

# Curriculum and Syllabi

(Based on UGC guidelines for Choice Based Credit System)

## MASTER OF EDUCATION (M.Ed.)

Duration- Two Years (Four Semesters)  
(Effective from Academic Session 2019-20)

Version 2.0

## SCHOOL OF EDUCATION (SOE)

July, 2019



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

Plot No.: 2, Sector: 17A, Yamuna Expressway, Gautam Buddh Nagar, UP (India) 203201

[www.galgotiasuniversity.edu.in](http://www.galgotiasuniversity.edu.in)

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1 <sup>st</sup> Semester							2 <sup>nd</sup> Semester								
Sl. No.	Course Code	Course Title	L	T	P	C	Sl. No.	Course Code	Course Title	L	T	P	C		
<b>PROGRAM FOUNDATION PRACTICUM</b>							<b>PROGRAM CORE THEORY</b>								
1	MEDU1001	Advance ICT Skill Development-Lab	0	0	4	2	1	MEDU1051	Advance Educational Research Methods	4	0	0	4		
2	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4		
3	MEDU1007	Self Development- Practicum	0	0	2	1	3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4		
<b>PROGRAM CORE THEORY</b>							<b>PROGRAM CORE PRACTICUM</b>								
4	MEDU1003	Educational Studies	4	0	0	4	4	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2		
5	MEDU1004	Historical and Political Development of Education	4	0	0	4	5	MEDU1053	Internship in Schools	0	0	4	2		
6	MEDU1005	Introduction to Research Methods	4	0	0	4	<b>ELECTIVE (DISCIPLINE CENTRIC) (CHOOSE ANY ONE)</b>								
7	MEDU1006	Psychology of Learning and Development	4	0	0	4	6	MEDU1056	Educational Administration	4	0	0	4		
								MEDU1057	Human Rights and Peace Education	4	0	0	4		
								MEDU1058	Inclusive Education	4	0	0	4		
								MEDU1059	Information and Communication Technology in Education	4	0	0	4		
<b>Total Credits</b>							<b>20</b>	<b>Total Credits</b>							<b>20</b>
3 <sup>rd</sup> Semester							4 <sup>th</sup> Semester								
Sl. No.	Course Code	Course Title	L	T	P	C	Sl. No.	Course Code	Course Title	L	T	P	C		
<b>PROGRAM FOUNDATION</b>							<b>PROGRAM CORE THEORY</b>								
1	MEDU2001	Academic Writing- Practicum	0	0	4	2	1	MEDU2051	Advance Curriculum Theories	4	0	0	4		
<b>PROGRAM CORE THEORY</b>							<b>PROGRAM CORE PRACTICAL</b>								
2	MEDU2002	Curriculum Studies	4	0	0	4	2	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4		
3	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	3	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4		
<b>PROGRAM CORE PRACTICUM</b>							<b>ELECTIVE- 1 STAGE SPECIFIC (CHOOSE ANY ONE STAGE )</b>								
4	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	4	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4		
<b>STAGE SPECIFIC ELECTIVE (CHOOSE ANY ONE STAGE)</b>								MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4		
<b>ELECTIVE- 1 (ELEMENTARY EDUCATION)</b>							<b>ELECTIVE- 2 (DISCIPLINE CENTRIC) (CHOOSE ANY ONE)</b>								
5	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	5	MEDU2056	Language Education	4	0	0	4		
6	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4		MEDU2057	Mathematics Education	4	0	0	4		
<b>ELECTIVE- 2 (SECONDARY EDUCATION)</b>								MEDU2058	Science Education	4	0	0	4		
5	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4		MEDU2059	Social Science Education	4	0	0	4		
6	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	<b>Total Credits</b>							<b>20</b>	
<b>Total Credits</b>							<b>20</b>	<b>SUMMARY OF CREDITS</b>							
										<b>Semester</b>	<b>Total</b>	<b>T</b>	<b>P</b>		
										<b>1<sup>st</sup> Semester</b>	20	16	4		
										<b>2<sup>nd</sup> Semester</b>	20	16	4		
										<b>3<sup>rd</sup> Semester</b>	20	16	4		
										<b>4<sup>th</sup> Semester</b>	20	12	8		
										<b>Total Credits</b>	<b>80</b>	<b>60</b>	<b>20</b>		
										<b>Number of Courses</b>	<b>24</b>	<b>15</b>	<b>9</b>		

# SECTION 1

# ABOUT GALGOTIAS UNIVERSITY

## 1.1 ABOUT THE UNIVERSITY

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

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

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

## 1.2 VISION AND MISSION OF GALGOTIAS UNIVERSITY

### Vision Statement of Galgotias University

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

### Mission Statements of Galgotias University

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

## 1.3 ABOUT SCHOOL OF EDUCATION

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

## 1.4 ABOUT M.ED. PROGRAM

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

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

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

## **1.5 PROGRAM APPROVAL**

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

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

## **1.6 ABOUT NCTE**

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

# SECTION 2

# RULES AND REGULATIONS

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

The examination system is designed to serve two primary purposes:

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

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

## 2.1 ELIGIBILITY CRITERIA

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

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

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

## 2.2 ADMISSION PROCESS

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

## 2.3 AGE LIMIT

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

## 2.4 ATTENDANCE

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## **2.7 CURRICULUM**

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

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

## 2.8 MODES OF LEARNING ENGAGEMENT

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

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

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

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

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

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

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

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

## 2.9 MODES OF ASSESSMENT

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

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

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

## 2.10 CURRICULUM TRANSACTION

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

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

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

## 2.15 MENTOR SYSTEM

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

## 2.16 SYLLABUS

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

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

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

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

## **2.17 TYPES OF COURSES**

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

## **2.18 DEFINITION OF COURSE CREDITS**

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

**Example:**

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

## **2.19 MINIMUM CREDIT REQUIREMENTS**

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

## **2.20 COURSE REGISTRATION**

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

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

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

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

## **2.21 SUPPLEMENTARY EXAMINATION**

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

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

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

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

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

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

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

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

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



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

## 2.24 ASSESSMENT/EVALUATION PROCESS

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

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

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

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

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

## 2.25 ASSESSMENT/EVALUATION PROCEDURE FOR THEORY ONLY COURSES

The assessment in each theory course shall consist of two Continuous Assessment Tests (CAT-I and CAT-II), in-class quizzes, assignments, sessional work, practicum and the End Term Examination (ETE). The distribution of weightage for each assessment steps are listed in Table1.3.

**Table 1.2: GU attendance policy details**

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

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

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

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

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

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

## 2.27 ASSESSMENT OF DISSERTATION WORK

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



## **2.28 ASSESSMENT OF SESSIONAL WORKS**

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

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

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

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

## **2.30 THE MEDIUM OF EXAMINATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Table 1.5: Method for calculating SGPA**

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

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

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

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

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

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

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

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

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

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

Cumulative points secured (total of points secured in I Semester (178) and in II Semester (128)) = 365

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

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

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

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

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

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

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

## 2.38 DECLARATION OF RESULT

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

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

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

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

### **2.40 SUMMER SEMESTER**

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

### **2.41 ELECTIVE FOUNDATION COURSES**

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

### **2.42 COURSE EQUIVALENCE**

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

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

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

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

### **2.44 TEMPORARY WITHDRAWAL FROM PROGRAM**

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

### **2.45 AWARD OF DEGREE**

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

Example: ‘Master of Education’.

### **2.46 MODIFICATION IN REGULATIONS**

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



## **2.47 END OF PROGRAM**

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

### **NOTE:**

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



## SECTION 4

# CURRICULUM AND EXAMINATION SCHEME

The M.Ed. curriculum and examination scheme at Galgotias University have been designed to fully meet all the Program Outcomes outlined previously. The following section describes the requirements for earning a Master of Education (M.Ed.) degree and its break-down in terms of Program Foundation Courses, Program Core Courses (Theory and Practicum), Program Elective Courses and Dissertation.

