

# **Ordinance and Regulations for Masters in Education (M.Ed.) Program**

The provision of this ordinance shall be applicable to M.Ed. program to be run in Faculty of Education, Kumaun University, Nainital and colleges affiliated to and recognized by the University for this purpose. These shall be applicable for regulation of M.Ed. Program from session 2020-2021 onwards.

Notwithstanding anything in the Regulations, the University shall have right to modify any of the Regulations from time to time.

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## 1. Vision and Mission of Department of Education:

**1.1.Vision:** Facilitation of holistic development among prospective teachers, teacher-educators and scholars in the field of education.

### 1.2.Mission:

- 1.2.1. To inspire and guide students to join teaching profession at different levels in the country and abroad.
- 1.2.2. To motivate students to contribute towards development of teaching profession and educational system in India.
- 1.2.3. To inculcate values based on Constitutional ideals.
- 1.2.4. To organize workshop, seminars and conferences for integrated development of teachers, teacher educators and educational research scholars.
- 1.2.5. To promote research and development activities in education and allied fields.
- 1.2.6. To network with different agencies and institutions working in the area of teacher education in particular and education in general.

2. **The Program:** The Masters in Education (M.Ed.) program is a two year (four semesters) professional program in the field of Teacher Education, which aims at preparing teacher-educators and other educational professionals, including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. Completion of the program shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes IX-XII).

### 2.1.Program Framework:

The overall framework of M.Ed. program is presented in **Table 2 (a to d)**.

**Table 2 (a to d): Framework of M.Ed. Program**

### Semester-I

Course Code	Type	Name of the course	Marks External	Marks Internal	Total	Credits	Exam. hours
M-101	Core	Research Dissertation	--	50	50	2	---
M-102	Core	Philosophical & Sociological Perspectives of Education	70	30	100	4	3
M-103	Core	Basics of Educational Research	70	30	100	4	3
M-104	Core	Process of Research in Education	70	30	100	4	3
M-105	Core	Psychological perspectives in Education	70	30	100	4	3
M-106	Core	Self-Development Course	---	50	50	2	---
		<b>TOTAL</b>	<b>280</b>	<b>220</b>	<b>500</b>	<b>20</b>	

**(b) Semester-II**

<b>Course Code</b>	<b>Type</b>	<b>Name of the course</b>	<b>Marks External</b>	<b>Marks Internal</b>	<b>Total</b>	<b>Credits</b>	<b>Exam. hours</b>
<b>M-201</b>	Core	Research Dissertation	---	50	50	2	---
<b>M-202</b>	Core	Distance Education	70	30	100	4	3
<b>M-203</b>	Core	Advanced Statistical Methods in Educational Research	70	30	100	4	3
<b>M-204</b>	Core	Field Attachment – I	--	75	75	3	---
<b>M-205-A Or M-205-B</b>	Elective	Perspectives in Higher Education Human Rights and Education	70	30	100	4	3
<b>M-206</b>	Open Elective	Psychological Tests	---	75	75	3	---
		<b>TOTAL</b>	<b>210</b>	<b>290</b>	<b>500</b>	<b>20</b>	

**(c) Semester-III**

<b>Course Code</b>	<b>Type</b>	<b>Name of the course</b>	<b>Marks External</b>	<b>Marks Internal</b>	<b>Total</b>	<b>Credits</b>	<b>Exam. hours</b>
<b>M-301</b>	Core	Research Dissertation	-	50	50	2	---
<b>M-302</b>	Core	Teacher Education: Policy and Practices	70	30	100	4	3
<b>M-303</b>	Core	Curriculum Studies	70	30	100	4	3
<b>M-304</b>	Core	Field Attachment – II	--	75	75	3	---
<b>M-305-A Or M-305-B Or M-305-C Or M-305-D</b>	Elective	Management, Planning & Financing of Education Educational Technology  Women Studies  Lifelong Learning	70	30	100	4	---
<b>M-306</b>	Core	Community Service	---	75	75	3	---
		<b>TOTAL</b>	<b>210</b>	<b>290</b>	<b>500</b>	<b>20</b>	

**(d) Semester-IV**

<b>Course Code</b>	<b>Type</b>	<b>Name of the course</b>	<b>Marks External</b>	<b>Marks Internal</b>	<b>Total</b>	<b>Credits</b>	<b>Exam. hours</b>
<b>M-401</b>	Core	Research Dissertation	100 <sup>1</sup>	50	50	6	---
<b>M-402-A Or M-402-B.</b>	Elective-Specialization	System, Issues & Concerns of Elementary Education System, Issues and Concerns of Secondary Education	70	30	100	4	3
<b>M-403-A. Or<sup>2</sup> M-403-B.</b>	Elective-Specialization	Comparative Elementary Education Comparative Secondary Education	70	30	100	4	3
<b>M-404</b>	Core	Inclusive Elementary and Secondary Education	70	30	100	4	3
<b>M-405</b>	Open Elective	Survey Data Analysis	---	50	50	2	---
		<b>TOTAL</b>	<b>310</b>	<b>190</b>	<b>500</b>	<b>20</b>	

<sup>1</sup>. Viva Voce at the end of 4<sup>th</sup> Semester by a board of examiners, including external expert;

<sup>2</sup>. Option to be made in concurrence with the option made between M-402-A or M402-B

Semester-wise composition of core, elective and open-elective courses, constituting the overall program is shown in **Table-2(e)**.

**Table-2(e): Core, Elective<sup>1</sup> and Open-elective<sup>2</sup> courses of M.Ed. Program**

Semester X Course	Core Courses		Elective Courses		Open Elective Courses	
	Theory <sup>3</sup>	Practical <sup>4</sup>	Theory	Practical	Theory	Practical
Semester-I	M-102,M-103, M-104, M-105	M-101, M-106	-	-	-	-
Semester-II	M-202, M-203, M-204	M-201	M-205-A/B	-	-	M-206
Semester-III	M-302,M-303	M-301, M-304, M-306	M-305- A/B/C/D	-	-	-
Semester-IV	M-404	M-401	M-402-A/B, M-403-A/B,		-	M-405

<sup>1</sup>Elective courses are compulsory for M.Ed. students with inbuilt option/choice

<sup>2</sup>Open-elective courses are courses compulsory for M.Ed. students. These practical courses are also made available to students of other faculties/departments

<sup>3</sup>Each theory course involves 4 credits with associated teaching/tutorial of 4 hours per week.

<sup>4</sup>Practical courses involve an average of 1 Credit for 2 hours of practical work per week, and may be organized on regular basis or as full-time dedicated programs/workshops during the semester, depending upon the nature of the course.

### 3. Program Objectives and Outcomes:

**3.1. Programme Objectives:** On completion of the program of Masters in Education (M.Ed.), the learner shall be able:

- 3.1.1. To become a professional teacher-educator.
- 3.1.2. To become humane teacher-educator.
- 3.1.3. To evolve as a more responsible citizen.
- 3.1.4. To enhance his/her skill oriented capabilities.
- 3.1.5. To understand various contemporary educational systems, issues and concerns.
- 3.1.6. To understand the meaning of holistic child development.
- 3.1.7. To discuss and reflect over prevalent issues in the field of teacher- education.
- 3.1.8. To acquire knowledge related to educational research, and apply understandings gained during the program in undertaking educational research.
- 3.1.9. To be able to design and conduct research studies on current educational issues for finding solutions to various educational problems.
- 3.1.10. To be able to design curriculum in line with national goals and aspirations.

**3.2. Programme Specific Objectives:** On completion of Masters in Education (M.Ed.) programme, the learner shall be specifically able:

- 3.2.1. To understand the philosophical enquiries in the field of education.

- 3.2.2. To become a trained teacher-educator.
- 3.2.3. To understand the psychological well-being of learner on the basis of testing through standardised tools and techniques.
- 3.2.4. To prepare themselves as updated learners for 21<sup>st</sup> century.
- 3.2.5. To become good researchers and successful educational administrators.
- 3.3. **Programme Outcomes:** After completion of the course, the learner shall be able:
  - 3.3.1. To express himself/ herself as an efficient and skilled teacher-educator.
  - 3.3.2. To express his/ her views on educational needs and requirements for national progress.
  - 3.3.3. To explore opportunities in the field of teacher-education to the fullest.
  - 3.3.4. To analyze current ongoing practices in the field of education.
  - 3.3.5. To provide leadership as manager and researcher in the field of education.
- 4. **Duration and working days:**
  - 4.1. **Duration:** The M.Ed. program shall be of a duration of two academic years (Four semesters), including field attachment for a minimum of four weeks. Students shall be permitted to complete the program-requirements of the two –year duration within a maximum period of four academic years from the date of admission in the program.
  - 4.2. **Working days:** There shall be at least two hundred working days each year, exclusive of the period of admission and conduct of examination, and inclusive of classroom transaction, practicum, field study etc.
- 5. **Intake, eligibility, admission procedure and fees:**
  - 5.1. **Intake:** The basic unit size for the program shall be of fifty students. Increase in intake for an institution shall be subject to the approval of NCTE.
  - 5.2. **Eligibility:**
    - 5.2.1. Candidate seeking admission to M.Ed. program should have obtained at least 50 % marks or an equivalent grade in B.Ed. or B.A., B.Ed. or B.Sc. B.Ed. or B.El.Ed./D.El.Ed., with an under graduate degree (with 50% marks in each) or any other equivalent degree.
    - 5.2.2. Candidates belonging to SC/ST category must have obtained at least 45% marks in B.Ed. or other equivalent examinations as per sub-para 4.2.1).
    - 5.2.3. Reservation and relaxation, if any, for SC/ST/OBC and other applicable categories shall be as per the rules of State government.
  - 5.3. **Admission procedure:** Admission shall be made on the basis of merit of marks obtained in M.Ed. Common Entrance Test (CET), to be conducted by Kumaun University for the purpose.
  - 5.4. **Fees:** The institution shall charge only such fees as prescribed by Kumaun University for its Department or as approved by State government for its affiliated colleges conducting M.Ed. program.
  - 5.5. **Medium of instruction and examination:** The medium of instruction and examination shall be Hindi or English or both.
- 6. **Program implementation:**
  - 6.1. **Attendance requirement:** The minimum attendance requirement of students shall be 80% for theory courses and practicum and 90% for field attachment/practical courses.
  - 6.2. **Transaction:** The transaction of the M.Ed. curriculum framework shall be carried out as follows:

- 6.2.1. Theory courses:** The transaction of theory courses shall be carried out through theoretical presentation and practicum, which may include workshops, seminars, presentations, discussions, prescribed activities etc. to enhance professional skills and understanding of student(s). These shall be part of teaching modality.
- 6.2.2. Research Dissertation:** The transaction modality for this shall be research study under the super of a designated supervisor, leading to a research dissertation/report, which could be based on primary/ secondary qualitative/ quantitative data.. Each permanent member of the department (with at least one year regular teaching experience) shall supervise candidates allotted to him/her by Head of the Department.
- 6.2.3. Field attachment:** The transaction modality for field attachment shall be as follows:
- 6.2.3.1.** Field Attachment – I: Semester II (in simulated/micro and supervised-practice teaching with B.Ed. students).
  - 6.2.3.2.** Field Attachment – II: Semester III (Observation and mentorship of B.Ed. Interns).
- 6.2.4. Practical courses:** To be transacted in interactive, workshop/ block programs mode of appropriate duration, to be decided by Head of the Dept. in consultation with teacher(s) designated for teaching these courses.
- 6.3. Implementation:** The institution/department shall prepare a calendar for all activities including internship and field attachment, which shall be displayed for the benefit of both students and teachers.

