully
 - CO 2.** develop effective communication and writing skills
 - CO 3.** develop a complete knowledge of Indian society
 - CO 4.** develop awareness to bring equality among gender
 - CO 5.** know the real condition of Indian schools and develop sympathy towards students
 - CO 6.** develop the leadership quality
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Determinants of self
 - Assessing the self (meditation, yoga, anecdotal record, self-inventory, socio-metric analysis etc.)
 - Knowing the nature of human being
 - Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
 - Visit to community (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
 - Sensitivity towards opposite gender (observation & interaction)
 - School observation (observe the real condition of the school and try to know the needs of the students and school)
 - Leadership training (camp mode)
-

APPROACHES: Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self-meditation, etc.

COURSE EDMAGA2: COMMUNICATION SKILLS AND EXPOSITORY WRITING

COURSE OUTCOMES

MARKS: 25 | CREDITS: 1 | 2HRS./WK

M.Ed. First Semester students will be able to:

- CO 1.** exemplify the concept of communication.
 - CO 2.** explain essentials of communication.
 - CO 3.** present their ideas in group discussion
 - CO 4.** analyze expository Writing and the various text structures
 - CO 5.** apply the essential elements of expository writing
-

ACTIVITY- I: COMMUNICATION

- Communication: meaning and nature
- Types of communications: Verbal and Non-Verbal communication
- Methods of communication: One way, Two way and collaborative

ACTIVITY- II: ESSENTIALS OF COMMUNICATION

- Process of communication
- Barriers of communication
- Essentials of communication
- Listen, converse, speak, present, explain and exposit the ideas in group before audience

ACTIVITY-III: INFORMATION & COMMUNICATION TECHNOLOGY

- Use of Internet in teaching learning process: Use of Search Engines, Use of Online Dictionaries, Translator, Plagiarism Software, Online Reviews of related literature
- Use of MOOCS (Massive Open Online Courses) for Distance Education

ACTIVITY- IV: EXPOSITORY WRITING

- Expository writing: concept and nature
- Types of expository writing
- Structure of the expository writing and its importance
- Essential elements of expository writing
- Text Structure
- Organization of the writing

PRACTICUM

- Workshop on aspects of communication
 - Preparation of report on the importance of ICT in communication
 - Draft note on expository writing
 - Draft a report on all activities
 - Writing notes on SSA, RMSA, RUSA, Special Education
 - Pair work
 - Group discussion
-

Suggested Readings:/References

www- As per required websites for concern topic.

You-Tube Channel/ MOOCs/OER/E-Pathshala- As per topic/point

COURSE EDMBTT1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

M. Ed. Second semester students will be able to:

- CO1: understand the need of philosophy for a teacher
- CO2: establish the relationship between philosophy and education
- CO3: understand the true nature of students and world
- CO4: identify the knowledge worth knowing and teaching
- CO5: understand the nature of knowledge and strive to find true knowledge
- CO6: determine the effective methods of knowing
- CO7: get an insight into the role of philosophy in shaping the objectives of education
- CO8: construct his own vision for teaching and school

UNIT I: UNDERSTANDING PHILOSOPHY OF EDUCATION

- Philosophy: Meaning, (as wisdom, ideology and critical enquiry) and Branches
- Philosophy of Education: Meaning, nature and Scope
- Relation between Philosophy and Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Need of Philosophy for a teacher

UNIT II: UNDERSTANDING THE NATURE OF REALITY, MAN AND UNIVERSE

- Metaphysics as the Study of Nature of Reality, Man and Universe; as means to understand the nature of learner and the curriculum
- Nature of Reality, Man and Universe in western thoughts (Realism, Naturalism etc.); implications for contents and methods of education, teacher-taught relationship
- Nature of Reality, Man and Universe in Indian thoughts (Vedanta, Jainism etc.); implications for contents and methods of education, teacher-taught relationship

UNIT III: UNDERSTANDING KNOWLEDGE AND KNOWING

- Epistemology as the study of nature and methods of knowledge; its Relevance to Education
- Knowledge as Pure Reason (Rationalism); its implication for method of teaching
- Knowledge as Experience (Empiricism); its implication for method of teaching
- Knowledge as perception, inference, analogy and testimony (Nyaya Darshan); its implication for method of teaching

UNIT IV: UNDERSTANDING VALUES AND AIMS OF EDUCATION

- Axiology (Values; Ethics, Aesthetics and Religion) and its Relevance to Education
- Pragmatism; the education for social function, and real-life experience
- Existentialism; education for individual development
- Idealism; the theoretical, logical and liberal Education
- Buddhism; education for ethical regeneration through self and social transformation

TRANSACTION MODE: Lecture, Discussion, Presentation

PRACTICUM

- Symposium on schools of philosophy or philosophical thought
- Identification of vision of school education in India, vision mission statements of schools and their ideologies
- Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Reflection on how educational philosophies influence the choice of curriculum and classroom instructional practices.
- Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

Suggested Readings:

.U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

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- Vazhayil, J. (2001) Reflections on the Philosophy of Education, New Delhi: NCERT

COURSE EDMBTT2: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. second semester' Students will be able to:

- CO 1. Explain the development of teacher education in India from ancient to post-independent period and analyze the recommendations of various policies and commissions on teacher education
- CO 2. Elaborate the concept, objectives, purpose and different components of pre-service teacher education as well as to examine the strength and limitations of their different modes.
- CO 3. Comprehend the concept, objectives and significance of various in-service/professional development teacher education programmes and learn to organize/design different programmes for making in-service teacher professionally competent
- CO 4. Evaluate effectiveness of various transactional methods and assessment strategies used for pre-service and in-service teacher education programmes.
- CO5: Critically analyse the existing operated teacher education programme in the country and develop relevant materials and tools for the same.

UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA

- Concept of teacher education
- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations on Teacher Education: Kothari Commission(1964-66), National Policy on Education (NPE)-1986, NCF 2005, NCFTE 2009 and Justice Verma Committee(2012) , National Education Policy(NEP) 2020

UNIT II: PRE-SERVICE TEACHER EDUCATION

- Pre-service Teacher Education: Concept, Objectives and Need
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy; School based Practicum and Internship
- Mode of Pre-service Teacher Education: Offline, Online(SWAYAM, SWAYAM PRABHA , MOOCs) and blended .

UNIT III: IN-SERVICE TEACHER EDUCATION

- In-service Teacher Education: Concept, Objectives and Need
- Need and Areas for Continuous Professional Development(CPD) of a teachers--- Orientation, Refresher, Workshop, Seminar , Conference and Panel Discussion
- Online training of teachers through technology platform like SWAYAM/DIKSHA.
- Various programmes of in-service teacher education like Special orientation Programme for Teachers (SOPT), Programme of Mass Orientation of School teachers(PMOST).
- Androgogy: Concept and Principles

UNIT IV: TRANSACTIONAL METHODS AND EVALUATION OF PRE -SERVICE AND IN-SERVICE TEACHER EDUCATION PROGRAMMES

- Foundation Courses – Expository, Collaborative and Experiential learning
- Practicum record and Portfolio assessment
- School based Practicum & internship: Present practice – its nature, objectives, organization and duration
- Evaluating pre-service and in-service teacher education programmes

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of pre-service teacher education curricula of state and national level – their components, weightage, duration, organization, transaction and assessment
- Critical analysis of in-service teacher education programme – their need and relevance, duration, planning, organization
- Interviewing/interacting with school teachers and identifying their training needs
- Collecting feedback of practicing teachers who have received training in their subject
- Interacting with DIET and IASE members and understanding their training programme
- Attending/participating any in-service programme and preparing a report
- Participating and involving the various activities of teacher education institute and preparing report on it
- Comparative study of teacher education in various countries.
- Analyzing/examining policy perspectives of pre and in-service teacher education programme in the context of present need of school education
- Material development for an in-service teacher education programme

MODE OF TRANSACTION: Lecture, seminar, group discussion, participatory approach

Suggested reading/Learning Reference

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation,
- Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,.
- Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
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- https://ebooks.lpude.in/arts/ma_education/year_2/Dedu505_Teacher_Education_English.Pdf
- https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
- <https://www.pdfdrive.com/search?q=teacher+education&pagecount=&pubyear=&searchin=&em=>
- <https://egyankosh.ac.in/simple-search?query=teacher>

COURSE EDMBT3: ADVANCED RESEARCH METHODOLOGY

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. Second Semester' student will be able to–

- CO 1. Differentiate various types of Descriptive statistics and data.
 - CO 2. Implement inferential (Parametric statistics) in quantitative educational research.
 - CO 3. Implement inferential (Non-Parametric statistics) in quantitative educational research.
 - CO 4. Organize and implement qualitative data-analysis in educational research
-

UNIT I: UNDERSTANDING DATA

- Qualitative and Quantitative nature of data
- Scales of measurement: nominal, ordinal, interval and ratio.
- Measures of central tendency– mean, median and mode
- Measures of variability- SD
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Normal probability curve (NPC): properties and application

UNIT II: INFERENCE STATISTICS FOR DATA ANALYSIS (PARAMETRIC)

- Parametric assumptions
- Central limit theorem; Standard error of statistic – meaning
- t–test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type–I and Type–II errors)
- Analysis of Variance (ANOVA) – one way.
- Measures of relationship: Concept of correlation–product moment and partial correlation.