### Break-down of Credits

S. No.	Category	Total Courses	Total Credits	Percentage (%)
1	Foundation Courses	4	6	7.5
2	Programme Core Courses	12	46	57.5
3	Programme Electives	5	20	25
4	Dissertation	3	8	10
<b>Total Maximum Credits</b>		<b>24</b>	<b>80</b>	<b>100</b>

S. No.	Category	Total Courses	Total Credits	Percentage (%)
1	Theory Courses	15	60	75
2	Practicum Courses	9	20	25
<b>Total Maximum Credits</b>		<b>24</b>	<b>80</b>	<b>100</b>

S. No.	Category	Total Courses	Percentage (%)
1	Theory Courses	15	62.5
2	Practicum Courses	9	37.5
<b>Total Courses</b>		<b>24</b>	<b>100</b>

## LIST OF COURSES

### Foundation Courses

S. No.	Course Code	Course Title	L	T	P	C	Prerequisite / Exposure	Version	Sem
1	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2		2.0	I
2	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1		2.0	I
3	MEDU1007	Self Development- Practicum	0	0	2	1		2.0	I
4	MEDU2001	Academic Writing- Practicum	0	0	4	2		2.0	III

**Total Credits = 6**

### Program Core Courses

S. No.	Course Code	Course Title	L	T	P	C	Course Prerequisite	Version	Sem
1	MEDU1003	Educational Studies	4	0	0	4		2.0	I
2	MEDU1004	Historical and Political Development of Education	4	0	0	4		2.0	I
3	MEDU1005	Introduction to Research Methods	4	0	0	4		2.0	I
4	MEDU1006	Psychology of Learning and Development	4	0	0	4		2.0	I
5	MEDU1051	Advance Educational Research Methods	4	0	0	4		2.0	II
6	MEDU1054	Philosophy and Sociology of Education	4	0	0	4		2.0	II
7	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4		2.0	II
8	MEDU1053	Internship in Schools	0	0	4	2		2.0	II
9	MEDU2002	Curriculum Studies	4	0	0	4		2.0	III
10	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4		2.0	III
11	MEDU2051	Advance Curriculum Theories	4	0	0	4		2.0	IV
12	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4		2.0	IV

**Total Credits = 46**

### Programme Electives Courses (Discipline Centric Courses)

S. No.	Course Code	Course Title	L	T	P	C	Course Prerequisite	Version	Sem
1	MEDU1056	Educational Administration	4	0	0	4		2.0	II
	MEDU1057	Human Rights and Peace Education	4	0	0	4		2.0	II
	MEDU1058	Inclusive Education	4	0	0	4		2.0	II
	MEDU1059	Information and Communication Technology in Education	4	0	0	4		2.0	II
2	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4		2.0	III
3	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4		2.0	III
2	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4		2.0	III
3	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4		2.0	III
4	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4		2.0	IV
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4		2.0	IV
5	MEDU2056	Language Education	4	0	0	4	Language at Graduation	2.0	IV
	MEDU2057	Mathematics Education	4	0	0	4	Mathematics at Graduation	2.0	IV
	MEDU2058	Science Education	4	0	0	4	Science at Graduation	2.0	IV
	MEDU2059	Social Science Education	4	0	0	4	Social Science at Graduation	2.0	IV

**Total Credits: 20**

### Dissertation Courses

S. No.	Course Code	Course Title	L	T	P	C	Prerequisite / Exposure	Version	Sem
1	MEDU1052	Dissertation- Research Proposal	0	0	4	2		2.0	II
2	MEDU2003	Dissertation- Research Design and Data Collection	0	0	4	2		2.0	III
3	MEDU2052	Dissertation- Viva-Voce	0	0	8	4		2.0	IV

**Total Credits = 8**

## Semester Wise Course Structure

### First Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>A-1</b>		<b>Program Foundation Practicum</b>								
1	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	56	50	50	100
2	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	28	50	50	100
3	MEDU1007	Self Development- Practicum	0	0	2	1	28	50	50	100
<b>B-1</b>		<b>Program Core Theory</b>								
3	MEDU1003	Educational Studies	4	0	0	4	56	50	50	100
4	MEDU1004	Historical and Political Development of Education	4	0	0	4	56	50	50	100
5	MEDU1005	Introduction to Research Methods	4	0	0	4	56	50	50	100
6	MEDU1006	Psychology of Learning and Development	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				336	Credits T- 16 P- 4	Courses - 7 T- 4 P- 3	SGPA

## Second Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>B-1</b>		<b>Program Core Theory</b>								
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	56	50	50	100
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	56	50	50	100
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practical</b>								
4	MEDU1052	Dissertation- Research Proposal	0	0	4	2	56	50	50	100
5	MEDU1053	Internship in Schools	0	0	4	2	56	50	50	100
<b>C</b>		<b>Elective (Discipline Centric) (Choose any one)</b>								
6	MEDU1056	Educational Administration	4	0	0	4	56	50	50	100
	MEDU1057	Human Rights and Peace Education	4	0	0	4	56	50	50	100
	MEDU1058	Inclusive Education	4	0	0	4	56	50	50	100
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				Min-336	Credit T- 16 P- 4	Courses- 6 T- 4 P- 2	SGPA

### Third Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>A</b>		<b>Program Foundation</b>								
1	MEDU2001	Academic Writing-Practicum	0	0	4	2	56	50	50	100
<b>B-1</b>		<b>Program Core Theory</b>								
2	MEDU2002	Curriculum Studies	4	0	0	4	56	50	50	100
3	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practicum</b>								
4	MEDU2003	Dissertation- Research Design and Data Collection	0	0	4	2	56	50	50	100
<b>C</b>		<b>Stage Specific Elective (Choose any one stage)</b>								
		<b>Elective- 1 (Elementary Education)</b>								
5	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	56	50	50	100
6	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	56	50	50	100
		<b>Elective- 2 (Secondary Education)</b>								
5	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100
6	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				Max-336	Credits T- 16 P- 4	Courses- 6 T- 4 P- 2	SGPA

### Fourth Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>B-1</b>		<b>Program Core Theory</b>								
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practicum</b>								
2	MEDU2052	Dissertation- Viva-Voce	0	0	8	4	112	50	50	100
3	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	112	50	50	100
<b>C-1</b>		<b>Elective- 1 Stage Specific (Choose any one stage )</b>								
4	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	56	50	50	100
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	56	50	50	100
<b>C-2</b>		<b>Elective- 2 (Discipline Centric) (Choose any one)</b>								
5	MEDU2056	Language Education	4	0	0	4	56	50	50	100
	MEDU2057	Mathematics Education	4	0	0	4	56	50	50	100
	MEDU2058	Science Education	4	0	0	4	56	50	50	100
	MEDU2059	Social Science Education	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				392	Credits T- 12 P- 8	Courses- 5 T- 3 P- 2	SGPA

## Summary

### Program- Master of Education (M.Ed.)

#### Duration- Four Semesters (Two Years)

	<b>First Semester</b>	<b>Second Semester</b>	<b>Third Semester</b>	<b>Fourth Semester</b>	<b>Total</b>
<b>Credits</b>	20	20	20	20	80
<b>Theory Credits (%)</b>	16 (80%)	16 (80%)	16 (80%)	12 (60%)	60 (75%)
<b>Practical Credits (%)</b>	4 (20%)	4 (20%)	4 (20%)	8 (40%)	20 (25%)
<b>Courses</b>	7 T- 4 (57%) P- 3 (43%)	6 T- 4 (67%) P- 2 (33%)	6 T- 4 (67%) P- 2 (33%)	5 T- 3 (60%) P- 2 (40%)	24 T- 15 (62%) P- 9 (38%)
<b>Contact Hours</b>	336	336	336	392	1400

### Scheme of Examination

Assessment of the students is done on the basis of the continuous ‘Internal Assessment’ and ‘End Term Examinations (ETE)’ in all four semesters. Internal assessment of theory courses consist of CAT- I & II, Quizzes, Assignments, Seminars, Practicum and Sessional Work etc. End Term Examinations (ETE) of theory, practical and dissertation courses are conducted as at the end of the each semester. Details of the internal assessment and ETE in the theory and practical courses are mentioned in the Theory and Practical course assessment scheme.

### Program Pass Conditions

- 1- A M.Ed. student shall be declared to have passed in a Theory, Practical and Dissertation course only if; he/she secures a minimum of 40% marks in each course examination.
- 2- Each student shall have to pass separately in Theory, Practical and Dissertation Examination in each semester and have to earn all credits of all compulsory courses and secure minimum 5.0 CGPA Grade for the promotion to the second year.
- 3- CGPA Grade and Division will be allocated in ‘Consolidated Statement of Grades’ after fourth Semester.
- 4- To obtain M.Ed. degree a student has to earn all 80 credits of compulsory courses.



## **Theory Course Assessment Scheme**

The assessment of each core theory course is divided in two parts. First assessment of core theory courses shall be done internally by the University during the semesters. Second assessment of core theory courses shall be done externally by the University at the end of the semesters. Marks secured by the students in Internal and External Written Examinations shall aggregately be taken in to consideration to declare them pass in the theory examination. Foundation Theory and Practical courses will be evaluated only internally by the University.

Internal assessment of Foundation and Core theory courses consists of two written Continuous Assessment Tests (CAT-1 and CAT-2), in-class quizzes, assignments, sessional work, project and practicum done by the student during the semesters. External assessment of core theory courses shall be done through the written End Term Examinations (ETE).

Requirement of minimum marks to be declared pass in Internal and External Theory and Practical Examinations, other pass conditions and grade system have been described in the section of the Rules and Regulations.