## 7. Examination and assessment:

### 7.1. Examination for Theory Courses:

- 7.1.1.** For each theory course, 30% weightage shall be assigned for continuous internal assessment by course-teacher(s), and 70% for external, written examination on theoretical components covered in particular semester. This will be conducted by Controller of Examination, Kumaun University at the end of each semester.
- 7.1.2.** A candidate should get enrolled/ registered for the semester-end examination. If enrollment/ registration is not possible owing to shortage of attendance or on medical grounds or any other reason(s), the candidate shall submit an affidavit for his/her reason thereof and intent. Such a student shall not be permitted to move to the next semester and shall re-do the semester in subsequent turn of that semester as a regular student (i.e. for odd semester in odd and for even semester in even after paying the required fee of that semester). Same rule shall be applicable for the candidate(s) who remain(s) absent in all the external written examination(s).
- 7.1.3.** Semester examinations shall be designated as first semester examination, second semester examination and so on.
- 7.1.4.** The examination for all semesters shall normally be held on such dates as fixed by the university.
- 7.1.5.** The examination for re-appearing due to failure to obtain minimum pass percentage in required number of courses in odd semester or in even semester shall be held in respective semesters along with regular students.

- 7.1.6. Such students whose result declaration is delayed for no fault of his/her may attend classes of the next higher semester provisionally at his/her own risk and responsibility, subject to his/her passing the concerned semester examination. In case, the candidate fails to pass the concerned semester examination as per rules mentioned in this ordinance, his/her attendance and studies in the next higher semester in which he/she was allowed to attend classes provisionally, shall stand cancelled. Such candidate(s) shall have to repeat the relevant academic semester (higher) in the next academic session along with regular students by paying dues/fees to be paid by a fresh candidate.
- 7.1.7. Any student who fails to participate in classes, practicum work etc and does not fulfil attendance criterion in any semester, will be debarred from appearing in the semester examination of that semester. His /her internal assessment marks will be awarded as and when he/she attends regular classes in the courses in next applicable semester.
- 7.1.8. Examinations for courses shall be conducted only in the respective odd and even semesters as per the scheme of examination.
- 7.1.9. Regular as well as repeater(s) shall be permitted to appear/ re-appear in courses of odd semester only at the end of odd semester and for even semester with the even.
- 7.1.10. There shall be a provision of one improvement examination after completion of semester IV in any one theory course/paper.
- 7.1.11. The format of the marking scheme for question papers in theory courses in external written examinations shall be as follows:
- a. For total of 70 marks (Time: Three Hours): There shall be two sections in the question paper.
  - b. Section-A shall contain eight short answer questions, out of which examinee shall be required to answer five questions of five marks, each in 150 words. Each question shall carry 5 marks. (Maximum Marks=25).
  - c. Section-B shall contain three long answer questions, each with one internal choice. Each of these questions will be compulsory. Each question shall carry fifteen marks (Maximum Marks=45).
- 7.2. Assessment of Theory-papers-linked-Practicum and different Practical courses:**
- 7.2.1. Assessment of 30 percent marks in each theory course shall be based on seminar presentation, tests, assignments, participation in suggested activities etc. The weightage to be given to each of such components shall be decided by the course-teacher(s) in consultation with the Head of Department (HOD).
- 7.2.2. Performance in different Practical courses shall be assessed for the allotted marks by a Board of Departmental teachers designated by Head of the Department.
- 7.2.3. It shall be the responsibility of the concerned teacher(s) to display the marks secured by a candidate in internal assessment on departmental notice-board within a reasonable time-period prescribed by HOD.
- 7.3. Assessment of Dissertation (M-101, M-201, M-301, M-401):**
- 7.3.1. Three typed or printed copies of final Dissertation shall be submitted to the department by the candidate at the end of fourth semester.
- 7.3.2. For internal assessment of Dissertation in different semesters, a Board of internal Examiners, consisting of three teachers of the department shall be



appointed by the HOD. For affiliated colleges, there shall compulsorily be an assessment of the same by two members (in rotation) from the University campus and the HOD of the concerned department, at the end of Semester I, II, and III.

- 7.3.3.** For **Viva-Voce** on Dissertation, there shall be a Board of three examiners, including:
- a. HOD (Running the M.Ed. course).
  - b. Supervisor (under supervision of whom the work is carried out).
  - c. One external (from other than Kumaun University); in case of affiliated colleges, it shall be a regular faculty member nominated on rotation basis from Department of Education, Kumaun University).
  - d. Each examiner (HOD, Supervisor and External examiner) shall give marks out of 100. The average of three, to be compiled by HOD, shall be the marks obtained by candidate.
- 7.3.4.** In case a candidate is successful in internal assessments of dissertation during semesters, but fails in Viva-Voce examination, he/she shall not be given any chance to re-appear for the same.
- 7.3.5.** The candidate shall keep a record of manuscripts, tools, data sheets, corrected copies of the above and, if required, shall present them for verification during the viva-voce before the Board of Examiners.
- 7.3.6.** The candidate shall certify that the piece of dissertation work/ report etc carried out and presented by him/her is his/her own work, and is free from plagiarism.
- 7.3.7.** With a view to ensure quality in Teacher Education Program, for candidates awarded more than 80% marks in assessment, the following shall have to compulsorily provide justification of the same:
- a. **For Internal Assessment:** Head of Department.
  - b. **For External Assessment:** The Board of examiners at the time of viva-voce.
  - c. The above Board of Examiners will also demand the records of marks awarded and practicum/ practical work completed by the candidate during Semester I, II III and IV. It shall be the responsibility of the Head of Department of concerned institute to keep and maintain such records of every individual candidate:

#### **7.4. General:**

- 7.4.1.** Promotion to the next semester shall be admissible if a student passes at least 50% courses of the total (to be round off to the nearest lower digit say 2.5 becomes 2 and so on). Candidates who have failed in some courses will appear as repeaters in such Carried Over Papers(COP)/courses in subsequent turn of same semester.
- 7.4.2.** The passing marks shall be as follows:
- a. 40% in written theory examination of each course in the semester.
  - b. 40% in each practicum/ practical course related internal assessment of each course in the semester.

**8. Award of Grades:** Successful candidates shall be given Grades in accordance with the Grading scheme adopted by the University.

**9. Award of Degree:** A candidate shall be awarded degree after completion of full course, only if he/she has obtained the minimum required marks/ grades in all the Courses in each Semester.

## 10. Course Syllabi:

### Semester-I

**Course Codes: M-101, M-201, M-301, M-401**

**Course Nomenclature: Research Dissertation/ Women Studies**

**Maximum Marks: 50 in each semester**

**Credits: 2 in each of the four semesters**

**Mode of Examination/Assessment: Internal**

**Course Structure:** This course includes undertaking supervised self-study, across four semesters of M.Ed. program, and finally writing a research dissertation to be submitted at the end of IV semester. It is incorporated into the M.Ed. Program as follows:

**Semester-I :** Research Dissertation (M-101)

**Semester-II:** Research Dissertation (M-201)

**Semester-III:** Research Dissertation (M-301)

**Semester-IV:** Research Dissertation (M-401)

#### Semester-I:

#### M-101: Research Dissertation

**Maximum Marks: 50**

**Credits:2**

**Mode of Examination/Assessment: Internal**

**Internal Marks: 50**

**External Marks:00**

**Course Objectives:** The objectives of the course are specified as follows:

1. To equip the learner with an understanding of how a research area is selected.
2. To provide the student an opportunity to survey broad areas of research in the field of education and identify contemporary priorities.
3. To guide the learner in arriving at a specific area that can be developed into a topic of research for Post Graduate dissertation.
4. To provide the learner an understanding of the process of developing a synopsis of proposed research and essential elements to be covered in the synopsis.
5. To guide the learner towards developing a research synopsis and present it before a panel of evaluators consisted of faculty-members.

**Learning Outcomes:** Through undergoing this course the learner is expected to attain the following:

1. The learner will be able to identify broad areas of research in education.
2. The learner will be able to identify a specific area of research for his own dissertation work, evaluate it in terms of significance, feasibility, resource-requirement and utility.
3. The learner will be able to identify a specific topic for his dissertation work, state it clearly, define the terms used and identify major procedures involved.

4. The learner will be able to develop a synopsis of research work proposed by him/her for dissertation work, present it before a panel of internal examiners consisted of faculty members and justify its need and significance.

**Course Content/activities:** During the semester the learner will undertake following activities under the supervision of dissertation-supervisor designated by Head of the Department.

1. Studying supervisor-specified articles/ books on overview of research in education, review article(s) or select educational research encyclopaedia(s).
2. Under the supervision of designated supervisor, select a topic for dissertational research work.
3. Prepare a synopsis of the proposed research work and present it before a peer audience and faculty-panel designated by HOD.
4. Incorporate changes suggested in the topic or methodology or content in consultation with supervisor and feedback received from faculty-panel.
5. The synopsis prepared by learner and its presentation will be assessed for internal marks by the faculty-panel designated by HOD.

### **M-102: Philosophical and Sociological Perspectives of Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks: 30**

**External Marks:70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To enable student to understand major philosophical orientations of education.
2. To understand different functions of education on the basis of philosophy.
3. To develop understanding of educational thoughts of Indian and western philosophers.
4. To know issues of equality, excellence in education and related policies.
5. To develop appreciation of basic tenets, concepts and importance of Indian philosophy.

**Learning outcomes:** The students will be able to:

1. Explain the concepts and importance of educational philosophy and sociology.
2. Analyze the views of educational thinkers.
3. Internalize philosophical orientations for the role of teachers and teacher-educators.
4. Discuss Indian Schools of Philosophy, their Salient Features and Educational Implications

**Course Content:**

**Unit-1: Educational Philosophy:**

- Meaning, Origin, Nature, Importance and Functions.
- Relationship between Education and Philosophy.
- Importance and Need of Educational Philosophy in current times.
- Salient Features and Educational Implications of Indian Schools of Philosophy: Vedanta, Shankhya, Yog, Janism

**Unit-2:** Contributions of Educational thinkers:

Indian : M.K. Gandhi, Rabindera Nath Tagore, B.R. Ambedkar, J. Krishna Murti  
Western: Jean Paul Sartre, Immanuel Kant, Paulo Freire and Bertrend Russel

**Unit-3: Educational Sociology:**

- Educational Sociology: Origin, Meaning, Objectives, Importance, Functions, and impact of Educational Sociology in Education.
- Social Structure and Education
- Role of Education in Democracy, Secularism, National Integration, and International understanding.
- Education and Social Change

#### **Unit-4: Current Issues of Educational Sociology**

- Educational Sociology: Issues of equality of Educational opportunity with reference of disadvantaged and gender groups.
- Educational and Sociological aspects of National Educational Policy 2019, 2020.
- Education for sustainable development and multi cultural society.
- Meaning, Need and importance of Liberalization, Privatization and Globalization: Their impact on educational Sociology.