UNIT III: INFERENCE STATISTICS FOR DATA ANALYSIS (NON–PARAMETRIC)

- Non–parametric assumptions
- Chi–Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
- Mann-Whitney U test
- Measures of relationship: rank order correlation

UNIT IV: ANALYSIS OF QUALITATIVE DATA

- Meaning and uses of
 - Content analysis
 - Trend analysis
 - Using corroborative evidences,
 - Use of secondary data in historical and descriptive research
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Practicing on real data and interpretation
 - Working on MS-Excel –data feeding, analysis and interpretation
 - Doing content analysis on given real-time text
 - Reviewing research papers using various techniques of data analysis and discussing
 - Evaluating various research reporting on the basis of data analysis and interpretation
-

MODE OF TRANSACTION: Lecture, problem solving approach

Suggested reading/Learning Reference:

Books-

- Gupta, S. P. & Gupta Alka. (2013). Statistical Methods in Behavioural Sciences, SardaPustakBhawan, Allahabad.
 - Gokhar, S.C. (2009). Statistics in Education and Psychology, M.M. Publication, Paniput.
 - Kapil, H.K. (). Elements of Statistics in Social Sciences, VinodPustakMandir, Agra.
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- Kurpius, S.E. et. al. (2006). Testing and Measurement, New Delhi, Sage Publication,
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- King, B.M. &Minium, E.W. (2008) Statistical reasoning in the Behavioral Sciences, New Delhi, Willey India
- Verma, J.P. () Statistics for psychological research
- YOU-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMBTP1: SECONDARY EDUCATION: CURRICULUM ISSUES

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

M.Ed. second semester students will be able to–

- CO 1.** Critically analyse the curriculum structure of the secondary and higher secondary school curriculum
 - CO 2.** Deal with the training for strategic plan for curriculum transaction with different approaches
 - CO 3.** Reflect upon appropriate evaluation mechanism for the secondary stage
 - CO 4.** Inculcate appropriate strategies to deal with the adolescent learners and their problems
-

UNIT-I: CURRICULUM AT SECONDARY STAGE

- Issues of secondary and higher secondary curriculum: Relevance, Integration, Flexibility, Conceptuality, Utility, Consistency with social reality and Plurality determinants of curriculum at secondary level; Need for Situational Analysis
- Essential Features and Components of Curriculum of Secondary Education: Language, Science, Mathematics, Social Science and Commerce
- Core curriculum and National curriculum: Need and features
- Curriculum structure for Secondary education state boards, CBSE & ICSE

UNIT-II: CURRICULUM TRANSACTION AT SECONDARY STAGE

- Methods of transaction at secondary level: Psychological Principles
- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar & Field Work
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Multidisciplinary and Interdisciplinary Approaches of curriculum transaction
- Subject, Learner and Activity cum Experience Centered Curriculum Design

UNIT-III: EVALUATION AT SECONDARY STAGE

- Continuous and Comprehensive Evaluation (CCE): Scholastic and Co-Scholastic dimensions
- School Based Evaluation
- Formative and Summative Assessment- Concept, nature and purposes
- Norm referenced and criterion reference evaluation
- Grading and Marking System; Portfolio of Learners
- Examination reforms at secondary education level

UNIT-IV: KNOWING THE LEARNER AT SECONDARY LEVEL

- Psychological characteristics of the students at Secondary level
- Problems of Adolescents and the Challenges of Secondary level
- Role of Guidance and Counseling in Secondary level
- Exposure to multifarious activities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Comparative analysis of secondary education curriculum in various states
- Critical analysis of contents, and exercises in the textbooks in line with the curriculum objectives at secondary level
- Analysis of the question papers of board examinations
- Classroom observations for analysis of classroom teaching at secondary level
- Planning for various experiences for curricular development
- Critical analysis of NCF—2005
- Planning for guidance- counseling activities and Study of CBSE Helpline for counseling services

MODE OF TRANSACTION: Discussion, Visits

Suggested reading/Learning Reference

- Aggarwal, J.C. (1988) : *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)
- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
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- Jayapalan, N. (2005) *Problems of Indian Education*. New Delhi : Atlantic.

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- National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.
- National Policy of Education, 1986 (With modifications of Action 1992)NewDelhi:MhRD, 1992
- National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
- NCTE (2009) NCF for Teacher Education: New Delhi
- National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education
- National Policy of Education 1986/1992.
- National Curriculum Framework on School education, 2000 and 2005
- NCERT (1997) Code of Professional Ethics for Teachers.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Report of the Delors Commission, UNESCO, 1996
- Rao, V.V. (2004) Education in India : DPH.
- Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- you-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMBDF1: DISSERTATION

(AREA OF STUDY, LITERATURE REVIEW & RATIONALE PRESENTATION)

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4Hrs./wk

The M.Ed. Second Semester' students will be able to–

- CO 1.** Inferring a researchable problem area
- CO 2.** Generating the problem in some broader context
- CO 3.** Implementing the skills of reviewing related literature and report in academically accepted manner
- CO 4.** Executing the skills to systematically conclude the review
- CO 5.** Executing the skills of outlining a logical rationale for studying a problem

The The M.Ed. Second Semester' students are expected to decide an area of study in the guidance of their supervisor and based on a study of the researches on the thrust areas, preferably in school education. They must contextualize the area of study against some contemporary background. After deciding an area of study, they are expected to go for an extensive review of related literature and write a critical review of such literature in the selected area. On the basis of such review and the critical conclusion drawn from it, they are expected to develop a sound rationale for the study to be undertaken under the dissertation. They have to present a detailed report of the selection of the area of study and its context, the review of the related literature as well as the rationale emerged from such review in the perceived context of problem area.

COURSE EDMBEF1: INTERNSHIP IN TEACHER EDUCATION INSTITUTE

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 2 Weeks

The M.Ed. Second Semester' students will be able to-

- CO 1.** Elaborate the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
- CO 2.** Analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- CO 3.** Demonstrate competencies in organising various kinds of teacher education curriculum specific activities.
- CO 4.** Identify the needs and relevance of in-service teacher education practices.

The prospective teacher educators are expected to visit a teacher education institute to visualize& understand, various processes going on in the institute. They are expected to undertake some of the following activities as assigned to them under four dimensions as below:

1. Teaching–learning (25 marks)

- Teaching as a teacher educator
- Giving model lessons/demonstration lessons
- Observation of Micro Teaching
- Observation of classroom curriculum transaction
- Preparation unit plans and lesson plans
- Model lessons
- Any other relevant issue

2. Administration (25 marks)

- Observation of overall organisation of In-service education programme
- Study of Time table/ academic calendar/ordinance
- Study of the Admission process
- Understanding Management and funding; teachers' profile
- Understanding Resource outsourcing
- Observing Attendance
- Any other relevant issue

3. Curricular activities and learner profiles (25 marks)

- Observation of Assembly and Co-curricular activities
- Observation of Professional development courses
- Observation of Community work
- Recording Learners profiles
- Any other relevant issue

They are also expected to present a report on their visit which shall reflect their critical observation and reflection on various important issues of teacher education.

4. Presentation and reporting (25 marks): Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.

COURSE EDMCTT1: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OUTCOMES**MARKS: 100 | CREDITS: 4 | 6 Hrs./wk****The M.Ed. Third Semester Students will be able to –**

- CO1: understand the need of Sociology of education for a teacher educator
 - CO2: analyse education from different theoretical perspectives
 - CO3: identify the area of exclusion in education and develop means of inclusion
 - CO4: critically analyse role of social structure in education
 - CO5: develop understanding about social control and socialization
 - CO6: devise appropriate teaching approach for a multi-cultural society
 - CO7: understand the role of education in bringing change
 - CO8: transform education as a process of change in Indian society
-

UNIT- I- SOCIOLOGY OF EDUCATION

- Sociology and Sociology of Education-Concept
- Educational Sociology and Sociology of Education
- Scope of Sociology of Education
- Approaches to Sociology of Education (Functionalist, Conflict and interpretive/post-Modernist)

UNIT- II- SOCIAL SYSTEM AND EDUCATION

- Social System: Concept, Element, Functions
- School as a Social System
- Social Structure and Education: Inequality in Education
- Social Exclusion: Concept, Exclusion in Education, Ways to combat Exclusion in education

UNIT- III- SOCIETY AND EDUCATION

- Social Stratification- Concept, Basis
- Socialization and Social Control: Role of Education
- Indian Society(its Characteristics)
- Multicultural Education

UNIT- IV- SOCIAL CHANGE AND EDUCATION

- Concept of Social Mobility, Types of Social Mobility, Factors, Social Mobility and Education
 - Social Change: Concept, Factors, Social Change and Education
 - Education and Industrialization, Urbanization, Modernization, Globalization, Internationalization
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COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 1- Read classical texts for discussion: Durkheim- Education, Its Nature, and its Role; Mannheim- The Historical Character of Educational Aims; Althusser- Ideology and Ideological State Apparatus, Michael Apple: Official Knowledge;
- 2- Preparation of tools for socio-economic status.
- 3- Assessing cultural diversity in a school, class etc.
- 4- Seminar presentation by students on selected themes leading to discussion
- 5- Students will be preparing an assignment on the above mentioned issues and make a presentation

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar, assignment, presentation by students

Suggested Readings/Learning Reference:

- Apple, M. W. (2004). Ideology and the Curriculum (3rd Ed). New York: Routledge
- Aikara, J. (2004). Education: Sociological perspective. New Delhi: Rawat Publication

- Ashley, B.S. et al. (1971). An Introduction of the sociology of Education. London: Macmillan.
- Blackledge, D. & Hunt, B. (1985). Sociological Interpretations of Education. London: Routledge
- Brown, F. J. (1954). Education Sociology. New Jersey: Prentice Hall
- Chanda S.S. & Sharma R.K. (2002). Sociology of Education. New Delhi: Atlantic Publishers.
- Cook, L.A. & Cook, E. (1950). Sociological Approach to Education. New York: McGraw Hill.
- Durkheim, E. (1956). Education and Sociology. New York: Free Press.
- Harlambos, M.&R. M. Heald, R. M.(2011). Sociology: Themes and Perspectives.NewDelhi: OUP
- Hemlata, T. (2006). Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Jayaram, N. (2015). Sociology of Education.Jaipur: Rawat
- Luther, M.N. (2001). Values and Ethics in School Education, New Delhi: Tata McGraw Hill
- Merrill, F.E. (1958). Society and Culture: An Introduction to Sociology. New Jersey: Prentice Hall
- Mishra, U. (). ShikshaKaSamajshastra. Allahabad: Anubhav Publishing House
- Morrish, I. (2019). The Sociology of Education: An Introduction. New York: Routledge
- Musgrave, P.W. The Sociology of Education
- Ottaway, A.K.C.Education and Society
- Prelins, A.P. &ParelinsR.J.The Sociology of Education
- Pusztai, G. (Ed.) (2022). Sociology of education: Theories, communities, contexts.Debrecen University Press.
- Rugg, H. O. & Wither, W. (1955). Social Foundation of Education. New Jersey: Prentice Hall
- Ruhela, S.P. & Vyas, K. S. (2006). Sociological Foundation of Education in Contemporary India. Delhi: Dhanpat Rai
- Ruhela, S.P. (1999). Sociology of Education: Delhi: Problems and Prospects. Indian Publishers Distributors
- Shah, B. V. & Shah, K. V. (1998). Sociology of Education. Jaipur: Rawat Publications
- Shukla, S. &Kumar, K. (1985). Sociological perspective in Education. New Delhi: Chanakya Publication.
- Stalcup, R.J. Sociology and Education
- Stalcup, R. J. (1968). Sociology and Education. Ohio: Charles E. Merrill Publishing Company
- Berger, P. &Luckmann, T. (1966). Social Construction of Reality. New York: [AnchorBooks](#)

COURSE EDMCTT2: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

COURSE OUTCOMES

The M.Ed.third semester students' will be able to:

- CO 1-** Explain & Analyze the various recommendations of recent policies, role of teachers at different levels of expertise & competencies required and regulations of teacher education.
- CO 2-** Elaborate and examine the role & functions of various organizations & agencies for professionalization of the teacher education and mentoring and professional support to the higher education teachers.
- CO 3-** Explain the issues associated with management of the teacher education and key indicators involved in the various criteria for the quality improvement of teacher education.
- CO 4-** Explore the areas, scope, problems and trends in research of teacher education & suggest innovative measures.
- CO 5-** Develop holistic understanding on teacher education and the skill of analysis, interpretation, reporting and presentation. .

UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National Education policy 2020 on Teacher Education
- Teacher career progression in National professional standards for Teachers(NPST)
 - a)Beginner teacher
 - b)Proficient teacher
 - c)Expert teacher
 - d)Lead teacher
- New norms and standards for Teacher Education Programme – B.Ed, M.Ed, B.Ed.-M.Ed (Integrated) and Integrated Teacher Education Programme(ITEP)

UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

- Institutes and agencies of teacher education: Roles, Functions and Networking; NIEPA, DIET,CTE, IASE, NCERT -RIE, SCERT, UGC ,NCTE and RCI Inter University Centre for Teacher Education (IUCTE), Teacher Education University
- National Mission for Mentoring(NMM)

UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- Competency based and commitment oriented teacher education :For quality school education
- NAAC & its criteria for quality assessment of Higher Education Institutions

UNIT IV: RESEARCH IN TEACHER EDUCATION

- Research in teacher education: Concept, Areas/Scope
- Problems of research in teacher education
- Innovations in teacher education
- Trends of research: Earlier trends, Emerging trend, areas and variable of research in teacher education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- Visiting teacher education institutes like DIET, CTE, IASE etc., and preparing report on it
- Identifying and reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Review the surveys of education at research and prepare trend report
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

Suggested Readings/Learning Reference:

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation
- Bose, K., and Shrivastava, R.C. (1973). *Theory and Practice Teacher Education in India*, Allahabad: Chug publication.
- Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,.
- Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Dunkin, M. J. (Ed.) (1985).*The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
- Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,
- Gupta, A.K.: *Teacher Education (1984)*. Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd.
- Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
- Mangala, S. (2002).*Teacher Education-Trends and Strategies*. New Delhi: Sage Publication
- Miman, J. (Ed.)(1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
- Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.
- Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India (Vol.I& II)*. Delhi: S. Chand and Co.
- NCERT (2005).*National Curriculum Framework*. New Delhi: NCERT.
- NCFTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing professional and Humane Teacher*, National Council of Teacher Education, New Delhi
- NCTE (1998).*Curriculum Framework for Teacher Education*. New Delhi: NCTE, 1998.
- NCTE (1998).*Policy Perspectives in Teacher Education*. New Delhi: NCTE.
- Panigrahi, S.C., and Biswal, A. (2012) *Teacher Education*. New Delhi: APA Publishing Corporation

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- Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
 - Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling,
 - Panda, B. N. and Tiwari, A. D. (1997).Teacher Education. New Delhi: APH Publishing Corporation.
 - Singh,L.C. (1997). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.
 - Singh, L. C.(1990). Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.
 - Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: PrenticeHallInc.
 - <https://egyankosh.ac.in/handle/123456789/8454>
 - https://ebooks.lpude.in/arts/ma_education/year_2/Dedu505_Teacher_Education_English.Pdf
 - https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf
 - <https://www.pdfdrive.com/search?q=teacher+education&pagecount=&pubyear=&searchin=&em=>
 - <https://egyankosh.ac.in/simple-search?query=teacher>

COURSE EDMCGA1: INFORMATION AND COMMUNICATION TECHNOLOGY

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

The M.Ed. III semester students will be able to:

- CO 1- Explain the importance of ICT in education.
 - CO 2- Predict the application of ICT in the field of education.
 - CO 3- Design and use various application software like MSWord, Excel, PowerPoint in the given situation.
 - CO 4- Combine various google tools like google forms, google docs, google sheet, google classroom in the given situation.
 - CO 5- Produce video lectures through video recording software.
 - CO 6- Analyse the utility of e-learning, m-learning, and online social media in the field of education
 - CO 7- Justify the changing scenario of ICT from the traditional teaching-learning model to the blended mode of learning.
-

UNIT I: ICT AND EDUCATION

- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

UNIT II: MS OFFICE

- **MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power Point:** Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT III: INTERNET AND EDUCATION

- Online Conferencing,
- Creation & use of e-mail,
- Use of Search Engines,
- Use of google app and video and Screen recording software.
- ICT tools in Research

UNIT-IV: ICT supported Teaching/ Learning Strategies (Concept, Features and Educational Applications)

- e-Learning
 - Web based learning
 - Blended Learning and Flipped learning
 - Virtual Class room
 - You-tube channel creation and handling
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

-
- Visit any two educational websites/ MOOC's and write a critical assessment report about it in MS Word and prepare a presentation using MS Power Point.
 - Prepare questionnaire using Google form
 - Organize virtual classroom using various apps
 - Prepare 10 minutes video lecture using video recording software
 - Create own You-tube channel and upload video lecture
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MODE OF TRANSACTION: Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience and individual and group presentation.

Suggested Reading/Learning Reference:

- Aggarwal, J. C. (2009). Essentials of Educational Technology- Innovations in Teaching-Learning. VikasPublishing House Pvt. Ltd., Noida-01(UP).
- Arulswamy, S., Sivakumar, P. (2012). *Application of ICT in education*. Hyderabad: Neelkamal Publication.
- Bhatnagar, A. (2007). Teaching of Computer Science, International Publishing House, Merrutt.
- Chandrakar, M. (2011). *ICT in Education* (Based on UNESCO ICT Initiative), Authors Pressa, New Delhi
- Goel, H. (2008). Teaching of Computer Science, R.Lal Book Depot, Merrut.
- Mangal, S.K. & Mangal Uma (2012) Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.
- Manoj, D. (2010). *ICT in teacher development*. Hyderabad: Neelkamal Publications.
- Mishra, R.C. (2005). *Teaching of information technology*. New Delhi: APH Publishing Corporation.
- Rajsekar, S. (2008). Computer Education, Neelkamal Publications, New Delhi.
- Sampath K., Panneerselvam, A., & Santhanam, S. (1998). *Introduction to educational technology* (4th ed.). New Delhi: Sterling Publishers Pvt. Ltd.
- Santoshi, V. (2009). *Information and communication technology for teacher education*. New Delhi: Kanishka Publications.
- Simmons, C., & Hawkins, C. (2009). *Teaching ICT*. Sage Publications India Pvt. Ltd.
- TalesraHemlata, MarashdehWasef & Nagda M L (2003) *Web-based Learning*, Authorspress Global Network Delhi.
- Talsera, H., Marashdeh, W., & Nagda, M. L. (2005). *Web Based Learning*. New Delhi: Authors Press.
- Vanaja M., Rajashekhar S., & Arulswamy, S. (2013). *Information and communication technology (ICT) in education*. Hyderabad: Neelkamal Publications.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMCTP1: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. Third Semester Students will be able to –