## **Practical Course Assessment Scheme**

The assessment of practical courses shall be done in both ways, internally and externally by the University. Internal Examination of practical courses shall be done through internally constituted panel/board of examiners by the University. External Examination of practical courses shall be done by the University by appointing external examiner(s). Marks secured by the students in Internal and External Practical Examinations shall aggregately be taken in to consideration to declare them pass in the practical examination. Internal Practical Evaluation of Sessional Work, Viva-Voce and the related records shall be done by the panel of Teacher Educators in the President ship of the Dean of SOE.

## **Dissertation Course Assessment Scheme**

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

# SECTION 5

# SYLLABI FOR FIRST SEMESTER COURSES

## INTRODUCTION

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

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

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

**First Semester**

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>A-1</b>		<b>Program Foundation Practicum</b>								
1	MEDU1001	Advance ICT Skill Development- Lab	0	0	4	2	56	50	50	100
2	MEDU1002	Communication Skills and Expository Writing- Practicum	0	0	2	1	28	50	50	100
3	MEDU1007	Self Development- Practicum	0	0	2	1	28	50	50	100
<b>B-1</b>		<b>Program Core Theory</b>								
3	MEDU1003	Educational Studies	4	0	0	4	56	50	50	100
4	MEDU1004	Historical and Political Development of Education	4	0	0	4	56	50	50	100
5	MEDU1005	Introduction to Research Methods	4	0	0	4	56	50	50	100
6	MEDU1006	Psychology of Learning and Development	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				336	Credits T- 16 P- 4	Courses – 7 T- 4 P- 3	SGPA

MEDU1003	Educational Studies	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

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

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**12 Lecture hours**

Semantics of Education: Indian concept of Education, Western concept of Education including broad and narrow meaning of education; Education as a phenomenon, practice and as a field of study; Dualities in Educational Practices; Aims of Education as recommended by

NPE (1968, 1986), NCF (2005) and NCFTE (2009); Aims of Education in the context of emerging aspirations and political ideology

**Unit II: Education as Disciplinary Knowledge 12 Lecture hours**

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

**Unit III: Structure of School Education in India 10 Lecture hours**

Indian Constitution and School Education; Central Provisions for School Education; State Provisions for School Education; Regional Level Organizations; District Level Organizations; Role of Local Level Organizations; Teachers' Union

**Unit IV: Alternative Educational Theories 12 Lecture hours**

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

**Unit V: Radical Educationists and Their Works: A Critical Understanding 10 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1004	Historical and Political Development of Education	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES (COs)**

After completion of this course students will be able to-

1. Critically examine the Historical perspective of education. (K4)
2. Analyze the Political perspective of education. (K4)
3. Develop the Economical Perspective of education. (K6)
4. Examine the role of Global perspective of education in desirable social change, cultural development and socio-economic development. (K4)
5. Evaluate the Political Economy and Resources and its impact on education. (K5)

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

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

## **COURSE CONTENT**

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

**14 Lecture hours**

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

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

**10 Lecture hours**

Educational provision in Indian constitution; Education and human rights; Child rights; Rights and duties; Role of State in education under panchayati raj, state govt and central govt

### **Unit III: Economical Perspective**

**12 Lecture hours**

Education and Human Development Index; Positions of India in Human Development Index (with focus on gender) Status of girl'/women in Indian society, Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages; Human capital theory; Dynamic relationship of education with the political process; Rate of return on education; Technological change and supply of education; Education and employment; Education as an investment; Privatization, private initiative, and liberalization in education

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

**10 Lecture hours**

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

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

**10 Lecture hours**

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

## **PRACTICUM**

1. Write a survey report on recent development on new educational policy. (Soft copy)
2. Presentations on the development of the local educational history.

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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



MEDU1005	Introduction to Research Methods	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

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

### **TEXT BOOKS**

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

### **REFERENCES**

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

## COURSE CONTENT

### **Unit I: Research in Education**

**12 Lecture hours**

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

### **Unit II: Identification and Conceptualization of Research Problem**

**10 Lecture hours**

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

### **Unit III: Hypothesis and Sampling Techniques**

**10 Lecture hours**

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

### **Unit IV: Descriptive Analysis of Data**

**16 Lecture hours**

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

### **Unit V: Normal Distribution & Correlation**

**8 Lecture hours**

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

## PRACTICUM

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

4. Prepare a brief report on application of correlation in educational research. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1006	Psychology of Learning and Development	L	T	P	C
Semester: First	Pre-requisites/Exposure:	4	0	0	4
Area: A-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

1. Develop an understanding of the concept and process of educational psychology as an applied subject.
2. Familiar with the changing concept of intelligence, creativity, motivation and Personality
3. Critically examine the different theories of Learning
4. Acquainted with the means of developing life skills & mental health.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**10 Lecture hours**

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

#### **Unit II: Developmental Psychology**

**10 Lecture hours**

General Nature of development, Physical Growth and motor development, Mental growth and development, Development of Languages (Chomsky, Labov) Development of concepts,

Growth in Problem Solving behavior, Emotional Development (Harry Harlow & John Bowlby): Emotions, Anxiety, Anger and Maturity; Social Development: Social Maturation, Normal and abnormal Social function, Social Attitude, Juvenile Delinquency and Social Adjustment

**Unit III: Understanding the Process of Learning 10 Lecture hours**

Learning: Meaning, types, transfer of Learning and learning curves; Cognition in Learning; Cognitive processes: sensation, perception, attention, memory, logical reasoning, critical thinking and problem solving; Various theoretical perspectives on human learning: Behaviourist (Skinner), Humanist (Roger), Cognitivist (Gagne, Ausubel, Bruner, Piaget), Constructivist (Piaget, Vygotsky); Critical appraisal of views of Ausubel, Piaget, Bruner and Vygotsky with reference to multiple school contexts of India

**Unit IV: Relevance of Psychological Principles to Pedagogical Interventions 16 Lecture hours**

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

**Unit V: Motivation in Teaching and Learning 10 Lecture hours**

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

**PRACTICUM**

1. Prepare a review of recent research studies related to adolescent education. (Soft copy)
2. Prepare a summary of various tools used to measure types of motivation. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1001	Advance ICT Skill Development- Lab	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	4	2
Area: A-1	Program Foundation Practicum	Contact Period Hours: 56			

## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

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

## COURSE CONTENT

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

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

## PRACTICUM

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1002	Communication Skills and Expository Writing- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 28			

### COURSE OBJECTIVES

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

### COURSE OUTCOMES

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

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

### TEXT BOOKS

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

### REFERENCES

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

### COURSE CONTENT

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

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

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



## **PRACTICUM**

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1007	Self Development- Practicum	L	T	P	C
Semester: First	Pre-requisites/Exposure:	0	0	2	1
Area: A-1	Program Foundation Practicum	Contact Period Hours: 28			

### COURSE OBJECTIVES

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

### COURSE OUTCOMES

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

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

### COURSE CONTENT

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

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

### PRACTICUM

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

### MODE OF EVALUATION

The performance of students is evaluated as follows:

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

# SECTION 6

## SYLLABI FOR SECOND SEMESTER COURSES

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

### Second Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>B-1</b>		<b>Program Core Theory</b>								
1	MEDU1051	Advance Educational Research Methods	4	0	0	4	56	50	50	100
2	MEDU1054	Philosophy and Sociology of Education	4	0	0	4	56	50	50	100
3	MEDU1055	Teacher Education: Pre-Service & In-Service	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practical</b>								
4	MEDU1052	Dissertation- Preparation of Synopsis	0	0	4	2	56	50	50	100
5	MEDU1053	Internship in Schools	0	0	4	2	56	50	50	100
<b>C</b>		<b>Elective (Discipline Centric) (Choose any one)</b>								
6	MEDU1056	Educational Administration	4	0	0	4	56	50	50	100
	MEDU1057	Human Rights and Peace Education	4	0	0	4	56	50	50	100
	MEDU1058	Inclusive Education	4	0	0	4	56	50	50	100
	MEDU1059	Information and Communication Technology in Education	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20			Min- 336	Credit T- 16 P- 4	Courses- 6 T- 4 P- 2	SGPA	

MEDU1051	Advance Educational Research Methods	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

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

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

## **COURSE CONTENT**

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

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

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

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

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

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

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

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Statistical significance: Testing the significance of the Mean; standard deviation, product moment coefficient of correlation and percentage, confidence limits; Tests of significance for differences, Null hypothesis, level of significance, Type I and type II error, Tests of significance for difference between (a) means, (b) percentages (c) correlations for large independent samples, large dependent samples, small independent samples and small dependent samples and small dependent samples; The chi-square tests, Use of chi-square tests for testing the agreement between theoretical and observed frequencies; Analysis of variance concept and utility of ANOVA, Basic assumptions of ANOVA, Analysis in a one-way classification problem.