**Practicum:** Activities selected by subject-teacher out of the following:

- Group discussion on selected educational thinkers
- Guest lecture
- Assignment/ essay writing
- Presentation on New Education Policy and its developmental imperatives

#### **Books Recommended:**

Shiksha kei darshanik or samajik aadhar-Prof. Sataya Prakash Ruhela

Shiksha kei samajik aadhar-Girish Pachori

Sociological perspective in Indian education- shakuntala Saxena

A sociological approach to Indian education – S.S.Mathur, Vinod pustak mandir Agra.

Shiksha ke Darshnik Prashtbhoomi- Dr. L. K. Ode

Jha, A.K.(2005), Nyaya Philosophy: Epistemology and Education, New Delhi, Standard Publication

### **M-103: Basics of Educational Research**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: External and Internal**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To enable students to get clear insight into research process.
2. To acquaint students with values and ethics associated with research.
3. To provide an understanding of various types of research and their significance.
4. To develop among students a competency to identify research problem.
5. To acquaint students with qualitative research approach in education.

**Learning outcomes:** After undergoing the course the learners are expected :

5. To understand the basic process of educational research.
6. To identify elements of a research proposal
7. To understand the nature of qualitative and qualitative research.
8. To differentiate between different types of research.
9. To write a preliminary draft of synopsis for his/her dissertation work

**Course Content:**

#### **Unit-1: Introduction to Research:**

- Methods of acquiring knowledge and scientific research.

- Meaning, definition, nature and characteristics of research.
- Educational Research: Meaning, definition, nature, need & importance.
- Scope and limitations of educational research

**Unit-2: Types of researches in education:**

- Descriptive
- Historical
- Case Study
- Experimental
- Action research
- Philosophical researches in education

**Unit-3: Elements of Research:**

- Research problem: Origin, sources, selection, statement, definition, kinds, need and importance.
- Types of variables in educational research.
- Hypothesis: postulates, assumptions; meaning, definition and sources of hypotheses; Formulation, functions, characteristics, types, and testing of Hypotheses.
- Development of Synopsis of proposed research.

**Unit-4: Qualitative Approach in educational research**

- Qualitative Research in Education: Meaning, need, importance and characteristics.
- Difference between Qualitative and Quantitative Research
- Essential considerations in collecting Qualitative and Quantitative data.
- Issues in qualitative research
- Ethical concerns in Qualitative and quantitative research

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Assignment on various types of Research.
- Selecting a problem for research.
- Framing objectives and hypotheses of various types.
- Preparing first draft of research synopsis

**Books Recommended:**

Rai, Parasnath & C.P. Rai. Anusandhan Parichay. Lakshminarayan Agarwal Publication.  
 Kerlinger, F.N. Foundations of Behavioral Research. Surjeet Publications.  
 Sharma, R.A. Fundamental Educational Research. International Publishing House.  
 Bhatnagar, R.P. & M. Bhatnagar. Shiksha Anusandhan. International Publishing House.

**M- 104 : Process of Research in Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: External and Internal**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To facilitate development of understandings with respect to significance of undertaking of a comprehensive review of prior research.
2. To enable learners to undertake, write and report review of research in appropriate manner.
3. To provide learners knowledge about development of different data collection tools and give practice in development of these.

4. To enable learners in drawing suitable samples from the population in a scientific manner.
5. To enable learners in organizing and presenting different types of data.

**Learning outcomes:**

1. The learners will be able to understand importance of review of literature.
2. The learners will be able to write and report review in research-appropriate manner.
3. The learners will be able to apply suitable sampling technique in accordance to the nature of population and purpose of research.
4. The learners will be able to understand construction and standardization of various data gathering tools.
5. The learners will be able to present research data in a proper and systematic way.
6. The learners will be able to identify and classify data in terms of various levels of measurement.

**Course Content:**

**Unit-1: Developing a theoretical framework:**

- Review of related literature: Meaning
- Objective, Need and importance of review of literature
- Identification of related literature: primary and secondary sources, Internet
- Citing References and Bibliography; their writing styles
- Analysis and Organization of related literature
- Reporting of related literature

**Unit-2: Sampling:**

- Meaning and features of Population and Sample
- Types of Sampling : Probability sampling- Simple Random Sampling, Systematic Random sampling, Stratified sampling, Cluster sampling; Non-Probability Sampling- Incidental Sampling, Purposive sampling, Judgemental sampling, Quota sampling
- Application of sampling, sampling size and sampling error

**Unit-3: Research tools:**

- Meaning, Need and Types
- Characteristics of a good research tool.
- Construction and Standardization of research tools: questionnaire, attitude scale, achievement test.

**Unit-4: Data collection process:**

- Qualitative data Collection, Quantitative data collection
- Types of sources of data
- Presentation of data
- Scales of measurement

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Writing review with citation
- Using random number table and other techniques of selecting sample.
- Preparing data master sheet
- Construction & Standardization of a research tool
- Preparing research proposal/ synopsis.

**Books Recommended:**

Kerlinger, F.N. Foundations of Behavioural Research.

- Koul, Lokesh. Methodology of Educational Research.  
 Best & Khan, Research in Education.  
 Bhatnagar R.P. Readings in Educational Research.  
 Sharma, R.A. Educational Research.  
 Garrett, H. E. Statistics in Psychology and Education.  
 Anestessi, Psychological Testing.  
 C.R. Kothari, Research Methodology.  
 Pal S.K. & P.C. Saxena, Quality Control in Educational Research.  
 McGuigan, F. J. Experimental Psychological Methods of Research.  
 J.A. Khan, Research Methodology.  
 S.P. Gupta, *Aadhunik Mapan evam mulyankan.*  
 Sharma, R.A. Advance Statistics.  
 Best, J; Kahn, J and Jha, A.K.(2017), Research in Education, Pearson, New Delhi  
 Creswel, J.W.(2009), Research Design,: Qualitative, Quantitative and Mixed Methods approaches.  
 Bogdan, C. Biklen, S. and Jha, A.K., (2016), Qualitative Research for Education, New Delhi, Pierson.  
 Patton, M.Q(1990), Qualitative Evaluation and Research Methods, Sage Publication.

### **M-105: Psychological Perspectives in Education**

**Maximum Marks:100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To introduce student-teachers to the psychology of learners at various stages.
2. To acquaint student-teachers with various theories of learning along with their classroom implications.
3. To create among student-teachers an awareness of factors affecting behaviour.
4. To develop among student-teachers an understanding of various psychological characteristics, with implications for teaching-learning.
5. To equip student-teachers with skills needed for the study of behaviour and personality.

**Learning outcomes:** The learners will:

- Understand psychological characteristics with reference to individual's behaviour and learning aspects.
- Acquire an understanding of different methods and theories of learning.
- Understand individual's personality and impact of home and society in their development.
- Acquire an orientation to adopt psychological approach in dealing with children and students.

**Course Content:**

#### **Unit-1: Education and Psychology**

- Developmental order of Psychology
- Schools of Psychology- Structuralism, Functionalism, Associationism, Psycho-analysis, Behaviourism, Individual psychology.
- Methods of Educational Psychology (Introspection-Extrospection, Comparative, Clinical, Psycho-physical and Psycho –analytic)

- Understanding Psychology of Adults (Student and Teacher)

**Unit-2: Development of Learner and Learning process:**

- Learning: Types of Learning.
- Cognitive Theories-Tolman, Insight, Ausubel, Kurt Lewin, Bandura

**Unit-III: Foundations of Behaviour:**

- Instinct, Sensation and Perception
- Attention, Interest, Attitude, Aptitude, Thinking and Reasoning.
- Home and School Climate: Impact and Behaviour Development
- Exceptional children- Meaning, Definition & Types.

**Unit-IV: Study of Individual:**

- Intelligence Theories-Unitary Theory, Guilford's Three-dimensional theory, Spearman Three factor theory, Thurstone's Group factor theory, Thorndike's Multifactor and Gardener's Multiple Intelligence Theory.
- New Trends/Concept and their Measurement: Social Intelligence, Emotional Intelligence, Spiritual Intelligence,
- Personality Theories: Trait theory- Cattle and Allport; Need theory- Murray, Humanistic theory - Eysenck, Psychoanalytic Theory- Freud.
- Measurement of Personality- Objective and Associative techniques

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Case studies of Exceptional children ( During: Field Teaching of B.Ed. Students)
- Assessing Climatic Situation of School (During: Field Attachment)
- Administration , Scoring and Interpretation of Tests/ experiments ( During field visit of B.Ed. students)
- Unit Test and Assignments

**Books Recommended:**

Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education

Chauhan, S.S.: Advanced Educational Psychology

Dandapani, S. : Advanced Educational Psychology, Anmol Publications, New Delhi.

Decoco, J.P. : The Psychology of Learning and Instruction, Prentice Hall, Delhi.

Gary, K. & Kingsley, H. L.: Nature & Conditions of Learning

Ausubel, DP and P.G. Robinson (1969) school learning :An introduction to educational psychology, NewYork: Hatt,Rinehart &Wikston Inc.

Bernard, H.W(1984) Psychology of learning and teaching, New York, MacGraw Hill.

Gage and Berlinger (1984) Educational Psychology, Boston Houghton Mifflins comp.

Hays, J.R.(1978) Cognitive psychology, Thinking and Creativity. Homewood Illinois, The Darsey press.

Mangal.S.K.C Advance Educational Psychology, New Delhi, Prentice Hall of India, Pvt.Ltd.

Woolfolk, A. Mishra, G and Jha, A.K.(2010), Fundamentals of Educational Psychology, New Delhi, Pierson

**M-106: Self Development Course**

**Maximum Marks: 50**

**Credits: 2**

**Mode of Examination/Assessment: Internal**

**Internal Marks-50**

**External Marks-00**

**Course Objectives:** The student(s) will be able:

1. To know the importance of Self Development and related aspects in life.



2. To improve their communication skills.
3. To acquire the skills of personal empowerment.
4. To assess their skills and qualities in order to realise and maximise their potential to the fullest.

**Learning outcomes:**

The student(s) will be able to:

1. Make relevant, positive and effective life choices and decisions.
2. Raise their self-confidence.
3. Develop and practice leadership qualities.
4. Use proper communication skills.
5. Improve upon mental and physical well being.
6. Acquire the skills of 'Time management', 'Coping with Stress', 'Dealing with Stereotypes' and 'Team management'.

**Course Content:**

This course will be organized in 10 days regular workshop mode, in which students will take part in group based activities like discussion, collage-making, role-plays, team-work and activities for expression and development of their selves. The workshop will be organized on as many as feasible of the components identified below:

- 'Self' and its 'patterns'.
- Leadership and its 'traits'.
- Techniques of dealing with Stereotypes
- Time management
- Coping with Stress
- Team management
- Mental and Physical well being
- enhancing communication skills.
- Any other relevant aspect.

**Practicum:** The *Self Development Course* is totally internal and practical based.

## Semester-II

### M-201: Research Dissertation

**Maximum Marks: 50**

**Credits: 2**

**Mode of Examination/Assessment: Internal**

**Internal Marks: 50**

**External Marks: 00**

**Course Objectives:** The objectives of Research Dissertation course for the second semester are specified as follows:

1. To equip the learner with an understanding of how survey of research work in relation to a particular area/topic is carried out.
2. To provide students an understanding of various sources/publications that report research work carried out in the field of education in particular and related social science disciplines in general.
3. To guide the learner as to how research literature is systematically studied, collected, analyzed and synthesized into a comprehensive review.