- CO 1.** Describe the concept of Educational Technology
- CO 2.** Explain the application of Educational Technology
- CO 3.** Understand the use of Educational Technology in different forms of education
- CO 4.** Differentiate various approaches of educational technology
- CO 5.** Evaluate software and hardware resources appropriate for teaching in range of curriculum areas
- CO 6.** Understand Behavior Modification Techniques
- CO 7.** Understand the stages of teaching technology
- CO 8.** Use and apply virtual platform for learning
- CO 9.** Analyze and evaluate the different approaches to E-learning

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY

- Concept of Educational Technology as a discipline: Information Technology, Communication Technology, Information and Communication Technology and Instructional Technology
- Need and Function of Educational Technology
- Application of Educational Technology in formal, informal, non-formal and inclusive education setting

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY

- Hardware, Software approach, System Approach and cybernetics approach
- Forms of Educational Technology: Teaching Technology, Instructional Technology and Behavioral Technology – concept, characteristics, assumptions, need and its implications
- System: Concept, elements, characteristics, Education as a System-its elements and Principles

UNIT III: BEHAVIOUR TECHNOLOGY AND TEACHING TECHNOLOGY

- Concept: Teaching and teacher behavior
- Modification of teacher behavior :Flanders Interaction Analysis, Coding, Decoding, Feedback System
- Teaching Technology: Stages of Teaching- Pre-active, Interactive and Post- active.

UNIT IV: E- LEARNING Education

- Concept of E-learning
- Approaches to E-learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning
- Virtual learning: Concept, and its pedagogic, research and administrative importance

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Prepare and evaluate lesson plan based on Techniques for modification of teacher behavior
- Use and evaluate the emerging educational technology
- Listing of use of technology in your institution
- Use of social sites and conferencing Apps for educational purposes

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students

Suggested Readings/Learning Reference:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
- Mangal S. K. *Teaching of science*, New Delhi:
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986
- Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation
- Chouhan, S.S. (1973.): *Innovations in Teaching and Learning Practices*, Vikas Publishing House, New Delhi,
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececco, J.P. *Educational Technology*, New York: HRW, 1964.
- Joshi, A., & Passi, B.K.: *Controlled Learning*, National Psychological Corporation, Agra, 1998.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers
- Rao, V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: *Introduction to Educational Technology*, Sterling Publisher, New Delhi, 1981.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMCTP2: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. Third Semester Students will be able to –

- CO 1.** acquire knowledge and understanding of Inclusive education.
 - CO 2.** acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired mentally retarded).
 - CO3.** acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
 - CO4.** acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
 - CO5.** acquaint them with Educational programmes, Equipment's and Aids for education of the disabled.
-

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context

UNIT III: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipment's and other technologies for different disabilities.
- Classroom management and organization.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/ resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
- To develop teaching learning material to teach any one type of differently able child.
- To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

Suggested Readings/Learning Reference:

- Agrawal, J.C. *VisistaBalakhetuShiskhanAdhigamPrakriya*
- Bender, W.N. *Learning Disability*, Allyn& Bacon, Simon and Schuster, 1995, Boston London
- Berdine, W.H &Blackhurst A.E.(eds). *An Introduction to Special Education*, Harpers Collins Publishers, Boston 1980.
- Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : *Vishistha Balak*, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon,
- Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989
- Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975
- Dash, M.: *Education of Exceptional Children*, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
- Dunn., L & Bay, D.M (ed.): *Exceptional Children in the Schools*, New York : Holt, Rinehart, nston.
- Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn& Bacon, 1975
- Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
- Hallahar, D.P & Kauffman, J.M., *Exceptional Children: Introduction to Special Education*, Allyn& Bacon, Massachusetts, 1991
- Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953
- Hewett, Frank M. &Foreness Steven R., *Education of Exceptional Learners*, Allyn& Bacon, Masachusetts, 1984.6. Jorden, Thomes E. *The Exceptional Child*, Ohio: Merrill.
- Kirk, S. &Gallagher*Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kirk, S.A & Gallagher J.J., *Education of Exceptional Children* ; Houghton Mifflin Co., Boston, 1989
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
- Magnifico, L.X: *Education of the Exceptional Child*, New York, Longman.
- Martens, D.M. &Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 5305
- Mishra, R.C. *Guidance &Counselling (2 Vols)* Eastern Book House, Guwahati,
- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi
- Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication,
- Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education*, New Delhi, Sarup Publication, 5305
- Shanker, Udey: *Exceptional Children*, Jullundur: Sterling Publications.

- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment* Spring-Verlag, New York, Inc:1992.
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment*
- Smith, C.R, *Learning Disabilities – the interaction of Learner, Task and Setting*. Allyn and Bacon, Massachusetts, 1991.
- Smith, D. *Working with Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 5305
- Strange, Ruth : *Exceptional Children & Youth* J.J. : Prentice Hall..
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching*, New York, Dodd Mead Publications, 1950
- Torrance, E. P. *Guiding Creative Talent*, New Delhi, Prentice Hall, 1950
- Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted*, Ohio, Merrill Book Company, 1961
- Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981
- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMCTP3: Understanding The Guidance Programme & Counselling

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The M.Ed. Third Semester Students will be able to –

- CO 1. explain the theoretical background of guidance and counseling
 - CO 2. execute the services as an essential dimension of guidance at school stage.
 - CO 3. explain the need of educational guidance at school stage.
 - CO 4. explain the significance the vocational guidance
 - CO 5. practice for skill the guidance and counseling services
-

UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES

- Meaning, nature and principals of guidance and counseling.
- Areas of guidance- Educational, Vocational and Personal.
- Need of guidance and counseling in education.
- Institutes offering guidance/counseling programme: National and State level.

UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE

- Concept of services in guidance
- Individual inventory services- meaning and its need.
- Information services- need, type and maintenance.
- Counseling services- concept and nature of counseling
- Placement services- educational and vocational.
- Follow-up services- concept and need.

UNIT - III: EDUCATIONAL GUIDANCE

- Concept and need of educational guidance.
- Identifying and dealing with disarming students need and problem.
- Organization of guidance services at secondary level.
- Role of teacher and other personal (parents and psychologist) in guidance programme.
- Group guidance- need and process in educational guidance.

UNIT - IV: VOCATIONAL GUIDANCE

- Concept and significance of vocational guidance.
 - Psychology of careers and dynamics of vocational development with reference to – Supper's and Ginzeberg Theory.
 - Process of job analysis, job description and job satisfaction.
-

PRACTICUM

- Organise exhibition on guidance and counselling services
 - Arrange special talks on guidance and counselling
 - Identify the need of guidance & counselling services in a secondary school.
-

Suggested Reading/Learning References:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
- Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
- Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
- Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
- Verma&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
- Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMCTP4: SECONDARY EDUCATION- CONTEMPORARY IDEAS OF EDUCATIONAL EVALUATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To facilitate the M.Ed. third semester students to:

- CO 1. Distinguish associated terminologies related to the concept of educational evaluation
 - CO 2. Compare and explain various purposes for which educational evaluation is required
 - CO 3. Compare various types of evaluation procedures and their characteristics
 - CO 4. Reflect upon contemporary issues and challenges in educational evaluation
 - CO 5. Reflect upon the general process of tool construction and need for item analysis
-

UNIT – I: CONCEPT AND PURPOSE OF EVALUATION

- Measurement, test, and assessment, evaluation and examination: Concept in educational context;
- Purpose for testing and evaluation: Decision making and improvement, Selection, placement, classification; Policy: Evaluating program & curricular outcome; Counselling / guidance; Instructional progress; motivation
- Ethical considerations in evaluation

UNIT – II: VARIOUS TYPES OF EVALUATION

- Norm and Criteria referenced evaluation, standardised evaluation and related issues in the context of school education
- Assessment ‘for’ and ‘of’ learning; Formative & summative evaluation,
- Power & Speed testing; verbal, non-verbal testing; Paper-pencil & performance testing; sample & sign testing

UNIT – III: CONTEMPORARY ISSUES AND CHALLENGES IN EDUCATIONAL EVALUATION

- Shifts from marks to grading to credit systems
- Inclusion efforts in Evaluation: brief idea about Open book, On-demand and Take-home tests; Question banks; Online evaluation;
- Continuous comprehensive evaluation to 360 degree in NPE-2020: Role of PARAKH & NTA,
- Challenges in classroom assessment: Poor test quality, domain dependence, ethical issues, including variety of stakeholders into evaluation process

UNIT – IV: GENERAL CONSTRUCTION PROCESS OF EVALUATION TOOL

- Planning: defining construct; operational definitions, criteria and objectives of testing; table of specifications or blue print for effective content sampling
 - Preparing Test Items, instructions, scoring key;
 - General idea and purpose of try out,
 - Evaluating the quality of test tool; Concept of item analysis and its purpose
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical Study of some of the known standardized tests of various types
- Analysis of a marks list to shift to grading
- Presentation on Evaluation policy as per NEP 2020
- Critical study on a variety of assessment policies across the world
- Critical study and summarizing on research articles on the problems in evaluation practices across India