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### **Unit V: Writing of Research Report & Synthesizing Research** **10 Lecture hours**

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

## **PRACTICUM**

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1054	Philosophy and Sociology of Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

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

## TEXT BOOKS

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

## REFERENCE BOOKS

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

## COURSE CONTENT

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### **Unit I: Philosophy and Sociology of Education** **12 Lecture hours**

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

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### **Unit II: Western Schools of Philosophy (Classic and Modern)** **10 Lecture hours**

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

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### **Unit III: Indian Schools of Philosophy** **12 Lecture hours**

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

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### **Unit IV: Sociology of Education Theories and Concepts** **12 Lecture hours**

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Approaches to Sociology of Education: Symbolic Interaction, Structural Functionalism and Conflict Theory; Concept and types of social Institutions and their functions: Family, School and Society; Concept of Social Movements, Theories of Social Movements: Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory

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### **Unit V: Social Thinkers and National Values** **10 Lecture hours**

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Socialization and education: Education and Culture; Contribution of thinkers: Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Aurobindo, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings and Savitribai Phule to the development of educational thought for social change; National Values as enshrined in the Indian Constitution: Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education

## PRACTICUM

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

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



## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1055	Teacher Education: Pre-Service and In-Service	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

1. Outline the meaning, concept, types, need and scope and historical development of teacher education.
2. Explain the structure, curriculum and modes of pre-service teacher education and needs of innovation in pre-service teacher education programs.
3. Discuss the structure, curriculum and modes and models of In-service teacher education.
4. Acquaint with the role and functions of agencies of teacher education in India.
5. Critically analyze the trends in research and innovations in teacher education in India.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**10 Lecture hours**

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

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

**8 Lecture hours**

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

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

**8 Lecture hours**

In-service Teacher Education: Meaning, concept, need, objectives and areas of professional development; Types of In-Service Courses for Teachers: Orientation course, refresher course, workshops, seminars, internship and summer institutes; Structure for In-service Teacher Education Agencies and Institutions: Sub-District, district, state, regional and national level; Modes of In-service Teacher Education: Face to face, distance mode, online and mixed model; Models of In-service Teacher Education: Induction, one shot, recurrent, cascade, multisite, school based and course work, merits and limitations of each of them

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

**8 Lecture hours**

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

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

**8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1059	Information and Communication Technology in Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To understand the meaning, nature, scope and evolution of ET, IT and ICT in education.
2. To understand the teaching learning-system and potential of ICT and its effectiveness in education for their professional development.
3. To learn design, develop and use various digital teaching learning resources.
4. To integrate ICT into teaching-learning evaluation, administration and other learning support systems.
- 5.

### **COURSE OUTCOMES**

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

1. Explain the meaning, nature, scope and evolution of ET, IT and ICT in education.
2. Examine the teaching learning-system and potential of ICT and its effectiveness in education.
3. Design, develop and use various digital teaching learning resources.
4. Integrate ICT into teaching-learning evaluation, administration and other learning support systems.
- 5.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**10 Lecture hours**

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Educational Technology: Meaning, nature and evolution: Information Technology (IT) and Information and Communication Technology (ICT); Teaching-Learning System: Design,

development and potential of ICT; Enrichment through ICT; Education policies related to ICT in education, Approaches to ICT

**Unit II: Instructional Technology**

**8 Lecture hours**

Definition and uses of Communication, Principles of Instructional Technology, Use of communication technology in teaching-learning process; Non-digital teaching-learning resources (TV, Radio, Audio-Visual resources), Digital teaching learning resources: MS Word, MS Power Point, MS Excel

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

**8 Lecture hours**

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

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

**10 Lecture hours**

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

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

**6 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1058	Inclusive Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

1. Analyze special education, integrated education, mainstream and inclusive education practices in the educational system.
2. Critically analysis the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education.
3. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers in the class rooms
4. Identify and utilize various accommodation and adaptations for promoting inclusive practice.
5. Create and develop inclusive school environment at their workplace.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

## **COURSE CONTENT**

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### **Unit I: Introduction, Issues & Perspectives of Inclusive Education** **8 Lecture hours**

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

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### **Unit II: Policy Perspective-1** **8 Lecture hours**

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

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### **Unit III: Policy Perspective- 2** **8 Lecture hours**

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

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

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

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### **Unit V: Pedagogy for Inclusive Education** **8 Lecture hours**

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Learning in an inclusive school environment; Addressing socio cultural context in shaping human behavior; Diversities and Individual Differences; Challenges in learning faced by children with disability; Addressing diversities in learning styles; Challenges in learning faced by typical children; Teaching Learning Processes; Teaching learning process in an inclusive setting Teacher as a facilitator; Teacher as a reflector; Networking and collaboration

with stakeholders; Strengthening development of an inclusive teacher; Universal Design for Learning (UDL) and Inclusive methodologies; UDL in inclusive setup; Implementation of UDL in classroom; Development of teaching plan; Evaluation strategies based on UDL; Use of technology in UDL, Developing Inclusive Learning Friendly Environment (ILFE); Meaning of ILFE; Elements of ILFE; Barriers to learning in an inclusive school; Creating ILFE at school level; Working with community and family; Developing of Inclusive Learning Resources; Collation and creation of learning resources; Different types of learning resource; Use of learning resources in an inclusive setting; Developing of resource centers/resource corners; Diversity as a resource

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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



MEDU1057	Human Rights and Peace Education	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To understand the concept of Human Rights Education.
2. To understand correlative nature of Peace, Human Rights and International understanding.
3. To create awareness among student teachers for development of activities for peace and harmony education.
4. To understand Vedic Darshan of international work for promoting peace values.
- 5.

### **COURSE OUTCOMES**

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

1. Appreciate the need & importance of Human Rights and Peace education in educational system.
2. Analyse the need for Human Rights and Peace Education to foster National and International understanding.
3. Develop skills among teacher trainees in human values, harmonious living with co-existence.
4. Appreciate the current challenges of teacher education in context with the introduction of education for peace and harmony.
- 5.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

1. Bagchi, Jyoti Prakash and Teckchandani, Vinod (2005). Value Education. Jaipur: University Book House (P) Ltd.
2. Delors, J. (1997). Learning the Treasure Within. UNESCO.
3. Galtung, Johan (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications.
4. Human Rights Education Resource Guide: The 4th R, Vol. 6, No. 1 Summer 1994, Amnesty International- USA Educators Network.
5. Mishra, Dr. Loknath (2009). Peace Education Frame Work for Teachers. New Delhi: A.P.H. Publishing Corporation.

## **COURSE CONTENT**

### **Unit I: Human Rights and Peace Education**

**8 Lecture hours**

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

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

Agencies of Human Rights and Peace Education: Family and home, neighbors, community, school; Importance of co existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies; Teaching-learning process in Human Rights Education through curricular and co-curricular activities; Role of different government and non-government organizations in Human Rights Education; Methods for inculcating Human Rights; Methods for Peace Education: Introspection, imbibing values and application of principles in daily life; Role of Peace educators as motivators, trainers and guides; Inculcating duty consciousness in individuals

### **Unit III: Legal Rights and Constitutional Provisions**

**8 Lecture hours**

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

### **Unit IV: Education to Foster International Understanding**

**8 Lecture hours**

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

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

**8 Lecture hours**

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

## **PRACTICUM**

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU1056	Educational Administration	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	4	0	0	4
Area: C	Elective (Discipline Centric)	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To familiarize with need and importance of educational and administrative management.
2. To understand the role and functions of different agencies in the educational administration.
3. To internalize various theories of management and infer their implications for education.
4. To understand the functions of educational supervision and planning.
- 5.