4. To guide the learner on how referencing is done while writing the review of research literature.
5. To provide the learner an opportunity to write a broad review of research literature on specific topic selected by him/her, and to present it before a panel of evaluators.

**Learning Outcomes:** Through undergoing the Course the learner is expected to attain the following:

1. The learner will be able to undertake an initial review of research literature in the field/topic selected by him/her.
2. The learner will be able to explore research oriented publications, collect relevant information, analyze and summarize these and prepare a broad review of research work on selected topic in a suitable format.
3. The learner will be able to develop an initial review of research work on his/her topic for dissertation work, identify broad trends, and develop suitable research questions/ hypotheses.
4. The learner will become able to present above initial review of research before a panel of internal examiners designated by HOD.

**Course Content/activities:** During the semester the learner will undertake following activities under the supervision of dissertation-supervisor designated by Head of the department.

- Studying research and published material/article(s)/ studies etc related to the topic selected for dissertation-work.
- Prepare a list of online/off-line journals/periodicals in the area of educational research and explore these for studies/ articles related to his/her topic.
- Read select articles/studies related with his/her selected topic, and write a review in a journal- standard format.
- Undertake a book-review related with the topic selected by him/her.
- Write a preliminary review of research on the topic selected by him/her and present it before the HOD-designated faculty-panel, for feedback and internal evaluation.

### **M-202: Distance Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: External and Internal**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To orient students with nature and need of distance education.
2. To develop an understanding of historical development of Distance Education (D.E.)
3. To enable students to understand different theories of D.E,
4. To enable students to understand training, teaching and evaluation procedures of D.E.
5. To create an understanding among students about the procedure of development of self-instructional material and non-print media used in D.E.

**Learning outcomes:** Through learning this course, students will:

1. Acquire a theoretical knowledge of Distance Education.
2. Understand different approaches adopted in D.E.
3. Learn and appreciate specific training, teaching and evaluation processes of D.E..
4. Learn about material and media used for D.E.

**Course Content:**

**Unit-1: Concept of Distance Education:**

- Meaning and definition of distance education, Nature and significance of distance education, basic elements, commonly used terms, D.E as an academic discipline.
- Historical development of D.E.

**Unit-2: Theoretical Foundations of Distance Education:**

- Theory of independent study by Wedemeyer and Independent study (Ichael Moore)
- Theory of industrialized form (Otto Peters)
- Guided didactic conversation (Borje Holmberg)
- Two way postal Communication (John Baath)

**Unit-3: Training of teachers and evaluation:**

- Training for D.E, Non-professional trainees, Content of D.E. training, Training of Distance Educators
- Methods of training
- Pre-Service training course and IGNOU
- Techniques of evaluation, Types of tests used in evaluation
- Major problems of Distance teaching and learning.

**Unit-4: Self Instructional Material and Non-print Instructional Media in Distance Education.**

- Essential elements of developing curriculum for distance education.
- Process of curriculum Planning.
- Application of instructional media in Distance Education, main non-print instructional media.
- Ways of supporting learners in D.E.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Web based Learning on related aspects
- Visiting IGNOU centres to understand procedure of teaching–learning system,
- Assignments related to educational Radio and T.V. programmes.
- Interview with distance teacher and learners

**Books Recommended:**

Garrison,D.R.(1989) understanding distance education framework for future, Routledge, Champman and Hall, LondonS

Holmberg,B(1986) Growth and Structure of Distance Education, London, Croom Helm.

Holmberg,B(1989) Theory and Practice of Distance Education, Routledge, Champman and Hall,London

ICDE(1995) 17<sup>th</sup> world conference for Distance Education, one world many voices.

IGNOU (1988) Growth and Philosophy of Distance Education (Block 1,2&3). IGNOU, Delhi.

Keegan,D (1989) Foundation of Distance Education , Routledge, London.

Sharma,R.K.(2008) Distance Education, Radha Prakashan Mandir, Agra.

Singh,B.(1979) Distance Education in developing countries with special reference to India,German Foundation for International development.

Yadav, Siya Ram (2001) Doorvarti Shiksha, Vinod Pustak Mandir,Agra

**M-203: Advanced Statistical Methods in Educational Research**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:**

10. To enable students to understand the concept and importance of statistics in educational research.
11. To acquaint the students with parametric and non- parametric statistical techniques.
12. To enable students to carryout statistical analysis of data.
13. To develop the capacity of writing research report and research papers using suitable statistical analysis.

**Learning outcomes:**

1. The students will understand the role and significance of statistical analysis in educational research.
2. The students will be able to differentiate between parametric and non parametric statistical techniques, and application of related statistics.
3. The students will be able to differentiate between quantitative and qualitative data analysis.
4. The students will learn to use specific quantitative data analysis statistical methods.

**Course Content:****Unit-1:**

- Statistics: Meaning and nature.
- Statistics in Educational Research.
- Quantitative Data Analysis: Descriptive (Measures of central tendency, measures of variability) and Inferential.
- Normal Probability Curve: meaning, characteristics and applications.

**Unit-2:**

- Statistical techniques: Non-parametric- Basic considerations and their applications.
- Chi-square test, Mann Whitney U-test,
- Correlation: Pearson's product moment correlation method, Spearman's rank correlation.

**Unit-3:**

- Statistical techniques: Parametric- Basic considerations and their applications
- Hypotheses testing
- t- test
- F-test (one way analysis),

**Unit-4:**

- Nature of Quantitative and Qualitative data
- Qualitative Data Analysis- Nature and Types
- Approaches adopted for qualitative data analysis
- Sources of qualitative data

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Preparing write-up on utility of different statistical test with different data.
- Applications of statistical techniques on hypothetical data.
- Graphical representation of data.

**Books Recommended:**

Kerlinger, F.N.	Foundations of Behavioural Research.
Koul, Lokesh.	Methodology of Educational Research.
Best & Khan,	Research in Education.
Bhatnagar R.P.	Readings in Educational Research.
Sharma, R.A	Educational Research.

Garrett, H. E.	Statistics in Psychology and Education.
Anestessi,	Psychological Testing.
C.R. Kothari,	Research Methodology.
Pal S.K. & P.C. Saxena,	Quality Control in Educational Research.
McGuigan, F. J.	Experimental Psychological Methods of Research.
J.A. Khan,	Research Methodology.
S.P. Gupta,	<i>Aadhunik Mapan evam mulyankan.</i>
Sharma, R.A.	Advance Statistics.

### **M-204: Field Attachment-I**

**Maximum Marks: 75**

**Credits: 3**

**Mode of Examination/Assessment: Internal**

**Internal Marks-75**

**External Marks-00**

**Course Objectives:** This is first of the two such courses inbuilt in the total program of M.Ed., and has following objectives:

1. To provide learners opportunities to understand the overall pattern of lesson-planning taught to B.Ed students in their related course.
2. To provide learners the salient features of lesson-plan-based teaching in simulated situations.
3. To make learners efficient in identifying areas of improvement required in B.Ed. student's lesson-plan- based- teaching under simulated situations
4. To make learners efficient in providing constructive/suggestive feedback to B.Ed. teacher trainees during simulated and classroom based teaching.
5. To provide learners opportunities to observe and understand the theory, practice and organisational aspects of B.Ed. program.
6. To enable students to conduct tutorials for B.Ed. trainees within their role as future teacher-educators.

**Learning outcomes:**

1. The learners will be able to observe B.Ed. trainees during their teaching practice under simulated situations.
2. The learners will be able to provide constructive/suggestive feed back to B.Ed. trainees under simulated situations with a view to improve their teaching performance.
3. The learners will better understand the overall organisational aspect of B.Ed. teacher-training.
4. The learners will acquire the skill to confidently deliver tutorials on selected contents to B.Ed. students.

**Course Content/activities:** The learner will participate in following activities under the supervision of designated teacher-educator(s) of the department, who shall also evaluate his/her work/performance.

1. Observation of ongoing simulated/micro teaching practice of B.Ed. students under the supervision of teacher(s) of the department.
2. Providing on the spot constructive/suggestive feedback to B.Ed. teacher trainees during simulated teaching practice.
3. Observation and preparation of a report on organisation of teaching practice in simulated situations, including reflective notes on improving simulated /micro teaching practice.
4. Teaching specific content to B.Ed. students under the supervision of designated faculty of the department as tutorial /remedial teaching.

- The learner shall maintain records of the above activities, which along with general performance and involvement of the learner in these, will be evaluated by the faculty designated by the HOD for the purpose.

### **M-205-A: Perspectives in Higher Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:**

- To engage students with concepts and specific issues critical in contemporary Indian higher education.
- To evolve a deeper understanding of aims of higher education and its relationship with society and humanity.
- To provide a setting for interaction, generation of dialogue and opportunity to appreciate diverse perspectives on higher education- Instruction, evaluation, planning and management.

**Learning outcomes:** On completion of this course the learner will:

- Understand concepts, issues, structure and planning of higher education.
- Understand the relationship of higher education institutions with society.
- Know about apex bodies and alternative agencies related to higher education.
- Understand the role of ICT with reference to present context.

**Course Content:**

**Unit-1: Context and Linkages of Higher Education:**

- Meaning, concept, need, nature, scope and aims of higher education.
- Higher education in social, cultural and political context.
- Development of higher education in India- Constitutional provisions regarding higher education. Recommendations of different Commissions.
- Policy perspectives in higher education- Five Year Plans, RUSA

**Unit-2: Higher Education: Concern and Developments:**

- Higher education and problems of contemporary Indian society
- Internationalization and vocationalization of higher education
- Alternative agencies of higher education- Open and distance learning.
- Quality assurance & accreditation in higher education- Role & Functions of UGC, NAAC and NCTE.

**Unit-3: Instruction and Evaluation:**

- Instructional strategies- Teacher controlled & Learner controlled
- Role of ICT in universalization of higher education
- Status and Mechanics of evaluation
- Alternative evaluation procedures-Online/ Web-based assessment

**Unit-4: Planning and Management:**

- Structure and organization of higher education
- University structure and types
- Principles and aspects of managing higher education institutions.
- Management of extension, community centred and co-curricular activities.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Preparing status report on higher education in the state with reference to enrolment, equity and achievement.
- Preparing a report on existing status of higher education teachers, method of recruitment and salary structure.
- Visit to an institution of higher learning and preparation of institution profiles.
- To conduct interview with teachers/ students/parents of different institutions and prepare a report on different aspects of management.
- Group discussion on issues of Higher education

**Books Recommended:**

Shukla, S.C and Rekha Kaul (eds.) (1998): Education, Development and Underdevelopment. Sage. New Delhi.

Kulandai Swamy, V.C. (2003): Higher Education in India: Crisis in Management, New Delhi. Viva Books.

Powar, K.B. (2002): Indian Higher Education: A Conglomerate of concepts, facts and Practices, New Delhi. Concept Publishing Co.

Raza, M. (ed.) (1991): Higher Education In India: Retrospect and Prospect. New Delhi. Association of Indian Universities.

Singh, Amrik & G.D.Sharma (1988). Higher Education in India. The Social Context (ed.). New Delhi. Konark Publishers.

Singh, Amrik & G.D.Sharma (1989). Higher Education in India. The Institutional Context (ed.). New Delhi. Konark Publishers.

Bhalla, V., U. Rai Negi and S. Panda(eds.) (1999). Accountability and Autonomy in Higher Education, New Delhi. Association of Indian Universities.