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Readings:

- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
- Miller, M. D., Gronlund, N., Linn, R. L. (2013). Measurement and Assessment in Teaching. Netherlands: Pearson. ISBN:9780132689663,
- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
- Rogers, Carl (1994) Freedom to Learn Prentice Hall; 3rd Revised edition (21 January 1994) ISBN: 978-0024031211
- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
- Thorndike, R. M., Thorndike-Christ, T. (2013). Measurement and Evaluation in Psychology and Education: Pearson New International Edition. United Kingdom: Pearson Education.
- Urbina, S., Anastasi, A. (2007). Psychological Testing. India: Prentice-Hall of India. ISBN:9788120323650
- शर्मा, शशिप्रभा एवं शर्मा, मधुलिका (Sharma, Shashiprabha & Sharma, Madhulika) (2008) Shiksha Aur Manovigyan Main Mapan Avam Mulyankan. . India: Kanishka Publishers.
- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभ्रा (Mangal, Shubhra) (2020). अधिगमके लिए मूल्यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (शिक्षामें मापन एवं मूल्यांकन) : Re-printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- vkdyujlzkrsriqLrdd{kk 6&8 ads fy,, https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf
- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>

- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>
- Position Paper National Focus Group on Examination Reforms https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf

COURSE EDMCGA1: ACADEMIC WRITING

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 2 Hrs./wk

M.Ed. third semester students/ will be able to-

- CO1. describe the norms of academic writing.
 - CO2. implement the different referencing styles into their writings.
 - CO3. Analyze the different aspects of a good academic piece/work
 - CO4. Create an academic writing piece on their own.
 - CO5. evaluate academic writing critically
-

1. Understanding academic writing through exploration of different sources, viz., journals, books, dissertations, academic magazines, working papers, etc.
 2. Essentials of good academic writing.
 3. Various Styles of writing a research article/ papers, viz., empirical, conceptual and review paper
 4. Types of academic writing: analytical, descriptive, critical and persuasive
 5. Critical Review of research papers & Dissertations
 6. Use of OERs in academic writing
 7. Plagiarism and its types, removing plagiarism from an academic writing piece.
 8. Paraphrasing and acknowledging
 9. Proof reading, editing and formatting academic writing work
 10. Referencing as per APA referencing style guide comparing different referencing styles, viz., MLA, Chicago and Harvard etc (brief)
-

Modes of Transaction:

learning by doing; focus on self-learning, Exposure to academic writing like journals, books, etc. Critical Review and Editing, Presentations, lecture cum discussion, Demonstration, presentation by students, flipped and blended mode learning as & when required.

Mode of Evaluation: Since this is a skill based paper which requires theoretical understanding and hands-on-activity, the weightage in evaluation will be based on performance on hands-on-activity on given scripts, ability to critically appreciate a given document, gradual improvement in academic writing capacity in given assignments/tasks and performance in the internal examination conducted in summative mode.

Suggested Reading/Learning References:

- APA (2012) style Manual USA, American Psychological Association
 - Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
 - Murray, R (2004) Writing for Academic Journals, Maidenhead: Open University Press.
 - Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.
 - <https://nroer.gov.in/home>
 - Swayam Course URL: https://swayam.gov.in/nd2_cec20_ge29/preview
-

COURSE EDMCGA2: RESEARCH RELATED TECHNIQUES

COURSE OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

The M.Ed. Third Semester Students will be able to –

CO 1-Implement the theoretical understanding as well as the research skills through hands on experiences.

CO2.Develop skill of critical reviewing, and/or, skill of presentation and defending research.

CO3.Equip them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators the necessary theoretical understanding along with hands-on-experience to a group of areas among the following as per requirement and students' choice:

-
1. Data handling
 2. Statistical data analysis using MS-EXCEL
 3. Using SPSS for data analysis
 4. Qualitative Research Techniques
 5. Advanced statistics for data analysis
 6. Seminar presentation of research papers
 7. Writing Review of research papers on some given area
 8. Critical Review of Dissertations
 9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill-based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per the predecided rubric.

COURSE EDMCDF1: DISSERTATION (PROPOSAL)

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

COURSE OUTCOMES

The M.Ed. Third Semester Students will be able to –

CO1 Prepare a research proposal

CO2 Develop and design research tools

Under this course, the M.Ed. Third Semester' Students are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester.

The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The M.Ed. Third Semester' Students those who are conducting scientific approach of research expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.

The M.Ed. Third Semester' Students those who are conducting Philosophical or Historical approach of research expected to prepare logical design for philosophical research and internal and external criticism design for historical research.

COURSE EDMDTT1: HISTORY & POLITICAL ECONOMY IN EDUCATION**COURSE OUTCOMES****MARKS: 100 | CREDITS: 4 | 6Hrs./wk****The M.Ed. Fourth Semester Students will be able to**

- CO 1-** Implement the educational schemes of post-independent India
- CO 2-** Analyze the political and economic ideologies
- CO 3-** Execute the concepts of economic in education
- CO 4-** Differentiate the financing of education in India
- CO5-** Analyze the educational policies of India with reference to educational planning and development

UNIT I: EDUCATIONAL SCHEMES OF POST-INDEPENDENT INDIA

Goals, Objectives, Provisions of

- Primary Education –SarvaShikshaAbhiyan (SSA), Right to Education (RTE)
- Secondary Education –RashtriyaMadhyamikShikshaAbhiyan (RMSA)
- Higher Education-RashtriyaUchhatarShikshaAbhiyan (RUSA)

UNIT II: POLITICAL AND ECONOMIC IDEOLOGIES AND EDUCATION

- State control over education
- Democracy and Education; Meaning and relation
- Totalitarian and Education; Meaning and relation
- Socialism and Education; Meaning and relation

UNIT III: ECONOMICS AND EDUCATION

- Economics of Education: Concept, Need, and Scope
- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Education as an Economic Good, Consumption and Investment
- Education as Industry: A critical analysis
- Concept and Importance of Human Capital, Education and Human Capital Formation

UNIT IV: FINANCING OF EDUCATION IN INDIA

- Financing of Education: Meaning and Importance
- Sources of Finance (Grant-in-Aid Policies: central, state and local government)
- Principles of Financing Education
- Impact of Financing of Education on development of education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop an educational plan of a remote village for bringing them into mainstream
- Conduct a survey of village reflecting an educational status
- Prepare a write-up depicting growth & development of an educational institute

MODE OF TRANSACTION: Lecture cum demonstration**Suggested Readings/Learning references:**

- Aggarwal, J.C. Educational Planning, Budgeting & Financing in India. Arya Book Depot: New Delhi
- Ansari, M.M. Education and Economic Development, New Delhi, AIU Publication, 1987.
- Atlekar, A.S. Education in Ancient India.
- Banerjee, J. P. Education in India-past, Present and future.
- Basu, A.N. Education in modern India.
- Basu, A.N. Adam's Report.
- Bell & Bell Education Policy & Social Class. Routledge: New Delhi
- Bhargava, M. et al Perspectives of education. H.P. Bhargava Book House: Agre

- Blaug Mark Economics of Education & the Education of an Economist. University Press: New York
- Blaug, M. An Introduction to Economics of Education. Penguin Books Ltd.: England
- Blaug, M. An Introduction to Economics of Education. The Penguin: London
- Garg, V.P. The Cost Analysis in Higher Education. Metropolitan Book Co. New Delhi
- Govt. of India Education of Women key to progress, Ministry of education, New Delhi.
- Govt. of India National Policy on Education. MHRD: New Delhi.
- Govt. of India Policy of Action. MHRD: New Delhi.
- Govt. of India Report of Kothari Commission. MHRD: New Delhi.
- Govt. of India Report of Secondary Education Commission, New Delhi.
- Govt. of India Report of University Education Commission, New Delhi.
- Harbison& Myers. Education, Manpower and Economics growth. Oxford: New Delhi.
- Keay, E.E. India Education in Ancient times.
- Kneller, G. F. Education & Economic Growth. John Wiley: New York.
- Mathur, S.P. Financial Administration & management – The Indian Publications: India
- Mukherjee, S.N. Education in India, Today & Tomorrow.
- Mukherjee, S.N. History of Education (Modern Period).
- N.C.E.R.T. The First Year Book of Education. NCERT: New Delhi.
- Nagpal C.S. & Mittal A.C. (eds). Economics of Education. Anmol Publications: New Delhi.
- Naik J.P. Educational Planning in India. Allied: New Delhi
- Pandit, H. N. Measurement of cost Productivity & Efficiency of Education. NCERT: New Delhi.
- Prakash Sri.&Choudhury, S.Expenditure on Education: Theory, Models &Growth. NIEPA: New Delhi.
- Schultz, T. W. The Economic Value of Education. Columbia University Press: Columbia.
- Sekaran, P.C. Educational Planning & Management –Sterling Publication Pvt. Ltd.: New Delhi
- Sethi, V. Educational Development and Resource Mobilization.Kanishka Publication: New Delhi.
- Sharma, Y. K. History & Problems of Education – Volume I & Volume II
- Sodhi, T. S. Education and Economics Development.Mukand Publications: Ludhiana.
- Tilak, J.B.G. Cost of Education in India: International Journal of Educational Development
- Tilak, J.B.G. Economics of Inequality in Education. Sage Publications: New Delhi.
- UNESCO Economic & Social aspects of Educational Planning
- Vaizey, J. Economics of Education. Faber & Faber: London.
- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMTP1: SECONDARY EDUCATION: EDUCATIONAL TECHNOLOGY AND TEACHING LEARNING PROCESS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./w