### **COURSE OUTCOMES**

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

1. Appreciate the need & importance of administration and supervision in educational system.
2. Acquaint with the organizational structure of education at various levels- centre, state and local.
3. Reflect on the difference between educational administration and educational supervision.
4. Equip themselves with various approaches to educational planning.
- 5.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**8 Lecture hours**

Educational Administration: Meaning, objectives, scope and functions, Difference between Inspection and Supervision, Educational administration and other types of administration,

Factors Determining the Character of Administration: Central, provincial and local authorities connected with educational administration

**Unit II: Educational Supervision**

**10 Lecture hours**

Educational Supervision: Meaning, nature and scope, Principles governing the processes of supervision, Administration and Organisation of supervision, Planning of supervisory programmes, Techniques of supervision; Evaluation of the effectiveness of supervision, Problems and issues in educational supervision; Relation between teaching and supervision, Importance of research in supervision, Organisation and practices of supervision and inspection in UP/Delhi Schools

**Unit III: Educational Management**

**8 Lecture hours**

Educational Management: Meaning, nature, scope and functions; Models of governance, Historical perspective of educational management in India (post independence), Theories of management and their implications for education; Total Quality Management in Education: Meaning, concept, approaches, quality control and assurance

**Unit IV: Educational Planning**

**8 Lecture hours**

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

**Unit V: Educational Administration Agencies**

**8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU1053	Internship in Schools	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical	Contact Period Hours: 56			

## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

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

## COURSE CONTENT

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

## LIST OF ACTIVITIES

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

**List**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

**Note-**

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

MEDU1052	Dissertation- Preparation of Synopsis	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 56			

## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

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

## COURSE DESCRIPTION

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

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

## COURSE CONTENT

### Learning Activities

- Sources of review of related studies
- Development of research questions
- Writing references in APA style
- Establishment of linkages between research questions, objectives and hypotheses
- Writing of a research abstract from a dissertation/research paper



- Construction and tryout of a tool of data collection
- Preparing of framework for writing of research proposal

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

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

### **Writing of Synopsis**

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

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

### **PRACTICUM**

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

### **EVALUATION OF RESEARCH PROPOSAL**

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

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

S. No.	Criteria
1	Statement of the proposed problem
2	Identification of relevant variables
3	Stating clear need and significance of the study
4	Expression of acquaintance with relevant literature/theories
5	Identification of appropriate method of research
6	Description of sample
7	Introductory description of proposed tools/techniques
8	Identification of possible and relevant analyses

9	Identification of broad steps/stages in the study
10	Confidence with the topic during the presentation

### MODE OF EVALUATION

The performance of students is evaluated as follows:

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

#### Note-

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

# SECTION 7

## SYLLABI FOR THIRD SEMESTER COURSES

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

### Third Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>A</b>		<b>Program Foundation</b>								
1	MEDU2001	Academic Writing- Practicum	0	0	4	2	56	50	50	100
<b>B-1</b>		<b>Program Core Theory</b>								
2	MEDU2002	Curriculum Studies	4	0	0	4	56	50	50	100
3	MEDU2008	Teacher Education: Perspectives, Research and Issues	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practicum</b>								
4	MEDU2003	Dissertation- Execution of Research Proposal	0	0	4	2	56	50	50	100
<b>C</b>		<b>Stage Specific Elective (Choose any one stage)</b>								
		<b>Elective- 1 (Elementary Education)</b>								
5	MEDU2004	Elementary Education in India: Administration and Management	4	0	0	4	56	50	50	100
6	MEDU2005	Issues & Curricular Concerns at Elementary Level	4	0	0	4	56	50	50	100
		<b>Elective- 2 (Secondary Education)</b>								
5	MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100
6	MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20				Max- 336	Credits T- 16 P- 4	Courses- 6 T- 4 P- 2	SGPA

MEDU2002	Curriculum Studies	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4

Area: B-1	Program Core Theory	Contact Period Hours: 56
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## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

1. To get equipped with the skills to become effective and efficient teachers and teacher-educators.
2. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of curriculum in India.
3. Reflect upon on various problems and issues in curriculum evaluation in India.
4. Develop aptitude in the research in various areas of curriculum.

## TEXT BOOKS

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

## REFERENCE BOOKS

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

## COURSE CONTENT

### Unit I: Curriculum

**8 Lecture hours**

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

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

**8 Lecture hours**

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

**Unit III: Implementation of Curriculum**

**10 Lecture hours**

Implementation of Curriculum: Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.), Role of teacher in developing, transacting and evaluating curriculum, Space for teacher to act as a critical pedagogue, Meaning and concerns of ‘Hidden’ Curriculum.

**Unit IV: Curriculum Planning and Designing**

**8 Lecture hours**

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

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

**8 Lecture hours**

Curriculum transaction and its evaluation: Formative and summative evaluation, Methods of curriculum evaluation and models of curriculum evaluation; Role of teacher in curriculum evaluation, Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing; NCF 2005 and NCFTE 2009, Recent developments and research trends in curriculum designing

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2004	Elementary Education in India: Administration and Management	L	T	P	C
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Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

## **COURSE OBJECTIVES**

1. To sensitise the student teachers with the need and relevance of elementary education as a basic foundation stage.
2. To reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
3. To develop a critical outlook towards measures taken for the achievement of quality at the elementary education stage.
4. To appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.

## **COURSE OUTCOMES**

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

1. Reflect on the various concerns of elementary education including access, enrolment, retention & achievement.
2. Discuss factors promoting the Universalisation of Elementary Education in India.
3. Critically examine the measures taken for the achievement of quality at the elementary education stage.
4. Appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.

## **TEXT BOOKS**

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

## **REFERENCE BOOKS**

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

## **COURSE CONTENT**

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

Elementary Education in India: Meaning, significance, objectives, and structure; Elementary Education: A basic human right, an instrument of empowerment, and as a development strategy; Universal Elementary Education (UEE): Meaning, concept, objectives, justification and different aspects; Management and Administration of Elementary Schools: Role of local

bodies and panchayats, Functions of primary schools; De-centralised educational planning and management; Community mobilization, Micro-planning, and village education committees

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**Unit II: Elementary Education: Constitutional Provisions** **8 Lecture hours**

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

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**Unit III: Programmes and Initiatives to Achieve UEE in India** **8 Lecture hours**

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

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**Unit IV: Elementary Education in School: Issues and Concerns** **8 Lecture hours**

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Availability and Management of Resources: Physical resource management, Management of the school plan, Human resource management, Management of the school staff; Delegation of Roles and Responsibilities: Need and relevance, Democratic Decision Making: Need and Purpose; Financial Resource Management: Process and procedure including Zero Budgeting and Performance Budgeting; School Effectiveness: Parameters and quality concern, Role of the school head and teachers in creating a joyful learning environment; Problems of Wastage and Stagnation in School: Concept and remedies; School Supervision: Need, purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision

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**Unit V: Elementary Education: Research and Innovation** **8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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



MEDU2005	Issues and Curricular Concerns at Elementary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

### COURSE OBJECTIVES

1. To understand the concept of quality education at elementary level.
2. To select and use appropriate assessment practice to meet the needs of the elementary students.
3. To understand the practice of continuous assessment for all round development of the students.
4. To understand various schemes & programmes of Govt. for elementary education.

### COURSE OUTCOMES

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

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

### TEXT BOOKS

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

### REFERENCE BOOKS

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

### COURSE CONTENT

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

**10 Lecture hours**

Hurdles Faced in Popularizing Elementary Education: Lack of access, problems of non-enrolment and retention, The drop out phenomenon and its causes; Critical reflections on education of the girl child, Gender disparities in education; Social, Cultural and Educational aspects of gender bias in education; Education of the disabled; Problems of working children and disadvantaged groups; Quality of Elementary Schooling and Learning Achievement: Quality of the learner, Learning environment, process, content and outcomes; Enhancing the learning achievement of children– MLL oriented curriculum; Major quality dimensions of elementary education and quality monitoring tools; Quality assurance; Alternative strategies for achieving UEE and implementing RTE act

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## **Unit II: Strategies and Programmes**

**8 Lecture hours**

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

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## **Unit III: Type of schools & Pedagogy**

**8 Lecture hours**

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

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## **Unit IV: Curriculum and Evaluation in Elementary Education**

**8 Lecture hours**

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

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## **Unit V: Professional Competence of a Teacher**

**8 Lecture hours**

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

## **PRACTICUM**

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

## MODE OF EVALUATION

The performance of students is evaluated as follows:

	Theory	
Components	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU2006	Aspects, Planning & Management at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To develop the skills in planning and implementing conventional administrative procedures.
2. To develop an idea about the structure of secondary education in India.
3. To determine and implement objectives of planning on the basis of individual needs of the students.
4. To state the recommendations of different education commissions regarding secondary education commissions.