Rashtriya Uchcharat Shiksha Abhiyan(2013). National Higher Education Mission. MHRD in association with Tata Institute of Social Sciences.

All India Survey on Higher Education, MHRD(2010-11)

XII Five Year Plan, Planning Commission Of India, New Delhi, 2012

University Grants Commission Annual Report, 2011-12: Higher Education at a Glance. June, 2013.

**M-205-B: Human Rights and Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide understandings with respect to the concept of Human Rights.
2. To develop appreciation of the importance and need of Human Rights Education.
3. To generate understanding of the role of National and International agencies in Protection of Human Rights.
4. To acquaint prospective Teacher-educators with the Implications of Human Rights Education in Teacher training programmes.

**Learning outcomes:**

- The learners will acquire skills to question and seek answers with respect to human rights policies and practices at national and international levels.
- The learners will be motivated to further explore policies related to Human Rights Education.

- The learners will get sensitized towards human rights of their peers, family members, children and community members.

### **Course Content:**

#### **Unit-1: Historical Development and Theories:**

- Historical development: International perspective with special reference to role of UNESCO and related Conferences.
- Historical development: Indian perspective- Indian constitution and National Human Rights Commission.
- The role of Advocacy groups- NGO's and Media.
- Theories: The Theory of Natural Rights, The Legal theory of Rights, the Social welfare theory of Rights, Idealist theory of Rights, the Historical theory of Rights.

#### **Unit-2: Human Rights Measures:**

- Child Rights Conventions, Role of ILO.
- Women Rights Conventions, National Women Commission.
- Vulnerable and Disadvantaged groups related Conventions
- Universalization of Human Rights
- Rights and Duties.

#### **Unit-3: Human Rights and Education:**

- Historical bases, Determinants, Need and Principles of Human Rights Education.
- Human Rights Education in India at Elementary, Secondary and Higher level (with reference to Course content, Teaching methods, Co-curricular activities and Awareness programmes).

#### **Unit-4: Human Rights Education in Teacher training Programmes:**

- Need for including HRE in Teacher training courses, Objectives and Specification of Human rights education.
- HRE and Training of Teachers, Role of Teacher educator.
- The Content and Methods of Human rights teaching.
- Identification of Activities related to HRE issues- preparation of Lesson plan.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Role play, Creative expression, preparing Lesson plan etc.
- Conducting Survey related to human rights issues.
- Case Studies involving violation of human rights.
- Awareness campaign, organising one day interdisciplinary seminar/group discussion.
- Organizing Guest lectures

#### **Books/References Recommended:**

Alam, Aftab(2000) Human rights in India: Issues and challenges, Delhi. Raj Publication.  
 Baxi, Upendra (2010) The future of Human rights, Oxford university press, New Delhi.  
 Byrne, Darren, J.O(2000) Human Rights: an Introduction, New Delhi, Pearson Education Limited.  
 Chaudhary, Dashrath (2004) Human rights Education, Chandigarh,Haryana Sahitya Academy.  
 Donnelly, Jack(1989) Universal human right in theory and practices, Cornell University press.  
 Elbers Frank(2002) Human Rights Education Resource Books, Cambridge, M.A: Human Rights Education associates.  
 Kumar, Sandeep (2012) Human rights and pedagogy, Discovery publishing house, Delhi.



MHRD (2003) Human Rights Education, teaching and training, Indian institute of human rights, New Delhi.

NHRC (2005) Human Rights Education for Beginners, New Delhi.

### **M-206: Psychological Tests**

**Maximum Marks: 75**

**Credits: 3**

**Mode of Examination/Assessment: Internal**

**Internal Marks-75**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To acquaint students with specified advance tests in the field of education.
2. To provide students skill in administration, scoring and interpretation of results obtained through using specified tests.
3. To familiarize students with the significance of testing as prescribed in test-manuals

**Learning outcomes:**

- The students will learn application of specified psychological tests.
- The students will be able to analyze and interpret results of specified tests.

**Course Content/ activities:**

- The students will be provided knowledge about manuals, scoring, derivation of scores and their interpretation with respect to selected psychological tests for the measurement of following:
  1. Emotional Intelligence
  2. Spiritual Intelligence
  3. Personality -16 PF
  4. Social Intelligence
  5. Defence Mechanism
- The students will conduct and apply above psychological tests, analyse results and will make a record of Psychological Tests and related analysis used by them. These along with students performance and involvement will be assessed by subject-teacher(s).

### **Semester-III**

#### **M-301: Research Dissertation**

**Maximum Marks: 50**

**Credits: 2**

**Mode of Examination/Assessment: Internal**

**Internal Marks-50**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To equip the learner with an ability to survey various research tools available for the purpose of conducting research, through studying catalogues of offline and online psychological tool suppliers and related sources/encyclopaedia.
2. To enable the learner with ability to understand criteria for research tool selection, study manuals of relevant tools and select suitable research tool(s) for the purpose of his/her dissertational work.
3. To familiarize the learner with strategies for development of survey questionnaires and other psychological tools.
4. To enable the learner in deciding a suitable strategy of data collection for the purpose of his/her dissertational work.
5. To enable the learner to decide a suitable sampling strategy for his dissertational work

**Learning outcomes:** Through undergoing this Course (M-301-A) the learner is expected to attain the following:

1. The learner will be able to identify and explore various sources of research tools.
2. The learner will be able to decide about the research tool to be employed by him/her, procure it or develop it in consultation with dissertation-supervisor.
3. The learner will be able to identify suitable strategy for sampling and/or data collection for his/her dissertational work.

**Course Content/activities:** During the semester the learner will undertake following activities under the supervision of dissertation supervisor designated by Head of the department.

1. Studying catalogues of research tools of different publishers for the purpose of surveying various available research tools.
2. Studying manuals and related information of specific research tools identified in view of selected dissertation-topic.
3. Developing suitable research tool(s) in appropriate format, under the supervision of dissertation supervisor in view of felt-need and/or develop a suitable strategy for data collection for the proposed dissertational research.
4. Write a report on above and present it before a HOD-designated faculty-panel for feedback and internal evaluation.

### **M-302: Teacher Education: Policy and Practices**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: External and Internal**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The course is aimed:

1. To develop a Historical Perspective of Teacher Education among learners.
2. To provide an understanding of the concept and objectives of teacher-education.
3. To develop an understanding of various agencies of Teacher Education.
4. To enable students to understand Problems and current trends in teacher education.

**Learning outcomes:**

1. The learner will acquire knowledge about different stages of teacher education.
2. The learner will understand different formats of pre-service, In-service and Distance mode programs of teacher education.
3. Analyse problems related to teacher education system, teacher educators, trainees and institution
4. The learners will know meaning, concept and need of teacher education programme

**Course Content:**

**Unit -01: Historical perspective of Teacher Education in India.**

- Ancient and Medieval Period.
- British period/pre-Independence period.
- Post-Independence period (with reference to recommendations of different Commissions).
- Present status of teacher education in India.

**Unit-02: Teacher education: concept and objectives.**

- Teacher Education: Meaning, Nature, Scope and need.
- Objectives of Teacher Education.
- Objectives of teacher Education at Primary Level.

- Objectives of Teacher Education at Secondary Level.

**Unit-03: Progress in Teacher Education.**

- Pre-Service and In-service Teacher Education Programme.
- Teacher Education Programme through correspondence mode/Distance mode.
- NCFTE, New Education Policy(2019-20),with reference to teacher Education.
- Agencies of Teacher Education.

**Unit-04: Problems and Current Trends of Teacher Education Programmes.**

- Teacher Education: isolation between theory and practice.
- Situation of Teacher Education Institutions.
- Examination System, Evaluation, Absence of model school.
- Current Trends: Inter-disciplinary approach, Internship, Action research, Innovative practices in research areas.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Assignments
- Unit test/debate
- Case study
- Identification of related activities during Internship period.

**Recommended Books:**

1. Aggarwal J. C. Recent Development and Trends in education.
2. Sharma. R. A. Teacher Education.
3. Sharma. S. R. Teacher Training and Educational Research.
4. Passi. B. K. Becoming a better teacher.
5. NCERT, Status of teacher education in India.
6. NCERT-Sociology of teaching profession in India.

**M-303: Curriculum Studies**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:**

1. To introduce students with concept, meaning, definition, components & determinants of curriculum.
2. To enable students to describe various principles, theories and approaches of curriculum development.
3. To create in students an awareness about issues to be addressed through curriculum.
4. To develop an understanding of various methods, media and approaches of curriculum transaction.
5. To acquaint students with the process of curriculum evaluation

**Learning outcomes:**

1. The learners will understand the bases and process of curriculum development.
2. The learners will appreciate the structure if curriculum designed for different levels.
3. The learners will be in a better position to frame curriculum for specific grades.
4. The learners will understand the significance of including different components in curriculum.

**Course Content:**

**Unit-1: Foundations of curriculum:**

- Concept-Meaning, definition, components & determinants
- Principles of curriculum construction
- Philosophical, Social, Psychological & Political bases of curriculum.
- Role and issues for curriculum developers.

**Unit-2: Curriculum development:**

- Approaches to curriculum development-subject centred, learner centred, and community-centred.
- Models of curriculum development-Need assessment, Futuristic, Vocational/training.
- Selection & organization of learning experience- Integrated & interdisciplinary.
- Curriculum Frameworks of school & teacher education
- Factors influencing curriculum change –Political, social, technological and knowledge explosion.

**Unit-3: Curriculum Transaction:**

- Meaning and concept
- Perspectives to curriculum transaction. Provision for individualized instruction
- Models of teaching
- Methods & Media of curriculum transaction-strength & limitations; Role of ICT
- Role of teacher as curriculum practitioner.

**Unit-4: Curriculum Evaluation and Research:**

- Concept, Need & Principle
- Types - Formative, summative, continuous and comprehensive.
- Tools and techniques of evaluation-Qualitative and Quantitative.
- Issues in curriculum evaluation
- Areas of curriculum research & types of research in curriculum.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Reading of original documents/reports on curriculum development & group/individual presentations
- Report on curriculum transaction in any school subject
- Discussion on issues related to curriculum transaction
- Content analysis
- Evaluation of textbook/ programme.
- Assignment/ test

**Books Recommended:**

Aggarwal, Deepak: Curriculum Development: Concept, Methods & Techniques, New Delhi.

Wiles, J.W. & Joseph: Curriculum Development

NCERT (2005): National Curriculum Framework on School Education. New Delhi.

NCERT (2006) : Systematic reforms for curriculum change. New Delhi.

**M-304: Field Attachment-II****Maximum Marks: 75****Credits: 3****Mode of Examination/Assessment: Internal****Internal Marks: 75****External Marks: 00**

**Course Objectives:** This is second of the two such courses inbuilt in the total program of M.Ed., and has following objectives:

1. To provide learners opportunities to understand the overall pattern of organizing teaching practice and internship program of B.Ed. students.
2. To provide learners an opportunity to understand teaching-learning and organisational situations available for practice-teaching/internship in schools selected for the purpose.
3. To make learners efficient in supervising teaching practice and internship in designated practicing schools and providing on the spot feedback and assistance to B.Ed. trainees in designated schools.