The M.Ed. Fourth Semester Students will be able to –

- CO 1**-Understand and analyze the process of communication
 - CO 2**-Understand the concept of Instructional design.
 - CO 3**-Use various models for designing instruction
 - CO 4**-Understand the importance of individual instruction in classrooms.
 - CO 5**-Prepare Programmed learning material
 - CO 6**-Understand and use models of teaching
-

UNIT I: COMMUNICATION IN TEACHING LEARNING PROCESS

- Meaning, concept, types of communication, Components and process of communication
- Modes and means of classroom communication and barriers of communication
- Listening skill for effective communication: Concept and types of listening (Comprehensive, Critical/Evaluative, Appreciative and Therapeutic/Empathetic), and phases of listening
- Strategies and tactics to develop effective classroom communication

UNIT II: MODELS OF INSTRUCTIONAL DESIGN

- Concept of Instructional Design
- Overviews of Behaviorist, Cognitivist and Constructivist theories and their implications to instructional design
- Models of development of Instructional Design: ADDIE, ASSURE, DICK, Keller's, and Carey model
- Gagne's Nine events of instructional design
- Five E's of Constructivism and Nine elements of Constructivist Instructional design

UNIT III: DEVELOPMENT OF PROGRAMMED LEARNING MATERIAL

- Concept of personalized system of instruction
- Individualized instruction: concept, Need and importance
- Programmed learning material: Concept, Principles of construction and its types
- Linear Programmed learning material: Concept, Principles of construction, frames and structure
- Branch Programmed learning material: Concept, Principles of construction, pages and structure

UNIT IV: MODELS OF TEACHING

- Models of Teaching:
 - Concept and Definition
 - classification/ Family
 - Elements of models of teaching
 - Concept Attainment Model and its type
 - Inquiry Training Model: Concept
 - Mastery Learning: concept
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Practice on Verbal and Non-verbal communication, and listening skill
 - Prepare an Instruction based on models of instructional design
 - Develop a linear or branched PLM
-

- Analysis of structure of any one model of teaching

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students

Suggested Readings/Learning Reference-:

Department of Education /Guru Ghasidas Vishwavidyalaya

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, VinodPustakMandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction*. London: Holt, Renhart & Winston
- Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods*. New York: Mcraw Hill Book Company.
- Demareo, T. (1978). *Structured Analysis and System Design*. New York: Yurdon Press.
- Hawryszkiewycz, I. (1998). *Introduction to systems Analysis and Design (4th Ed.)*. New Delhi: Prentice hall of India (Pvt.) Ltd.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSE EDMDTP2: SECONDARY EDUCATION: UNDERSTANDING DISABILITIES

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. Fourth Semester Students will be able to –

- CO 1.** acquire knowledge and understanding of Special education.
 - CO 2.** enable them to acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
 - CO 3.** acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
 - CO 4.** acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
 - CO 5.** acquaint them with the role of parents, peers and society in Rehabilitation of the disabled.
-

UNIT I. CHILDREN WITH ORTHOPAEDIC AND VISUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT II. CHILDREN WITH INTELLECTUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT III. CHILDREN WITH HEARING IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT IV. LEARNING DISABLED CHILDREN

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits.

PRACTICUM

- Using the audiograms of children (three), identify the audiological needs of each

- Visit to the institute meant for intellectually impaired and submit a report on the educational interventions being followed in that institute.
- Prepare a draft in Braille on any topic.
- Deliver a small content in sign language
- construct a tool to identify learning disability (any one type)

Suggested Readings/Learning Reference-:

- Agrawal, J.C. *VisistaBalakhetuShiskhanAdhigamPrakriya*
- Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : *Vishistha Balak*, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon, 1989
- Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989
- Dash, M.: *Education of Exceptional Children*, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
- Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975
- Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn& Bacon, 1975
- Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
- Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953
- Kirk, S. &Gallagher*Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
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- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
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- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education*, New Delhi, Sarup Publication, 5305
- Sharma, R.A. *VisistaBalak*, R.Lall, Meerut
- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Smith, D. *Working with Gifted and Talented Pupils in the SecondarySchools*, Paul Chapman Publishing, Sage publication, 5305
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching*, New York, Dodd Mead Publications, 1950
- Torrance,E. P. *Guiding Creative Talent*, New Delhi, Prentice Hall, 1950
- Venkataiah*Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted*, Ohio, Merrill Book Company, 1961
- Wehman, P. &Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981

- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors
- You -Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

COURSES EDMDTP3: SECONDARY EDUCATION: GUIDANCE IN EDUCATIONAL INSTITUTES

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. fourth Semester Students will be able to –

- CO 1. Explain the Basic principles and procedures of Guidance Program.
- CO 2. Explain the Guidance in Educational Institutes.
- CO 3. Execute and Check the Guidance Activities- Possibilities and Problems.
- CO 4. Explain the Guidance for Special Learner
- CO 5. Practice to organize Guidance & career program

UNIT - I: BASIC PRINCIPLES AND PROCEDURES OF GUIDANCE PROGRAMME:

- Principles of organization and Administration of Guidance Programme
- Basic organizational pattern of Guidance.
- Administration of Guidance Programme.

UNIT - II: GUIDANCE IN EDUCATIONAL INSTITUTES

- Beginning of Guidance in Indian Educational Institutions.
- Guidance in secondary schools- Characteristics of students in secondary level.
- Needs of guidance among students.
- Purposes of Guidance at secondary Level.

UNIT - III: GUIDANCE ACTIVITIES- POSSIBILITIES AND PROBLEMS:

- Guidance activities as career days, career conference, field trip and group discussion
- Evaluation and research in Guidance.
- Barriers of Guidance in India

UNIT - IV: GUIDANCE FOR SPECIAL LEARNER:

- Guiding Physically Challenged Students.
- Guiding Mentally Retarded and Slow Learner.
- Guiding Gifted students.
- Guiding Creative Students.

PRACTICUM

- Organize a career conference for secondary school students
- Describe a Guidance programme for any one special learner

Suggested reading/Learning References:

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
 - Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
 - Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
 - Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
 - Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
 - Verma&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
 - Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
 - Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
 - Johnson, F. Walter, 1963, Testing in Guidace and Counselling, Mc.Graw Hill Book Co.Inc. New York.
 - OhlSen, Merle M, 1970 , Group counselling : Holt, Renehart Winston, New York.
 - Johnson F.Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York
- You-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMDTP7: SECONDARY EDUCATION- TOOLS FOR EDUCATIONAL ASSESSMENT

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To facilitate the M.Ed. Fourth semester students to:

- CO 1.** Explain the nature of achievement testing, its dimensions and establish relationship among the intended outcomes and evaluation
 - CO 2.** Follow the steps for achievement testing and prepare appropriate blue prints for given objectives
 - CO 3.** Develop various types of test items for various levels of achievement testing
 - CO 4.** Evaluate the quality of the test items through calculating various indices
 - CO 5.** Frame appropriate items for attitude, interest and aptitude
 - CO 6.** Frame items for scales
 - CO 7.** Use statistical software for data organisation of test or scale scores for analysis
-

UNIT – I: ACHIEVEMENT TESTING

- Concept of achievement testing; related constructs; dimensions and levels of achievement testing
- Relating instructional objectives, learning outcomes, and assessment and content sampling and specification through a blue print
- Purpose and basic understanding of objective and subjective evaluation

UNIT – II: ITEMS FOR ACHIEVEMENT TESTING

- Various test items suitable for objective achievement testing; Open and closed form questions for a test based on a Test Blue Print and student learning objectives: (Brief idea of supply and selection type items and major focus on MCQ)
- Indicators of quality of a test item for a purpose: Structure, difficulty, discrimination ability
- Using indices like Discrimination Index, Difficulty value for determining quality of MCQ items

UNIT – III: ITEMS FOR OTHER DIMENSIONS

- Difference in Attitude, Aptitude, Interests and other related dimensions;
- Construct and characteristics of Items for attitude testing
- Construct and characteristics of Items for Interest testing
- Construct and characteristics of Intelligence testing, Various uses including disability screening

UNIT – IV: SCALE CONSTRUCTION

- Concept of scale; Nature of variables to be measured by a scale; Difference among scale, test, questionnaire, inventory; Basic types of scale
 - Structure of a Likert scale and items; qualities of good scale items;
 - Scoring and interpretation
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Preparation of appropriate blue prints for given objectives
 - Developing various types of test items for various levels and types of achievement testing
 - Evaluating the quality of the test items through calculating various indices
 - Framing appropriate items for attitude, interest and aptitude
 - Framing items for Likert scale on any chosen variable
 - Data feeding for a given set of test or scale scores using statistical software
 - Analysis of a given set of test or scale scores using statistical software
-

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Readings:

- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
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- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
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- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
- Thorndike, R. M., Thorndike-Christ, T. (2013). Measurement and Evaluation in Psychology and Education: Pearson New International Edition. United Kingdom: Pearson Education.
- Urbina, S., Anastasi, A. (2007). Psychological Testing. India: Prentice-Hall of India. ISBN:9788120323650
- शर्मा, शशिप्रभा एवं शर्मा, मधुलिका (Sharma, Shashiprabha & Sharma, Madhulika) (2008) Shiksha Aur Manovigyan Main Mapan Avam Mulyankan. . India: Kanishka Publishers.
- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभ्रा (Mangal, Shubhra) (2020). अधिगमके लिए मूल्यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (शिक्षा में मापन एवं मूल्यांकन) : Re-printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- vkdyuijlzksrqiLrdd{kk 6&8 ads fy, https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf
- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>

- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>

Position Paper National Focus Group on Examination Reforms https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf

COURSE EDMDTP4: SECONDARY EDUCATION: OPEN & TECHNOLOGY SUPPORTED EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. fourth Semester students will be able to:

- CO 1.** discuss the concept of open learning system in the context of changing course over time
 - CO 2.** identify various challenges of educational technology in classroom and find suitable solutions
 - CO 3.** explain and evaluate the changing role of teachers as well as learners in the context of open educational system as well as in the technology supported learning environments
 - CO 4.** identify ways to prepare guidelines on how to work safely in online learning environment and to develop learner accountability
 - CO 5.** enumerate recent developments in India for integrating ICT in school Education
 - CO 6.** discuss the importance of working with technology enhanced learning platforms and demonstrate ability to adopt to such platforms for teaching, support and evaluation
 - CO 7.** Evaluate the role and application of ICT in evaluate, administration and research
-

UNIT I: OPEN EDUCATION

- Open education: concept of openness & various forms,
- Concepts of correspondence education and distance education
- Role of Open learning in India with special reference to schools
- Role of mass media in Open learning
- Problems and issues in Open Learning System in India

UNIT II: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS

- Learners' role redefined; issues of security and privacy; accountability issues: Plagiarism and its reasons, educational implications
- Open educational resources
- Online educational platforms: MOOCs—concept, requirement, basic understanding of the working process

UNIT III : RECENT DEVELOPMENTS & CHALLENGES OF TECHNOLOGY IN EDUCATION

- Multimedia Packages, E-PATHSHALA, DIKSHA, NISHTHA National Knowledge Network (brief)
- ICT@Schools: concept, Dimensions, outline of students curriculum for ICT, financing and implementation issues
- National Mission on Education through ICT (NMEICT)
- Educational Web tools for the support of a Web-based learning environment;
- Challenges of technology; Access and availability
- Failure to use Technology in Education; Anti-technology Sentiments

UNIT IV: ICT in Evaluation, Administration and Research

- Professional development of teachers in ICT: need and areas of competency as per national policy, NPST
 - Use of ICT in Evaluation and Research: E portfolios, Online assessment tools (Online survey tools or test generators) – Concept and Development.
 - ICT for Research - Online Repositories and Online Libraries; Concept & use
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Power-point presentation on access, availability and policy issues on
 - Preparing e-content on any web based learning platform/tools
-

- Creating learning environments with virtual platforms
- Project/presentation on Open educational resources of India and the World
- Analysis of the different application software packages referring to their use in education
- Preparation of a project report by using various application software packages and its critical appraisal

MODE OF TRANSACTION: lecture cum discussion, Demonstration, group activity/projects, presentation by students, flipped and blended mode learning & when required.

Suggested Readings:/Learning references

- Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.
 - Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.
 - Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.
 - Flynn, Meredith and Rutkosky, Nita: *Advanced Microsoft Office 2000*. New Delhi: Publications, 2000.
 - Harvest, Douglas: *Excel 4 for Windows: Instant Reference*. Singapore; Tech Publications PTE Ltd.1992.
 - Hillman, David: *Multimedia Technology and Applications*. New York: Delmar Publishers, 1998.
 - Horton, W. *Designing web-based Training*, John Wiley & Sons, 2001.
 - Matthews, Martin: *Windows 95 Power Tools*: New York: Random House Electronic Publishing, 1995.
 - Minasi, Mark; Christiansen, Eric & Shapar, Kristina: *Expert Guide to Windows 98*. San Francisco: Sybex, 1998.
 - Nagpal, D.P.: *Computer Course*. New Delhi: Wheeler Publishing, 2001.
 - Oberlin, S.K.; Kervran, P. & Cox, J.: *A Quick Course in Windows 3.1*. Delhi: Jaico Publishing House, 1993.
 - Rajaraman, V.: *Fundamentals of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
 - Rathbone, Andy; *Windows for Dummies*. Delhi: PustakMahal, 1993.
 - Ray, John: *Special Edition Using Microsoft TCP/IP* New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
 - Rosenberg, M.J. *e-learning* New York: McGraw Hill. 2001.
 - Sanders, Donald H.: *Computers Today*. New York: McGraw hill Book Co., 1988.
 - Sansanwal, D.N.: *Information Technology in Higher Education*. University News, Vol. 38, No.46, 2000, pp 1-6.
 - Sansanwal D.N. & Suri, S.: *Computers in Psychological Testing*. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3, 1996.
 - British Library and the Joint Information Systems Committee (2008). *Information Behaviour of the Researcher of the Future*. At http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote11012008.pdf
 - Horrigan, J. B. (2006). *Home Broadband Adoption 2006*. Pew Internet and American Life Project: http://www.pewinternet.org/PPF/r/184/report_display.asp
 - Kleiner, A. & Lewis, L. (2003). "Internet Access in U.S. Public Schools and Classrooms: 1994–2002." National Center for Education Statistics. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004011>
 - Toolkit for bridging the digital divide in your community. U.S. Department of Education, Office of Educational Technology. http://www.ed.gov/Technology/tool_kit.html
 - U.S. Copyright Office. [http://www.copyright.gov/\(particularly circular 21, "Reproductions of Copyrighted Works by Educators and Librarians."](http://www.copyright.gov/(particularly_circular_21,_Reproductions_of_Copyrighted_Works_by_Educators_and_Librarians.)) <http://www.copyright.gov/circs/circ21.pdf>
- RELATED WEBSITES
 - Copyright
 - Teaching Copyright to Students <http://www.teachingcopyright.org/>
 - The United States Copyright Office <http://www.copyright.gov/>

- The Copyright Clearance Center. This is where you can go to get permission to reproduce copyrighted works. <http://www.copyright.com/>
- Privacy
- The Children’s Online Privacy Protection Act <http://www.ftc.gov/ogc/coppa1.htm>
- Teacher’s resource for privacy issues <http://www.ftc.gov/kidsprivacy/teachers.htm>
- Plagiarism
- Plagiarism resource <http://www.georgetown.edu/honor/plagiarism.html>
- Digital Divide
- The National Center for Education Statistics. You can search for the current data about technology in schools and related demographics. <http://www.nces.ed.gov/>
- Computers for Learning government website <http://www.computers.fed.gov/Public/home.asp>
- PBS series on the digital divide with teacher brochures and resources <http://www.pbs.org/digitaldivide/learning.html>
- Acceptable Use Policies
- Acceptable Use Policies http://www-ed.fnal.gov/lincon/issue_aup.shtml
- <http://ictschoools.gov.in/>
- <http://nroer.gov.in/home/>

COURSE EDMDTP8: QUALITY & STANDARDISATION OF EVALUATION TOOLS

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To facilitate the M.Ed. fourth semester students to:

- CO 1. Explain the concept, types and estimation process of reliability and validity of scores measured through a tool
 - CO 2. Relate reliability and validity and identify factors influencing the reliability and validity of the scores measured through a tool
 - CO 3. Evaluate the sources of threats to tool validity
 - CO 4. Follow standardization procedure for a tool and develop norms
 - CO 5. Statistically calculate the reliability and validity and related terms
-

UNIT – I: RELIABILITY OF SCORES

- Meaning of reliability of scores, statistical concept of reliability,
- Estimating reliability of scores through
- Stability
- Equivalence
- Stability & equivalence
- Internal consistency
- Types and sources of errors
- Factors influencing the reliability of scores and how to deal with them

UNIT – II: VALIDITY OF TEST RESULTS

- Meaning and statistical concept of validity; relationship of reliability and validity
- Face validity
- Content validity: Meaning and role of Content domain sampling Test/Item to curriculum alignment and Table of specification (blue print)
- Criterion related validity: Meaning; Concurrent & Predictive validity; Effects of Attenuation
- Construct validity Meaning; Developmental – longitudinal, Contrasted groups – experimental, Internal structure, Convergent, Discriminant
- Threats to validity and how to eliminate them

UNIT – III: QUANTITATIVE EXPRESSIONS OF RELIABILITY & VALIDITY

- Reliability in quantitative terms, expression,
- Validity in quantitative terms
- Estimating reliability for a sample size, no. of items and
- Estimating various reliability coefficients

UNIT – IV: INTERPRETATION & STANDARDISATION

- Development and Use of Rubrics for scoring or grading, self-evaluation, or Peer-Parent feedback (including practical and co-scholastic aspects)
 - Interpretation of results
 - Standardisation: Meaning and process
 - Norms: Meaning, development
-

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Presentation on identification of factors influencing the reliability and validity of the test scores in a given situation
 - Estimate reliability of a set of test scores using statistical software
-

- Interpret the given findings of reliability and validity
- Statistically calculate the reliability and validity and related terms
- Develop norms for a given set of test results