### **COURSE OUTCOMES**

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

1. Acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
2. Develop the skills and attitudes to utilise human energy in getting the maximum work done.
3. Recall the recommendations of different education commissions regarding secondary education commissions.
4. Describe different programmes and policies for realising the constitutional obligations related to secondary education in India.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

Secondary & Senior Secondary Education: Meaning, structure, aims, objective, function & Indigenous system; Secondary Education in India: Historical perspective, pre and post independence; Constitutional provisions and centre-state relationship in India;

Recommendations of Various Committees and Commissions: Secondary Education Commission, Kothari Commission, Programme of Action, 1986, NPE, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005; Constitutional provisions related to secondary education

**Unit II: Institutional Planning** **8 Lecture hours**

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Concept, scope and nature of institutional planning; Need and importance of institutional planning; Types of institutional planning; Evaluation of institutional planning; Difference between inspection and supervision

**Unit III: Principles and Techniques of Educational Planning** **8 Lecture hours**

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

**Unit IV: Educational Management** **8 Lecture hours**

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Meaning, concept and need for management at secondary to senior secondary school level; Management at Nation: MHRD, CABE, NCERT- State, District, Sub-district level; Management of educational institution at secondary school level; Types of management, Effective management, Co-ordination, Supervision & Inspection; TQM in Education and Educational Administration; Recent Trends in Research and Innovation in the field of Educational Management

**Unit V: Professional Competence of a Teacher at Secondary Education Level** **8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2007	Issues & Curricular Concerns at Secondary & Senior Secondary Level	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: C	Stage Specific Elective	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To understand the problem and challenges related to secondary and senior secondary education.
2. To understand the concept of quality education at secondary school level.
3. To understand different programmes and agencies for ensuring the quality of secondary education in India.
4. To understand principles, aims and features of secondary school curriculum.

### **COURSE OUTCOMES**

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

1. Examine the status of development of secondary and senior secondary education in India after independence.
2. Identify critical issues related to universalization of secondary education.
3. Visualize the impact of rights of children to free and compulsory education Act- 2009 for universalization of secondary education.
4. Analyse the present evaluation system at secondary school level.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

#### **Unit I: Quality in Secondary Education**

**10 Lecture hours**

Quality Education: Concept, indicators of quality, setting standards for performance; Privatization of secondary education; The present status of quality education in India: Status and prospects; Delors's Commission Report on quality; Professional enrichment of secondary school teachers; In-service programmes for ensuring quality; Agencies: NCERT, SCERT, CIET, NUEPA, IASE etc.

**Unit II: Issues & Concerns in Secondary Education**

**8 Lecture hours**

Challenges related to Universalization of Secondary Education, RMSA; Problems and strategies of alternative schooling at secondary school stage; Challenges/strategies/intervention in relation to access, enrolment; dropout, achievement and equality of educational opportunities; Problems of education for girls, disadvantaged and differently able children and slow learners and intervention to solve the problems; Type of schools and their contribution to society; Issues of quality in secondary and senior secondary education; Management system of secondary education, role of department of education, directorate, inspectorate and NGO's

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

**8 Lecture hours**

Thematic & constructivism base of curriculum; Joyful learning, Teachers and pedagogical attributes; Research in curriculum; Life skill education & creativity; Analysis of secondary education curriculum; Role of I.C.T.; Research trends in secondary education; Critical appraisal of present secondary school curriculum in the state; ICT blended learning

**Unit IV: Type of Schools and Pedagogy**

**8 Lecture hours**

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

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

**8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	



MEDU2008	Teacher Education: Perspectives, Research and Issues	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

5. Explain the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education in India.
6. Reflect upon on various problems and issues in Teacher Education in India.
7. Develop aptitude in the research in various areas of teacher education.
8. Design in-service teacher professional development program/activities based on the needs of teachers.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**8 Lecture hours**

Teacher Development: Concept, need & factors influencing teacher development, Berliner's stages of development of a teacher; Approaches to Teacher Development: Interdisciplinary approach, Internship in teaching, Community living, Workshops and Summer institutes; In-



service Teacher Education: DPEP, SSA and RMSA; Preparation of teachers for Art, Craft, Music, Physical Education and Special Education; National and State Policies on Teacher Education; National Curriculum Framework for Teacher Education

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**Unit II: Structure and Management of Teacher Education** **8 Lecture hours**

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

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**Unit III: Research in Teacher Education** **10 Lecture hours**

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Research in Teacher Education in India: Need, importance, nature and scope; Areas of Research in Teacher Education: Institutional, curricular & practicing school context; Implications of research in teacher education; Methodological issues of research in teacher education: Direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation; Research on effectiveness of teacher education programmes in India; Characteristics of an effective teacher education programme; Trends of Research in Teacher Education: Review of a few recent research studies in teacher education with reference to design, findings and policy implications; Researches on Teacher Behavior: Personal variables, content variables, strategy variables, situation variables

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**Unit IV: Problems and Issues in Teacher Education** **8 Lecture hours**

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

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**Unit V: Teacher Education in Innovation and Globalization Context** **8 Lecture hours**

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

## **PRACTICUM**

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2001	Academic Writing- Practicum	L	T	P	C
Semester: Third	Pre-requisites/Exposure:	0	0	4	2
Area: A	Program Foundation	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

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

### **COURSE OUTCOMES**

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

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

### **COURSE CONTENT**

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

### **PRACTICUM**

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

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

MEDU2003	Dissertation- Execution of Research Proposal	L	T	P	C
Semester: Third	Pre-requisites/Exposure: MEDU1052	0	0	4	2
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 56			

## COURSE OBJECTIVES

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

## COURSE OUTCOMES

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

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

## COURSE CONTENT

### Learning Activities

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

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

## PRACTICUM

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

## EVALUATION OF RESEARCH WORK

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

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

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

### MODE OF EVALUATION

The performance of students is evaluated as follows:

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

#### Note-

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

MED523	Curriculum Studies	L	T	P	C
Semester: Second	Pre-requisites/Exposure:	3	0	0	3
Area: B-1	Program Core Theory	Contact Period Hours: 42			

## COURSE OBJECTIVES

1. To understand the evolution of the concept curriculum and its present status.
2. To conceptualize the meaning and different perspectives of curriculum.
3. To acquire knowledge about curriculum planning and designing
4. To understand the epistemological, sociological and the psychological basis of curriculum development.

## COURSE OUTCOMES

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

1. Compare and analyze the national curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.
2. Explain the role of various participants in curriculum planning and development.
3. Describe the various principles and processes of curriculum development.
4. Undertake the evaluation of various curriculum instruments- text-books, work books and teachers guides and laboratory manuals.

## TEXT BOOKS

1. Chandra, Anil (2003). Basic Curriculum Theory. Jaipur: Book Enclave.
2. Agarwal, J.C. (2005). Curriculum Reform in India: World Overviews. New Delhi: Doab House, Book Sellers & Publishers.

## REFERENCE BOOKS

1. Ediger, Marlow (2003). Philosophy and Curriculum. New Delhi: Discovery Publisher.
2. Bront, Allen (1978). Philosophical Foundations for the Curriculum. Boston: Allen and Unwin.

## COURSE CONTENT

### Unit I: Concept of Curriculum

**8 Lecture hours**

Curriculum: Meaning, concept, components, its development and other curricular fields; Epistemological, social, psychological fields of curriculum development; Factors Affecting Curriculum Change: Social, pressure groups, writers and publishers; Role of teacher as curriculum maker

### Unit II: Curriculum Development

**10 Lecture hours**

Curriculum Development: Nature, purposes, scope and principles; Principles of formulating aims, selecting content, teaching-learning and evaluation procedures; Curriculum issues and trends and future directions to curriculum development, Environment concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity

**Unit III: Curriculum Design: Concept and Need**

**8 Lecture hours**

Different Curriculum Designs- Subject centered, experience centered, activity centered and core curriculum, hidden curriculum, spiral curriculum, integrated curriculum and their relevance; Eclectic model of curriculum design

**Unit IV: Models of Curriculum Development**

**8 Lecture hours**

Tylers-1949 model, Hilda Taba- 1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi- 1989 model; Need Assessment Model, Futuristic Model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content and learning experiences and evaluation

**Unit V: Recent Approaches to Curriculum Organization**

**8 Lecture hours**

Humanistic Curriculum: Characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum; Reconstructivist Curriculum: Characteristics and purpose; Hidden curriculum, Concomitant curriculum, Explicit or overt curriculum, societal curriculum

**PRACTICUM**

1. Compare and prepare a report on different curriculum prescribed by different boards at secondary level. (Soft copy)
2. Transaction of curriculum at elementary/secondary education: Present constraints and suggestions to overcome. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

Components	Theory	
	Internal	ETE
Marks	50	50
Total Marks	100	

# SECTION 8

## SYLLABI FOR FOURTH SEMESTER COURSES

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

### Fourth Semester

S. No.	Course Code	Course Category and Course Name	L	T	P	C	Contact Period Hours	Internal Assessment	End Term Examination (ETE)	Total Marks
<b>B-1</b>		<b>Program Core Theory</b>								
1	MEDU2051	Advance Curriculum Theories	4	0	0	4	56	50	50	100
<b>B-2</b>		<b>Program Core Practicum</b>								
2	MEDU2052	Dissertation- Report Writing and Viva-Voce	0	0	8	4	112	50	50	100
3	MEDU2053	Internship in a Teacher Education Institute	0	0	8	4	112	50	50	100
<b>C-1</b>		<b>Elective- 1 Stage Specific (Choose any one stage)</b>								
4	MEDU2054	Education Policy, Planning and Financing at Secondary and Senior Secondary Level	4	0	0	4	56	50	50	100
	MEDU2055	Issues, Planning and Policies of Elementary Education	4	0	0	4	56	50	50	100
<b>C-2</b>		<b>Elective- 2 (Discipline Centric) (Choose any one)</b>								
5	MEDU2056	Language Education	4	0	0	4	56	50	50	100
	MEDU2057	Mathematics Education	4	0	0	4	56	50	50	100
	MEDU2058	Science Education	4	0	0	4	56	50	50	100
	MEDU2059	Social Science Education	4	0	0	4	56	50	50	100
		<b>Total</b>	Credits- 20			392	Credits T- 12 P- 8	Courses- 5 T- 3 P- 2	SGPA	



MEDU2051	Advance Curriculum Theories	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: B-1	Program Core Theory	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To understand the need of enhancement in the quality of the curriculum and syllabus.
2. To develop expertise in curriculum theories, models and analysis of syllabus.
3. To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
4. To appropriate the need and role of text books, syllabus and other curriculum material.