**Learning Outcomes:**

1. The learners will be able to observe B.Ed. trainees in their teaching practice/ internship during internship program.
2. The learners will be able to provide constructive/suggestive feed back and help to B.Ed. trainees during internship program.
3. The learners will be able to understand the value of internship program and make reflective notes on problems and strategies for improvement of internship program.
4. The learners will understand their future role as supervisors of practice teaching.

**Course Content/activities:**

The learner will participate in following activities under the supervision of designated faculty of the department, who shall also evaluate his/her work/performance.

1. Observation of ongoing actual teaching episodes of B.Ed. students during B.Ed. internship.
2. Providing feedback and help on teaching to B.Ed. teacher trainees during the course of internship.
3. Observation and preparation of a report on teaching practice during B.Ed. internship, including reflective notes on improving internship program in the designated school.
4. Maintaining a reflective Journal
5. The learner shall maintain records of above activities, which along with general performance and involvement of learner in these, will be evaluated by the faculty designated by the HOD for the purpose.

**M-305-A: Management, Planning & Financing of Education****Maximum Marks: 100****Credits: 4****Mode of Examination/Assessment: Internal and External****Internal Marks-30****External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To enable students to understand the meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint students with the process, approaches and specific trends in educational management.
3. To develop an understanding among students about management of financial resources, and enable them to prepare institutional budget.

4. To orient students to the procedures of supervision, inspection and improvement in the field of education.
5. To make students understand about type of leadership required and accountability to be maintained by teachers and administrators.
6. To enable students to understand the concept, types and process of educational planning.

**Learning outcomes:**

5. The learners will understand organisational, administrative and managerial aspects of educational systems.
6. The learners will be able to identify administrative and managerial qualities required to be successful as a teacher and educational administrator.
7. The learners will be motivated to acquire leadership qualities required to be successful in the field of education.
8. The learner will internalize the need of appropriate planning in education.

**Course Content:**

**Unit-1:**

- Meaning and nature of educational administration and management: Management vs. administration.
- Need and importance of educational management.
- Functions and types of educational management.

**Unit-2:**

- Approaches and trends in educational management: Scientific management approach, process and POSDCORB.
- Bureaucratic approach
- Human relations approach
- System approach
- Management by objectives.
- Programme Evaluation and Review Technique (PERT).

**Unit-3:**

- Meaning and nature of leadership.
- Theories of leadership,
- Styles of leadership
- Decision-making: Meaning, process, types, limits and problems in decision-making.

**Unit-4:**

- Educational planning: Concept, need and principles.
- Approaches of educational planning: Manpower approaches, cost-benefit approach, Social demand approach and social justice approach.
- Perspective planning.
- Institutional planning.

**Unit-5:**

- Grants in aid system- bases of grant and types of grant.
- Mobilization of resources for education.
- Problems of educational finance.
- The process of budgeting: Meaning nature and Preparation of budget.

**Unit-6:**

- Inspection and Supervision in education: Need and meaning of Inspection: Panel inspection- planning, organizing and implementation.

- Need for supervision : Types of supervision and principles of supervision

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Brief study on any issues or problems relating to a school administration.
- Case study of some selected institution- Private schools and/or govt. schools.
- Study of school's budget: Income, grants and expenditures.
- Assignment/ test

**Books Recommended:**

Allen,L.A., Management and Organization , New York ; McGraw Hill Book Company.

Soyal, Henri , General and Industrial Management.

Wiles ,Kimbal, Supervision For Better School. New York, Prentice Hall.

Mishra, A .N., Educational Finance in India. Bombay.

Oad ,L. K., *Shaikshik Prashashan* , Rajasthan Hindi Granth Academy .

Mishra , Atmanand, *Shiksha me vitta –Prabandhan*, UGC, Project, New Delhi.

Pandey , Ramshakal., *Shaikshik Niyojan aur vitta prabandhan*, Vinod pustak mandir, Agra.

**M-305-B: Educational Technology**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed:

1. To enable students understand the meaning, nature, scope and significance of educational technology and its essential components in terms of Hardware and Software.
2. To enable students to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To make students aware of computer literacy and its significance in Educational process.
4. To enable students to understand the significance of programmed instruction and Research in ET.
5. To enable students to understand the role of information technology in present and future needs of education.

**Learning outcomes:**

1. The learners will be able to state Hardware and Software requirements for using ICT in education.
2. The learners will appreciate the significance of ICT in effective teaching-learning.
3. The learner will become able to explore ICT based learning and teaching materials available online.
4. The learner will move towards development and use of multimedia presentations.
5. The learner will become able to understand ICT related terminology.

**Course Content:**

**Unit-1:**

- Concept of Educational Technology: Meaning, nature scope and significance of E.T..
- Components of E.T.- Hardware , Software, System approach. Educational Technology and Instructional Technology.
- Communication and Instruction-Theory, Concept, nature, components, class room communication and mass media approach in educational technology.

**Unit-2:**

- Teaching -levels, strategies and models: Memory, Understanding and Reflective levels of teaching.
- Models of teaching: Meaning, nature and functions: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model and Suchman's Inquiry Teaching Model.

**Unit-3:**

- Programmed Instruction: Linear, Branching, Mathetics- Their origin, nature, assumptions, principles and types.
- Development of programmed instruction material –Content analysis, programme frames and their types, prompts, sequencing and validation.
- Computer assisted instruction: Meaning, Instructional uses of computer.

**Unit-4:**

- Emerging trends in Educational Technology– Video clippings, Radio, T.V., Teleconferencing, CCTV, INSAT, Problems related to new technology.
- Instructional design: Training psychology, system analysis and cybernetics- their meaning and applications in education.
- Teacher effectiveness – Concept, criteria, variables in presage, process and product criteria.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Organization of instructional strategies such as discussion, seminars and tutorials.
- Discussion on role and potential of Information technology in education.
- Identification of online resources for teaching-learning, evaluation of their usability, system requirements and effectiveness.
- Case studies on ICT utilization in select schools, presentation of reports.
- Preparing multimedia presentations on select school-level topics.
- Test/assignments

**Books Recommended:**

De Ceeco, John P.: The psychology of Learning and Instruction: Educational Psychology, Prentice Hall of India, New Delhi.

Sharma ,R. A.: Technology of Teaching, R . Lall Book Depot, Meerut.

Bhatnagar , R. P. , Suresh Bhatnagar : *Shikshan Shilp Vigyan*, Loyal Book Depot, Meerut.

Mangal ,S.K. :*Shiksha Takneeki* , PHI ,New Delhi.

Pandey ,G: *Shiksha Takneeki* , Radha Prakashan ,New Delhi.

Singh, Mayashankar.: *Shikshan Takneeki evam Shiksha ke Nutan Aayam*, Adhyan Publishers and Distributers, New Delhi.

Sharma, R.A., Shikshan Takniki

**M-305-C: Women Studies****Maximum Marks: 100****Credits: 4****Mode of Examination/Assessment: Internal and External****Internal Marks: 30****External Marks: 70****Course Objectives:**

**Course Objectives:** Present course is proposed to attain following objectives:

1. To attain an understanding of international and national perspective on status of women.
2. To develop an appreciation of women status in social and familial life in Indian and global settings.



3. To understand various theories proposed in the context of evolution of the concept of gender.
4. To identify the broad pattern of gender identities in various formal and informal organizations.
5. To understand the concept and various dimensions of women empowerment.
6. To gain knowledge about various women development related policies and decisions at national and international levels.

**Learning Outcomes:** After undergoing this course:

1. The students will develop an appreciation of various efforts towards improvement of the status of women in society.
2. The learner will be able to express the idea of gendered society viz-a-viz status of women.
3. The learner will become aware of gender based roles and discriminations in formal and informal systems.
4. The learner will become aware of the processes and factors of gender based inequalities, and will feel motivated to work for development of an equalitarian approach.
5. The learner will be able to comprehend and express various policies and programs focussed on women and child development.
6. The learner will be able to appreciate the need of women empowerment.
7. The learner will be able to identify factors in family and social life that hinder women empowerment.
8. The learner will be able to identify elements of behaviour and attitudes that need to be changed to facilitate women empowerment.

**Course Content:**

**Unit-1: Introduction to Women Studies**

- Definition/Meaning, Concept, Historical background, Issues and Problems
- Women Studies: International Perspective, International Conference for advancement of women and girl child
- Status of women in India: Sex ratio, factors responsible for adverse sex ratio and consequences. Measures to achieve balance between sex groups.
- Women movements

**Unit-2: Educational Status of Women**

- Theories on gender & education (Indian context): Socialization theory, Structural theory.
- Gender identity in: Family, schools, formal and informal organizations.
- Schooling of girls: inequalities & resistance in attitudes.

**Unit-3: Women and Development**

- In different Five year Plans
- National and International Policies
- Recommendations of different commissions
- Welfare programmes for women and children

**Unit-4: Women and Empowerment**

- From women's studies to gender studies.
- Empowerment: definition, concept. Indicators and psychological barriers
- Role of women in economic development: issues, problems and prospects
- Role of women in decision making process, women and law, safeguard measures
- Women, Society and Culture: Family, marriage, traditions. cultural expectations and roles

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Organization of group discussion on status of women in Indian society
- Study of report on women status and its presentation in classroom group
- Test/Assignment
- Role play
- Organization of awareness drive for women education

**Books Recommended:**

1. Sharma, Nirmala: Women and Education: Issues and Approaches.
2. Agrawal, J.C.- Bharat Mein Nari Shiksha
3. Jha, A.K. -Gender Inequality and Women Empowerment
4. Kalia, N.N. - Sexism in Indian Education
5. Maurya, S.D. - Women in India
6. Roopa, V. and A.K.Sen- Education and Problems of Indian Women
7. Singh, Madan- Prodh Shiksha.
8. Chapariya, Manoj - Stri Shiksha-Samajik Gatisheelata

**M- 305-D: Lifelong Learning**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop an understanding of historical development of the concept of Lifelong learning.
2. To appreciate significance of extension activities and outreach programs for development of society.
3. To develop understanding about various Lifelong Learning programs organized in India.
4. To enable learners to understand the linkage between social, economic, political and cultural development of society.
5. To understand the role played by NGOs in general and Zila Saksharta Samiti, Bharat Gyan Vigyan Samiti and Literacy House in particular in promoting Lifelong Learning.
6. To appreciate the role played by UNESCO in the area of Life Long Learning.
7. To know about current trends in the area of organizing Lifelong Learning.
8. To understand develop a comparative perspective of Lifelong Learning across developed and developing nations.

**Learning outcomes:**

1. The learner will be able to identify and state major landmarks in development of the concept of Lifelong learning.
2. The learner will better appreciate the linkage between Lifelong learning and holistic development of society.
3. The learner will be able to trace emphasis placed on Lifelong Learning in developmental planning.
4. The learner will know about the areas of Lifelong Learning being emphasized across developing and developed nations.
5. The learner will be able to evaluate Lifelong Learning programs of different nations.
6. The learner will be able to identify needed shift in Lifelong Learning efforts in Indian situations.