MODE OF TRANSACTION: Lectures, Video clips, Discussion, Small group activity/ projects, Demonstration, Workshop, Interaction with resource persons in the field, Assignment, Collaborative readings on identified topics, through online learning management systems (blended mode) if required

Suggested Readings:

- Assessment, Testing, and Measurement Strategies in Global Higher Education. (2020). United States: IGI Global. ISBN:9781799823148
- Bamberger, M., Vaessen, J., & Raimondo, E. (Eds.). (2016). Dealing with complexity in development evaluation. Thousand Oaks, CA: SAGE Publications, Inc. <https://www.doi.org/10.4135/9781483399935>
- Brown, P. C., Roediger III, H.L., McDaniel, M.A. (2015). Make It Stick: The Science of Successful Learning, Belknap Press, Cambridge, MA.
- Classroom Assessment and Educational Measurement. (2019). United States: Taylor & Francis.
- Cohen, R. J., Tobin, R. M., Schneider, W. J. (2021). Psychological Testing and Assessment: An Introduction to Tests and Measurement. United Kingdom: McGraw-Hill Education.
- Handbook of Psychological Assessment. (2000). Netherlands: Elsevier Science.
- Linn, R. L. (2008). Measurement and Assessment in Teaching. India: Pearson Education
- Miller, M. D., Gronlund, N., Linn, R. L. (2013). Measurement and Assessment in Teaching. Netherlands: Pearson. ISBN:9780132689663,
- National Research Council, (2001) Knowing What Students Know: The Science and Design of Educational Assessment, National Academies Press (27 October 2001)
- Rogers, Carl (1994) Freedom to Learn Prentice Hall; 3rd Revised edition (21 January 1994) ISBN: 978-0024031211
- Saccuzzo, D. P., Kaplan, R. M. (2017). Psychological Testing: Principles, Applications, and Issues. United States: Cengage Learning.
- Sax, Gilbert. (1989). Principles of educational and psychological measurement and evaluation (3rd ed.). Belmont, CA: Wadsworth, 678 pp.
- The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. (2018). United States: SAGE Publications.
- Thorndike, R. M. (2005). Measurement and Evaluation in Psychology and Education. United States: Pearson Merrill Prentice Hall.
- Thorndike, R. M., Thorndike-Christ, T. (2013). Measurement and Evaluation in Psychology and Education: Pearson New International Edition. United Kingdom: Pearson Education.
- Urbina, S., Anastasi, A. (2007). Psychological Testing. India: Prentice-Hall of India. ISBN:9788120323650
- शर्मा, शशिप्रभा एवं शर्मा, मधुलिका (Sharma, Shashiprabha & Sharma, Madhulika) (2008) Shiksha Aur Manovigyan Main Mapan Avam Mulyankan. . India: Kanishka Publishers.
- मंगल, एस. के. (Mangal, S. K.), मंगल, शुभ्रा (Mangal, Shubhra) (2020). अधिगमके लिए मूल्यांकन (ADHIGAM KE LIYE MULYANKAN). (n.p.): PHI Learning Pvt. Ltd..
- अग्रवाल, सौरभ (Agarwal, Saurabh) (2020) Measurement and Evaluation in Education (शिक्षा में मापन एवं मूल्यांकन) : Re-printed (In 2020): SBPD Publishing House (Sanjay Sahitya Bhawan). (2020). (n.p.): SBPD Publishing House.
- Source Book on Assessment Class VI to VIII, Science, https://ncert.nic.in/desm/pdf/SB_ScienceVI-VIII.pdf
- Teachers' Handbook <https://ncert.nic.in/desm/pdf/teacher'shandbook.pdf>
- **वैद्युत्तिका शिक्षा के लिए मूल्यांकन** https://ncert.nic.in/desm/pdf/SB_VigyanVI-VIII.pdf

- Source Book on Assessment Class VI to VIII, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVIIMathematics.pdf>
- Source Book on Assessment for Classes I-IV, Mathematics <https://ncert.nic.in/desm/pdf/ChapterVMathematics.pdf>
- OECD (2022), Mathematics performance (PISA) (indicator). doi: 10.1787/04711c74-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/mathematics-performance-pisa.htm>
- OECD (2022), Reading performance (PISA) (indicator). doi: 10.1787/79913c69-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/reading-performance-pisa.htm>
- OECD (2022), Science performance (PISA) (indicator). doi: 10.1787/91952204-en (Accessed on 12 October 2022) <https://data.oecd.org/pisa/science-performance-pisa.htm>
- Position Paper National Focus Group on Examination Reforms https://ncert.nic.in/pdf/focus-group/examination_reforms.pdf

COURSE EDMDTP5: SECONDARY EDUCATION: DEVELOPING INCLUSIVE LEARNING ENVIRONMENT

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs/wk

The M.Ed. fourth Semester students will be able to:

CO 1. Create the principles, approaches & best practices associated with inclusive education

CO 2. Develop the ability to identify barriers of inclusion ensuring physical, academic and social access with the help of teachers & technology

CO 3. Evaluate the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings and working in teams to promote inclusion.

CO 4. Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.

CO 5. Develop the ability of collaboration, managing conflict, mentoring and coaching

UNIT I: PERSPECTIVES IN INCLUSIVE EDUCATION

- principles of inclusive education
- approaches to disability and delivery models
- key debates in special and inclusive education
- research evidence on efficacy and best practices associated with inclusive education

UNIT II: BUILDING INCLUSIVE SCHOOLS

- identifying barriers to inclusion- attitudinal, systemic and structural
- ensuring physical, academic and social access
- leadership and teachers as change agents
- assistive technology

UNIT III: COLLABORATIONS

- models of collaboration
- working with parents
- managing conflict
- co-teaching
- mentoring and coaching

UNIT IV: HUMANRIGHT-BASED APPROACH AND DISABILITY

- Human Rights-Based Approach: Concept
- Principles of Human Rights-Based Approach
- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law
- Elements of Human Rights System
- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society
- Implications for Disability
- Empowerment

- Enforceability
- Indivisibility
- Participation

MODE OF TRANSACTION:

Lecture, Discussion, power point presentations, field visits

PRACTICUM

- conduct a gender analysis of a selected disability act/policy
- design a poster on inclusive education
- visit special schools of any two disabilities & an inclusive school and write observation report highlighting pedagogy / environment of the school .
- identify barriers in learning in an inclusive school of your city.

Suggested Readings/ Learning references:

- Agrawal, J.C. VisistaBalakhetuShiskhanAdhigamPrakriya
- Bhargava, M. Introduction to Exceptional Children, Their Nature and Educational Provisions, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : Vishistha Balak, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M Teaching Exceptional Students in your Classroom, London, Allyn and Bacon, 1989
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- You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/poi

COURSE EDMDTP6: SECONDARY EDUCATION: UNDERSTANDING THE COUNSELLING SERVICE

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. fourth Semester' Students will be able to

- CO 1.** explain the Appraisal in Guidance and Counseling.
 - CO 2.** different the Approaches and Models of Counseling
 - CO 3.** execute the individual counseling amongst school students
 - CO 4.** execute the Group counseling amongst school students
-

UNIT - I: APPRAISAL IN GUIDANCE AND COUNSELLING.

- Meaning and nature of appraisal.
- Need for appraisal in guidance and counseling.
- Place of appraisal in guidance and counseling.
- Techniques of diagnosis: (standardized and non-standardized)
- Set-ups for counseling

UNIT - II: APPROACHES AND MODELS OF COUNSELLING:

- Approaches - Development, Psychoanalytic, Disease and Counselor control.
- Models - Directive, Non-directive, Case study.

UNIT - III: INDIVIDUAL COUNSELLING:

- Concept of individual counseling.
- Counseling Interview- interview procedure.
- Counseling-process, condition for counseling relationship, dimensions of counseling process (internal & external, feeling vs. the content, the self and the self-disclosure).

UNIT - IV: GROUP COUNSELING

- Concept of Group counseling
 - Need for Group Counseling
 - Dynamics of Group Counseling
 - Structure
 - Communication
 - Preparation
 - Process of Group Counseling
 - Limitation of Group Counseling
-

PRACTICUM

Undertaking a counseling of an individual case and reporting

Identifying the counselors for individual case

Suggested reading/Learning References:

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- -U-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points

COURSE EDMDDF1: DISSERTATION: DATA COLLECTION, ANALYSIS & REPORT WRITING

COURS OUTCOMES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

The M.Ed. fourth Semester' Students will be able to

- CO 1.** execute the data collection from real sample situation
 - CO 2.** check and implement the suitable process of data analysis and conduct them
 - CO 3.** produce the report the study in formal and academically acceptable format.
 - CO 4.** critique and attribute the research in appropriate forum
-

On the basis of the rationale developed and scheme of study designed in the previous semesters, the prospective teachers are expected to go for the data collection from the selected sample. They have to produce records of their presence in the institutions visited for the process. The data collected may be analyzed and concluded appropriately. The final dissertation is expected to be reported in appropriate format as delineated by the department.

The evaluation will be based on the performance of the student in the open seminar presentation for research defense and/or viva voce examination conducted/done through a three members committee (External Examiner/ referee, Head of the Department and concerned supervisor)/or as decided by the department. Each dissertation shall be examined by an external /examiner/referee/expert appointed by the Hon'ble Vice Chancellor. Internal evaluation of the students' performance in ensuring original efforts in data collection, in suitable analysis and most importantly in reporting the study will also be given due weight.