### **COURSE OUTCOMES**

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

1. Enhance quality of syllabus, after understanding and analysing the curriculum and concept of syllabus.
2. Develop expertise in curriculum theories, models and analysis of syllabus.
3. Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
4. Appropriate the need and role of text books, syllabus and other curriculum material.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**10 Lecture hours**

Major Characteristics of Curriculum Theory: Logic structure, Conceptual structure, Cognitive structure, Empirical structure, Existential structure; Meaning and nature of curriculum theory and curriculum models, difficulties in evolving curriculum theories; Approaches to

Curriculum Theory: Scientific-technical, humanistic, system; Models of curriculum Development: Inductive and deductive; Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism curriculum theory

**Unit II: Analysis of Syllabus**

**8 Lecture hours**

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

**Unit III: Models of Curriculum Evaluation**

**8 Lecture hours**

Models of Curriculum Evaluation: Objective model, Tradition model, Illuminative model, Decision making model, Case study of portrayal model, Research and development model, Professional Model; Parameters of Curriculum Evaluation: Curriculum prescription, Evaluation agency unit of evaluation, Temporal context, Expected impact of curriculum evaluation

**Unit IV: Elementary Curriculums in India**

**8 Lecture hours**

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

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

**8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2054	Education Policy, Planning and Financing of Education at Secondary and Senior Secondary Level	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To understand the need and relevance of policy formulation and analysis at secondary and senior secondary level.
2. To familiarities with various sources of finance in India with respect to secondary and senior secondary level.
3. To understand the school accounting and school budgeting.
4. To analyse the policies of educational finance and its implications to enhance the efficiency of the system.

### **COURSE OUTCOMES**

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

1. Appreciate the need and relevance of policy formulation and analysis at secondary and senior secondary level.
2. Develop critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same.
3. Develop familiarities with various sources of finance in India with respect to secondary and senior secondary level.
4. Develop skills in school accounting and budgeting.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

#### **Unit I: Policy Initiatives and Concerns**

**10 Lecture hours**

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

**Unit II: Regulating Bodies**

**8 Lecture hours**

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

**Unit III: Planning for Secondary and Senior Secondary Stage**

**8 Lecture hours**

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

**Unit IV: Financing of Education**

**8 Lecture hours**

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

**Unit V: Planning and Financing at Institutional Level**

**8 Lecture hours**

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

**PRACTICUM**

1. Prepare a blue print for expenditure control in a school. (Soft copy)
2. Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2055	Issues, Planning and Policies of Elementary Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-1	Elective- 1 Stage Specific	Contact Period Hours: 56			

### COURSE OBJECTIVES

1. To understand the vision and mission of Elementary Education in the country.
2. To understand about quality dimensions of elementary education.
3. To examine the existing reports to gain insight into concerns of elementary education.
4. To understand about the policies and programmes of elementary education.

### COURSE OUTCOMES

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

1. Develop an insight into the vision and mission of Elementary Education in the country.
2. Develop an understanding about quality dimensions of elementary education.
3. Reflect on various issues related with elementary education highlighted in various reports.
4. Contribute to reform the elementary education system of India.

### TEXT BOOKS

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

### REFERENCE BOOKS

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

### COURSE CONTENT

#### Unit I: Vision and Mission Lecture hours

**10**

Elementary Education: Vision and Mission, School systems across the States, 12<sup>th</sup> Five-Year Plans: Objectives, key issues and focus; Constitutional Provisions, Right to Education and its

implications; Quality assurance in elementary education, Constitutional provisions regarding role of central and state governments for providing elementary education

**Unit II: Concerns in Elementary Education** **8 Lecture hours**

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

**Unit III: Issues in Elementary Education** **8 Lecture hours**

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

**Unit IV: Policies & Programs of Elementary Education** **8 Lecture hours**

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

**Unit V: Financing and Planning of Elementary Education** **8 Lecture hours**

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

**PRACTICUM**

1. Prepare a critical analyses report any one of the following reports: Annual Status of Education Report (ASER); Achievement Surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO. (Soft copy)
2. Prepare and present in a seminar a status report on economic development & financing of education. (Soft copy)

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2056	Language Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To enable the student-teachers to understand the nature, functions and the implications of planning for teaching language/languages.
2. To acquaint the students with Psychology & pedagogy of language learning & language teaching
3. To develop the skills of evaluation of language learning of different language.
4. To help the student-teachers to appreciate the affect of language policy on nature, functions and the implications of teaching of language

### **COURSE OUTCOMES**

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

1. Develop an understanding of the nature, functions and the implications of planning for teaching language/languages.
2. Study the psychology & pedagogy of language learning.
3. Acquaint with evaluation of language learning of different language & explore various areas of research.
4. Identify the affect of language policy on nature, functions and the implications of teaching of language.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

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

**10 Lecture hours**

Nature and Functions: Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to language teaching and learning; Principles of language and



language learning; The Indian Tradition: Yask, Panini, Patanjali, Bhartrihari; The Western Tradition: The behaviorist and the cognitivist

**Unit II: Language Learning and Language Acquisition** **8 Lecture hours**

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

**Unit III: Policy Perspective in Language Education** **8 Lecture hours**

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

**Unit IV: Language Curriculum Development** **8 Lecture hours**

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

**Unit V: Language Education Programmes & Research Areas** **8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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



MEDU2057	Mathematics Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

### COURSE OBJECTIVES

1. To develop insight on the meaning and nature of Mathematics and determining aims and objectives of its teaching-learning.
2. To develop the understanding of using constructivist approach in mathematics.
3. To make learners aware about trends in Mathematics curriculum organisation and text books.
4. To give exposure develops professionally as a Mathematics teacher.

### COURSE OUTCOMES

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

1. Determine aims, objectives and EBOs of teaching Mathematics at elementary, secondary and senior secondary level.
2. Develop the skills of using various methods of teaching mathematics.
3. Critically analysis the Mathematics curriculum and text books of elementary, secondary and senior secondary level.
4. Manage Mathematics laboratory and its professional development.

### TEXT BOOKS

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

### REFERENCE BOOKS

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

### COURSE CONTENT

#### **Unit I: Nature, Development and Significance of Mathematics** **8 Lecture hours**

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

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

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

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**Unit III: Curriculum of Mathematics**

**8 Lecture hours**

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

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

**8 Lecture hours**

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

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**Unit V: Evaluation in Mathematics**

**8 Lecture hours**

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

**PRACTICUM**

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

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2058	Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

### COURSE OBJECTIVES

1. To develop insight on the meaning and nature of Science.
2. To know about and critical study of innovative Science curricular efforts in India.
3. To understand the constructivist approach to Science instruction.
4. To familiarize with innovative trends in Science assessment.

### COURSE OUTCOMES

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

1. Appreciate the nature of Science as a dynamic, expanding body of knowledge and as a social endeavour.
2. Recognize diversity of instructional materials, their role and the need for contextualization in Science education.
3. Explain the role of assessment in the teaching–learning process of Science.
4. Appreciate the role of co-curricular activities in Science education.