7. The learner will acquire knowledge about current efforts for Lifelong Learning.

**Course Content:**

**Unit-1:**

- Historical perspective of lifelong learning in India – Pre and Post Independence period.
- Concepts and terminology related to lifelong learning: Andragogy & pedagogy, lifelong learning, continuing education, non-formal education, incidental learning, illiteracy and its forms.
- Extension Education, Field Outreach

**Unit-2:**

- Lifelong learning programmes in India.
- Approaches to Lifelong Learning in different Five- Year Plans
- Emerging needs and future perspectives of Lifelong Learning
- Lifelong learning and development - social, economic, political and cultural.
- Lifelong Learning needs of Industries

**Unit-3:**

- Community engagement in Lifelong Learning.
- Role of NGOs, Zilla Saksharta Samitis,
- UNESCO declaration on Adult and Lifelong Learning, Hamburg Declaration (1997) and Mumbai Declaration on Role of Higher Education
- Bharat GyanVigyan Jatha and Literacy House

**Unit-4:**

- Trends in Adult & Lifelong Learning
- Adult & Lifelong learning in developing and developed countries: Brazil, China, USA and Canada.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Test/Assignment
- Survey of learning needs of adults illiterates in community
- Group discussion on elements of continuing education for the youth

**Books Recommended:**

Learning disabilities in India, P. Karant, Sage Publication, New Delhi

Education for exceptional children, K.C. Panda, Vikas Publication, New Delhi.

Daswani, C.J & Shah, S.Y (Ed. 2000) *Adult Education in India: Selected Papers*, New Delhi: UNESCO.

Freire, Paulo (1970) *Pedagogy of the Oppressed*, New York : Continuum.

Rajesh & Dixit, V.K. (2011) *Lifelong Learning: Issues and Challenges*, New Delhi: Global Book Organization

Roger, Harrison (Ed.2002) *Supporting Lifelong Education* , London: Rotledge. Shah, S. Y. (1993) *Indian Adult Education: A Historical Perspective*, New Delhi: Indian adult education association .

Singh, Madhu. (Ed.2002) *Lifelong Learning, Humberg*: UNESCO Institute of Lifelong Learning.

**M-306: Community Service**

**Maximum Marks: 75**

**Credits: 3**

**Mode of Examination/Assessment: Internal**

**Internal Marks-75****External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

9. To arouse student's sensibilities and preparedness to work for community development.
10. To motivate students to own responsibility towards society and work to build a better world.
11. To develop responsiveness among students towards problems of the society.
12. To prompt commitment to justice and zeal for social reconstruction.

**Learning outcomes:**

The student(s) will be able to:

- Develop social sensitivity and consciousness.
- Promote equitable and sustainable development for all sections of society.
- Select and organize subject content and learning experiences in the spirit of 'classroom to community'.
- Link formal school knowledge with community knowledge.

**Course Content/ Activity:**

Select activities out of the following shall be organized by the student(s) under the supervision of mentor teacher(s) designated by HOD.

- Community survey on environment, health, education and related aspects.
- Organization of sensitization programs on social issues at community level/ villages.
- Preparing report on NGOs, NYK and other social agencies working for community development.
- Studying SHGs and interviewing functionaries.
- Organizing speech/ invited lectures by social personalities.
- Cleaning drive in the campus & beautification.
- Plantation and cultural programmes.
- Celebration of national festivals, teachers day etc.
- Organizing exhibition & educational competitions.
- Visiting schools for awareness development.
- Any other relevant activity decided by the department/ HOD.
- The student(s) shall maintain a written record of activities in which he/she has participated, which will be used in internal evaluation along with student's performance and motivation for community service.

## Semester-IV

### M-401: Research Dissertation

**Maximum Marks: 50**

**Credits: 2**

**Mode of Examination/Assessment: Internal**

**Internal Marks-50**

**External Marks-00**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To equip the learner with an ability to collect data, organize these for analysis and undertake analysis.
2. To enable the learner in reporting findings of his/her dissertational-study and derive appropriate conclusions.
3. To lead learners to write their dissertation-study in a suitable format.
4. To facilitate learners to submit a final manuscript of the work done in present and preceding semesters in the form of a dissertation-research report.

**Learning outcomes:** Through undergoing the Research dissertation Course (M-401-A) the learner is expected to attain the following:

1. The learner will understand the process of data collection, analysis and derivation of findings and conclusions.
2. The learner will be able to write a dissertation- research report in a suitable format.

**Course Content/activities:** During the semester the learner will undertake following activities under the supervision of the dissertation supervisor designated by Head of the department.

1. Undertake data organization and analysis for the research study selected by him/her.
2. Prepare preliminary and final draft of above research.
3. Present a summary of above final report before peer-group and a HOD-designated faculty-panel. The later shall also carryout internal evaluation of the work done.

### M-402-A: System, Issues and Concerns of Elementary Education

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The course aims:

1. To introduce students with the Concept, Background and Provisions of Elementary Education.
2. To develop an understanding of objectives and curriculum of elementary education.
3. To know about the National Policies of Education.
4. To acquaint students with the issues and concerns of Elementary Education.

**Learning outcomes:** On completion of course the student-teacher will be able to:

1. Understand meaning of Elementary Education and its significance in national development.
2. Understand the problems and issues of Elementary Education.
3. Understand the programmes and Initiatives of Elementary Education.

**Course Content:**

**Unit-1: Elementary Education: Concept, Background and Provisions.**

- Meaning, scope and significance
- Elementary Education: Pre independent Period (Ancient, Buddisht, Muslim and British period)
- Elementary Education: Post Independent period: Constitutional provision to achieve UEE (Including RTE).
- Recommendations of National Policies of Education (1968, 1979, 1986, 2020) Elementary education in five years plan.

#### **Unit-2: Elementary Education: Issues**

- Millennium Development Goals and UEE in India. (MDGs)
- Issues and challenges related to Students, Teachers and Functionaries.
- Role of PRI, NGO and PTA
- Online teaching learning Process: Merits and Demerits.

#### **Unit-3: Programmes and Initiatives**

- Sarva Shiksha Abhiyan (SSA): Objectives, Access, Enrolment, Retention, Achievement, Challenges.
- Non Formal Education: TLM with special reference of education of dropouts and weaker sections.
- District Primary Education Programme, Mid-Day Meals.
- Initiatives of DIETs to achieve UEE in India.

#### **Unit-4: Elementary Education: Problems**

- Wastage and stagnation.
- Examination and Evaluation.
- Administration and organization.
- Infrastructure and Facilities.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Assignment / Unit test / Field attachments (during vacation).
- Case study Report of an Elementary Education Institution.
- Presentation of above in classroom group.
- Survey of Problems of elementary education with reference to RTE.

#### **Books Recommended:**

National Curriculum for Elementary and Secondary Education (1998)- A Framework, NCERT, New Delhi.

Rao, V.K. (2007), Universalization of Elementary Education, Indian Publishers, New Delhi.

Khanna, P.K. (2005), Education in the New Millennium, Jaipur, ABP

Khan, A., Education in Modern Indian Context, New Delhi, Arisep.

### **M-402-B: System, Issues and Concerns of Secondary Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to:

1. To introduce students with the Historical Background, nature, aims and need of Secondary Education.
2. To develop among students an understanding of the problems of secondary education.
3. To acquaint students with the role of various agencies and schemes of Secondary Education.

4. To make students aware about emerging trends in Secondary Education

**Learning outcomes:** After undergoing the present course students will:

1. Understand the status of secondary and higher secondary education in India.
2. Be able to analyze issues of secondary and higher secondary education.
3. Be able to interpret outcomes of different programmes & initiatives in the field of secondary education.
4. Develop critical understanding of current status, issues and challenges of secondary education in India.
5. Be able to Analyze the role of different organizations, agencies and institutions in secondary education

**Course Content:**

**Unit-1: Secondary Education: Historical Perspective**

- Meaning, Aims, Objectives, Purpose, Functions of secondary and senior secondary education.
- Secondary Education: Historical perspective-Pre and Post independence.
- Recommendation of various Committees and Commissions,(Post Independence Period), School Education and National Policy of Education-2020.

**Unit-2: Schemes for Secondary Education**

- Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- Programmes for weaker sections and Girl child.
- Millennium Development Goals and Secondary Education in India.
- Role of NCERT, SCERT, IASE and DIETs in quality enhancement of secondary school system, curriculum and training.

**Unit-3: Issues in Secondary Education.**

- Privatisation and commercialization of Education: Role and Impact.
- Education for sustainable development: Meaning, Principles and importance.
- Ensuring universal access to Education, holistic development of learner, re-imagining vocational education, NCFSE with reference to NPE-2020.
- Vocationalisation of secondary Education-Trends, Problems and Challenges.

**Unit-4: Alternative Trends in Education.**

- Concept of life skill education: Meaning, importance and strategies (Ten core life skills).
- Life skills in school settings at secondary level, with special reference to Career and training, dealing with peer pressure, wellbeing.
- Education for sustainable development (ESD): Meaning, Principles and Importance.
- Introduction of Choice Based Credit System (CBCS).

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Assignment / Unit test / Field attachments (during vacation).
- Case study Report of a Secondary Institution.
- Presentation of above in classroom group.
- Survey of Problems of Secondary education.

**Books Recommended:**

Bent, R.K, H.H. Kronrnberg and C.C Boardman (1970), Principles of Secondary Education, Mc Graw Hill Book Company, New York.

GOI, MHRD (2005), Universalization of secondary Education: Report of the CAGE Committee. New Delhi.

National Curriculum Framework on School Education, NCERT (2005)

National Curriculum for Elementary and Secondary Education (1998)-A Framework, NCERT, New Delhi.

UNESCO (2005) Quality Education and Life Skills: Dakar Goals (Paris).

Nair, A. Radhakrishnan (2010) Life skills training for positive behavior, Sriperumbuder, Rajiv Gandhi Institute of Youth Development (2008), Facilitator manual on enhancing Life Skills (TN).

### **M-403-A: Comparative Elementary Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To make students aware of elementary education system of certain other countries.
2. To develop among students an understanding as to how philosophy, objectives, aims, and policies influence secondary education system.
3. To acquaint students with educational systems in terms of factors and approaches of comparative education at elementary level.
4. To acquaint students with the concept of Universalization of education and related Acts/ Policies in different countries.
5. To create a perspective about implications of comparative education for solving prevailing problems of elementary education.

**Learning outcomes:** On completion of course the student- teacher will be able to:

1. Understand meaning of comparative education and its importance in development of national education system.
2. Understand the approaches to development of educational system
3. Understand the growth and development of elementary education in developed countries.

**Course Content:**

**Unit-1: Comparative Education:**

- Origin, definition, aims.
- Historical development of comparative education.
- Contributions of Marc-Antoine, Julien de Paris, Victor Cousin, John Grison and Horace Mann, Joseph Kaye & Mathew Arnold, Tolstoy and Barnard Nicholas Hans, and I.L. Kandel in comparative education.
- Tasks of comparative education in New millennium.

**Unit-2: Modern trends in comparative Elementary Education.**

- Strategies of comparative education.
- Factors influencing comparative education.
- Modern trends in world education
- Role of UNESCO, UNO and universalization of elementary education with special reference to global perspective.

**Unit-3: System of Elementary Education in U.S.A.:**

- Historical background with special reference to Educational Acts/ Policies.
- Organization of elementary education system
- Curriculum, Assessment system, Teaching and teacher- training.
- Specific Issues with special reference to global challenges for 21<sup>st</sup> century education.

**Unit-4: System of Elementary Education in U.K**

- Historical background with special reference to Educational Acts/ Policies.