### TEXT BOOKS

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

### REFERENCE BOOKS

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

### COURSE CONTENT

#### Unit I: Nature of Science

**10 Lecture hours**

Science: Origin and development, Structure of Science: Process including Syntactic, facts, generalization, concepts, laws, theories; Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge; Science and technology, Correlation between science and technology & other branches; Common misconceptions of pupils about the nature of science; Perspectives in nature of science: Philosophical, psychological and social, Historical development of science and science

education; Role and Significance of Extended Experiences in Science Education: Science Centers, Science Museums, Science Clubs, Science Fairs, Mobile Science Lab

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**Unit II: Curriculum of Science Education** **8 Lecture hours**

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

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**Unit III: Instructional Materials** **7 Lecture hours**

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

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**Unit IV: Approaches to Teaching-Learning of Science** **8 Lecture hours**

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

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**Unit V: Assessment & Contemporary Issues in Science Education** **8 Lecture hours**

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

**PRACTICUM**

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

## **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

MEDU2059	Social Science Education	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	4	0	0	4
Area: C-2	Elective- 2	Contact Period Hours: 56			

### **COURSE OBJECTIVES**

1. To find out the distinction and overlap between social sciences, humanities and liberal arts.
2. To use different media, materials and resources for teaching social sciences.
3. To make learners aware about trends in social science curriculum.
4. To develop skills necessary for approaches and strategies of learning social Science.

### **COURSE OUTCOMES**

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

1. Develop an understanding of the meaning, nature, scope of social sciences and social science education.
2. Understand the role of various methods and approaches of teaching social sciences
3. Employ appropriate techniques of curriculum transaction.
4. Construct appropriate assessment tools for teaching social sciences and undertake evaluation.

### **TEXT BOOKS**

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

### **REFERENCE BOOKS**

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

### **COURSE CONTENT**

#### **Unit I: The Conceptual Framework**

**8 Lecture hours**

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

**Unit II: Contributions to Human Knowledge**

**8 Lecture hours**

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

**Unit III: Social Science Curriculum & Teaching Learning Material**

**8 Lecture hours**

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

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

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

**Unit V: Evaluation in Social Science**

**8 Lecture hours**

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

**PRACTICUM**

- 1- Development of questions and achievement tests in social science subjects.
- 2- Development of a lesson design based on activity based approach.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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



MED2052	Dissertation- Report Writing and Viva-Voce	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure: MED681	0	0	8	4
Area: B-2	Program Core Practical (Dissertation)	Contact Period Hours: 112			

## COURSE DESCRIPTION

This component of work relating to Dissertation-3 will be of 4 credits. Teacher-educators are required to complete the relevant readings and activities relating to the conducting of field study/intervention study/literary work, data analysis, data interpretation and writing of research report.

## RULES AND REGULATIONS FOR DISSERTATION

- Students shall submit the dissertation in 4<sup>th</sup> semester on or before the last working day of March.
- The candidate shall be required to secure at least 50% marks in the Dissertation to pass the Examination.
- The External Examiner may either- (i) Award at least 50% marks, or (ii) Return the Dissertation for revision, or (iii) Reject the Dissertation.
- The candidate who's Dissertation is returned for revision may revise the dissertation and re-submit it within a period of one month. Failure to submit in time shall result in a declaration that the candidate has failed at the M.Ed. Examination.
- A Dissertation can be revised only once. If the candidate fails to secure pass marks in the revised Dissertation he/she shall be declared failed in the M.Ed. Examination.
- A Dissertation shall be examined by Boards of internal and examiners.
- Students are expected to publish at least two research papers in the journals.
- Students are required to present their research work in RPR on regular basis.

## EVALUATION OF DISSERTATION

Major aspect of the M.Ed. program is Dissertation which carries total 8 credits. Dissertation is the culmination of understandings developed in tool courses. It is visualized as a curricular space where students (with close supervision/guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. The M.Ed. students under the supervisor carry out research on an educational theme preferably based on the student's field of specialization or in the areas introduced in the perspective courses. This has the following phases: preparation of the research proposal, tool preparation, data collection, data analysis and writing of the research report. The report should be approximately 10,000 to 20,000 words (of about 125 pages) depending on the nature of the topic. The dissertation will preferably be written in English. Three printed copies of the Dissertation along with published paper, summary and soft copy in CD in prescribed format shall be submitted in the Dean-SOE office in 4<sup>th</sup> semester on or before the last working day of March. (Supervisor, co-supervisor (if any) and student copies are separate form it). Students shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him/her or other by the Galgotias university or any other institution. Evaluation of dissertation shall be both internal and external as described in the 'Mode of Evaluation'. Minimum Grade for pass in dissertation shall be 'C' (average of

marks secured in internal and external evaluation). The evaluation of dissertation shall be based on the criteria/guidelines shown below.

**Criteria for Evaluation of the M.Ed. Dissertation**

S. No.	Criteria	Marks	Total
<b>Chapter 1</b>	<b>Introduction</b>		
	Need, purpose and significance of the study	2.5	25
	Title of the study: correct and suitable title	2.5	
	Operational definitions of the terms used	2.5	
	Identification of relevant variables	2.5	
	Delimitations of the study	2.5	
	Correctness & suitability of the statement of Objectives ( Questions) & Hypotheses	10	
Scope and limitations	2.5		
<b>Chapter 2</b>	<b>Review of Related Literature/Studies</b>		10
	Theoretical overview (if needed) & comprehensiveness of the studies reviewed	2.5	
	Current studies within a wider disciplinary conversation	2.5	
	Conclusions arrived after the review	5	
<b>Chapter 3</b>	<b>Research Design &amp; Methodology</b>		20
	Selection of suitable design for the study	2.5	
	Sampling: Suitable for the study and adequacy of the sample	5	
	Detailed description of the selection of sample	5	
	Tools: Suitable tools and detailed description of the used tools, standardization ( if needed)	5	
	Statistical Analysis: Suitable to the selected design, (If qualitative study, description of the qualitative techniques) and adequate explanation	2.5	
<b>Chapter 4</b>	<b>Data Analysis</b>		20
	Hypotheses/questions answered according to the objectives of the study	5	
	Accuracy of the analysis used	5	
	Correct explanation of the results obtained	5	
	Discussion/interpretation based on the analysis done	5	
<b>Chapter 5</b>	<b>Conclusion/ Summary</b>		15
	Major findings: Described as per objectives	2.5	
	Conclusion and summary: Based on the results	5	
	Contribution of the study to the existing knowledge	2.5	
	Educational implications of the study	2.5	
	Suggestions for further research	2.5	
<b>6</b>	<b>Format</b>		10
	Appropriateness of the Tables, Figures, Pagination, Bibliography, References & Appendices	5	
	Correctness of spelling, grammar, organization of the content in logical order with appropriate titling, spacing, typing, and binding	5	
	<b>Total</b>	100	100

**Viva-Voce:** Each student shall attend an internal and external viva-voce on dissertation (for 50 marks each) conducted by the university. The Viva-voce will be based on Research Methodology and the Dissertation. The Board of internal examiners for the Viva-Voce consists of Dean/Principal of the SOE as Chairman, Program Head and all supervisors. External Viva-Voce exam will be conducted by the external examiner appointed by the COE.

### **MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

#### **Note-**

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

MEDU2053	Internship in a Teacher Education Institute	L	T	P	C
Semester: Fourth	Pre-requisites/Exposure:	0	0	8	4
Area: B-2	Program Core Practical	Contact Period Hours: 112			

### **COURSE OBJECTIVES**

1. To develop teacher-educators understanding in the Teacher Education Institute activities and their importance.
2. To encourage teacher-educators to take participation in various Teacher Education Institute activities to enhance their capacities and built up the confidence.
3. To motivate teacher-educators to play various roles in the Teacher Education Institute.
4. To do all round development of the personality and confidence building of the teacher-educators.

### **COURSE OUTCOMES**

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

1. Analyze and understand concept of Teacher Education Institute and contexts that are unique to teacher education.
2. Understand and appreciate the nature and the purpose of Internship in Teacher Education Institute, their practical ramifications in the teacher education.
3. Develop their understanding in conducting various activities in the Teacher Education Institute.
4. Conduct different scholastic and co-scholastic activities in the Teacher Education Institute.

### **COURSE CONTENT**

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

### **LIST OF ACTIVITIES IN TEACHER EDUCATION INSTITUTES**

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

#### **List- 1**

- i. Deliver at least 20 lectures in core and pedagogy courses during 4 weeks Internship in Teacher Education Institute as per their specialisation
- ii. Observation of class room teaching of institute lecturers
- iii. Administer Psychology Tests in the Institute
- iv. Writing Institute Profile
- v. Preparing Reflective Diary of Internship in Teacher Education Institute
- vi. Book review of any two taught courses

- vii. Conduct a Case Study and submit a report
- viii. Conduct an Action Research and submit a report
- ix. Critical analysis of University Examination Question Papers and submit a report

**List- 2**

- i. Prepare a report on the activities being conducted in the Teacher Education Institute.
- ii. Prepare a report on the best practices or innovative practices followed by the institute.
- iii. Report of guiding students for lesson planning and giving them feedback.
- iv. Prepare a study report on academic and administrative procedure of the teacher education institute.
- v. Participation in any other academic activity announced during the semester.

**MODE OF EVALUATION**

The performance of students is evaluated as follows:

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

**Note-**

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