- Organization of elementary education system
- Curriculum, Assessment system, Teaching and teacher-training.
- Specific Issues with special reference to global challenges for 21<sup>st</sup> century education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Comparative Study of Indian elementary education with reference to USA & UK.
- Survey of elementary schools
- Survey: Problems of elementary school teachers with reference to RTE.
- Teaching Learning process in India, UK and USA.
- Participating in In-service teacher training programme at DIET.
- Interview of DIET Functionaries involved in training of elementary school teacher.
- Assignments /unit test / Field attachments (during vacation)

**Books Recommended:**

Baradey, G. Z. F. (1964) Comparative methods in education, oxford and IBM Pub.co. NEW DELHI.

Cramer, I. F. & G. S. Brown (1965) Contemporary education: A comparative study of National System, New York: Harcourt Brace and com.

Denis, L. (1986) Educational system of England, London, George Allen and Unwon.

Hans, N (1961) Comparative Education ,London, Routledge and kegan paul.

Homles, B (1981) Comparative education : Some consideration of Method, London, George Allen & Unwins.

Kandel, I.L (1963) Studies in comparative education, New York, George Harrups.

UNESCO (2012) Shaping the education of tomorrow, Paris ,France, UNESCO.

**M-403-B: Comparative Secondary Education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks- 30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To make students aware of the significance of studying education systems of other countries.
2. To develop among students an understanding about philosophy, objectives, aims and policies related to secondary education in other countries.
3. To aquatint student-teachers with educational systems in terms of factors and approaches of comparative education at secondary level.
4. To acquaint student-teachers with the concept of Universalization of secondary education and related Acts/ Policies.
5. To create a perspective among students about the implications of comparative education for solving prevailing problems of secondary education.

**Learning outcomes:** On completion of course the student's teacher will be able to:

1. Understand meaning of comparative education and its importance in development of national secondary education system.
2. Understand the approaches to development of secondary education system
3. Understand the growth and development of secondary education in developed countries.

**Course Content:**

**Unit-1: Secondary Education:**

- Origin, definition, aims.

- Historical development of comparative education.
- Contributions of Marc-Antoine, Julien de Paris, Victor Cousin, John Griscon and Horace Mann, Joseph Kaye & Mathew Arnold, Tolstoy and Barnard Nicholas Hans, I. L .Kandel in Comparative education.
- Tasks of comparative education in New millennium.

**Unit-2: Modern trends in Secondary Education:**

- Strategies of comparative education.
- Factors influencing comparative education.
- Modern trends of world education
- Role of UNESCO and universalization of education with special reference to global perspective.

**Unit-3: System of Secondary Education in U.S.A.:**

- Historical background with special reference to Secondary Education Acts/ Policies.
- Organization of Secondary education
- Curriculum, Assessment, Teaching and teacher's training for Secondary Education.
- Issues of Secondary education with special reference to global challenges for 21<sup>st</sup> century.

**Unit-4: System of Secondary Education in U.K:**

- Historical background with special reference to Educational Acts/ Policies.
- Organization of secondary education system
- Curriculum, Assessment system, Teaching and teacher-training.
- Issues with special reference to global challenges for 21<sup>st</sup> century education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Survey of a secondary school
- Survey: Problems of secondary school teachers with reference to RTE.
- Participating in in-service secondary level teacher training programme at DIET.
- Interview of DIET Functionaries involved in training of secondary school teachers.
- Assignments /unit test / Field attachments (during vacation).

**Books Recommended:**

Baradey, G.Z.F.(1964) Comparative methods in education, oxford and IBM Pub.co. NEW DELHI.

Cramer, I. F. & G.S. Brown (1965) Contemporary Education: A comparative study of National System, Newyork: Harcourt Brace and com.

Denis, L. (1986) Educational System of England, London, George Allen and Unwon.

Hans, N (1961) Comparative Education ,London Routledge and Kegan Paul.

Homles, B (1981) Comparative Education: Some consideration of Method, London, George Allen & Unwins.

Kandel, I. L. (1963) Studies in comparative education, New York, George Harrups.

UNESCO (2012) Shaping the education of tomorrow, Paris, France, UNESCO.

**M-404: Inclusive Elementary & Secondary education**

**Maximum Marks: 100**

**Credits: 4**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To provide knowledge about concepts associated with education of special children.

2. To enable learners in understanding evolution of various initiatives in the field of inclusive education.
3. To provide an understanding of different types of disabilities among children, their educational needs and barriers to attain inclusive education.
4. To make students understand needed interventions for making classrooms, schools and social situations inclusive.
5. To facilitate learning about needed change in teacher behaviour, attitudes and school/classroom organization.
6. To acquaint students with role and responsibilities of teachers for inclusive education.

**Learning outcomes:**

1. The learner will be able to describe evolution of inclusive education, its need and significance.
2. The learner will be able to state and evaluate different policies with respect to inclusive education in India.
3. The learner will be able to observe and classify different types of disabilities in his/her social and educational environment and become able to appreciate special educational needs of various categories of differently-abled children.
4. The learner will know about and feel motivated to tackle various barriers to attain inclusive education.
5. The learner will be able to identify and internalize elements of behaviours and attitudes for dealing with differently-abled children

**Course Content:**

**Unit-1: Inclusive Education:**

- Concept, Nature, Need and benefits of inclusive education. Difference between remedial education, inclusive education, special education and integrated education.
- International initiatives for Inclusive education. National policies and legislation for inclusive education. Government provisions for inclusive education

**Unit-2: Disabilities of learner and their educational need:**

- Hearing Impairment, Visual Impairment, Low Vision, Orthopaedic Impairment, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities of learner's and their educational needs.
- Social, Educational and Attitudinal barriers in Inclusive education.

**Unit-3: Preparation for Inclusive Education:**

- Concept and meaning of diverse needs. Brief history of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion, Creating and sustaining inclusive practices.
- Planning and Managing Inclusive Curriculum in Schools, Development & Implementation of Individualized Educational Plan (IEP), Instructional strategies for inclusive education (remedial teaching, team teaching, buddy system, circles of friends, parent involvement, student assistance system, co-teaching, e-learning and web based learning).

**Unit-4: Classroom Management in Inclusive Education:**

- Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.

- Preparation of Inclusive Education Teacher: Skill and competencies of teachers and teacher educators in inclusive settings. Role, responsibilities and professional ethics of inclusive education teacher and teacher educator.
- Curriculum for inclusive education teacher preparation. Different national and international agencies promoting inclusive education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher, will be organized:

- Group discussion on related topic(s)
- Presentation on specific themes of inclusive education, as identified by subject-teachers, in classroom group
- Unit test
- School survey for inclusive practices.

**Books Recommended:**

Sharma, Yogendra Kumar & Madhulika Sharma: Inclusive Education: Conceptual Framework, Approaches & Facilitators. Kanishka Publishers & Distributors, New Delhi.

Sharma, Yogendra Kumar & Madhulika Sharma: Inclusive Education: Special Educational Needs of Learner. Kanishka Publishers & Distributors, New Delhi.

Karant, P. Learning disabilities in India, Sage Publication, New Delhi

Panda, K.C. Education for exceptional children, Vikas Publication, New Delhi.

**M-405: Survey Data Analysis**

**Maximum Marks: 50**

**Credits: 2**

**Mode of Examination/Assessment: Internal**

**Internal Marks-50**

**External Marks-00**

**Course Objectives: Course Objectives:**

1. To acquaint students with the basic concepts, aims and objectives of survey data analysis
2. To provide students knowledge about the various types of survey data analysis.
3. To introduce learners with methods of univariate descriptive and inferential analysis of survey data
4. To provide learners knowledge about different approaches of bivariate, descriptive and inferential analysis of survey data
5. To help students in selecting suitable approaches for data analysis in their dissertational and future research works.
6. To enable students in understanding various research reports employing basic statistical approaches.
7. To develop an optimum level of efficiency and confidence in planning and undertaking basic data analysis in the process of research.

**Learning outcomes:**

1. The learners will be able to use basic methods of survey data analysis in their research work.
2. The learners will be able to interpret results of basis data analysis carried out with the help of SPSS software.
3. The learners will feel confident in interpreting results obtained through undertaking basic quantitative data analysis.
4. The learners will be able to state testable hypothesis for the purpose of their survey research work.

5. The learners will be able to present and interpret results of their data analysis through graphical presentations.
6. The learners will be able to understand the basic survey data analysis reported in research reports and dissertations.

**Course Content:**

**Unit-1: Determinants of approach to Data Analysis:**

- Number of Variables
- Level of variables.
- Methods of analysis- descriptive and inferential
- Distribution of Data

**Unit-2: Univariate Analysis:**

- Meaning; Descriptive Tabular and Graphical univariate analysis with different level of variables
- Univariate inferential analysis

**Unit-3: Descriptive and Inferential Bivariate analysis with Nominal and Ordinal variables:**

- Cross tabulations and Graphs
- Use of summary statistics: Chi-square based correlations, PRE based correlations, strength and direction of correlations;
- Inferential analysis with bivariate nominal and ordinal variables

**Unit-4: Bivariate Descriptive and inferential analysis with interval level dependent variable and categorical independent variable:**

- Tabular, graphical analysis
- Summary statistics
- Inferential analysis with summary statistics

**Unit-5: Bivariate analysis with two interval level variables:**

- Graphs, summary statistics-correlation and regression
- Inferential analysis with summary statistics
- Introduction to elaboration analysis and multivariate analysis

**Practicum:** Following suggestive list of activities will be organized to make learning more activity oriented and meaningful in teaching the course content:

- Preparation/study of a survey questionnaire and identification of levels of data collected with different questions included in it.
- Preparation of univariate and bivariate graphical representations with the help of teacher provided fictitious/real data, and interpreting such representations.
- Interpretation of results of univariate descriptive and inferential data analysis of different level of variables as provided by the teacher.
- Descriptive interpretation of bivariate cross-tabulations with nominal, interval and mixed data as provided by the teacher; computation of inferential statistics for the cross-tabulations provided by the teacher.
- Reading output of SPSS based data analysis involving univariate and bivariate descriptive and survey data analysis as provided by the teacher.
- The learner will maintain a record of these course activities, and these records as well as students' level of understanding different course contents will be internally evaluated by course teacher(s) during the course.

**Books and References Recommended:**

D.A. De Vaus ,(2003) “Surveys in Social Research”, Indian reprint, (Chapts12, 13,,14.15 and 16)

- Freeman, L.C., (1965) "Elementary Applied Statistics", New York : Wiley
- Loether, H.J. and Mctavish, D.G. (1974),"Descriptive Statistics for sociologists", Boston :Allen and Bacon
- Loether, H.J. and Mctavish, D.G. (1974),"Inferential statistics for Sociologists", Boston : Allenand Bacon
- Henry, G.T. (1995), "Graphing Data : Techniques for display and analysis", Thousand Oaks : Sage Publications
- [www.math.yorku.ca/SCS/Gallery/](http://www.math.yorku.ca/SCS/Gallery/)
- [www.statoftinc.com/textbook/stbasic/html#cross-tabilation](http://www.statoftinc.com/textbook/stbasic/html#cross-tabilation)
- Nie, N.H. et al (1975), "Statistical Package for social sciences" (2<sup>nd</sup> ed), New York : McGraw Hill.
- Norusis, M.J. (1983) "SPSSX : Introductory Statistics Guide", New York: McGraw-Hill
- Rosenberg, M.(1968), "The logic of Survey analysis", New York : Basic books
- Johnson, A.G. (1977), "Social Statics without tears, New York : Wiley