



UNIVERSITY OF JAMMU

NOTIFICATION
(17/June/Adp./16)

It is hereby notified for the information of all the concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study in the subject of **M.ED** for Ist to IVth Semester, under **(Non-CBCS)** for the examinations to be held in the years as under:-

<u>Subject</u>	<u>Semester</u>	<u>For the Examinations to be held in the years</u>	<u>%Change</u>
M.ED. (Non-CBCS)	Semester-I	Dec. 2017, 2018 and 2019	} < 25%
	Semester-II	May 2018, 2019 and 2020	
	Semester-III	Dec. 2017, 2018 and 2019	
	Semester-IV	May 2018, 2019 and 2020	

The alternative question papers are required to be set as per the University regulation given as under:-

- If the change in the syllabi and courses of study is less than 25%, no alternative question paper will be set
- If the change is 25% and above but below 50% alternative Question paper be set for one year
- If the change is 50% and above on whole scheme is changed, alternative Question paper be set for two years.

[Handwritten Signature]
24/6/17
DEAN ACADEMIC AFFAIRS
28/6
27/6
27/6/17

No. F.Acd/II/17/4993-5000-A
Dated: 28-06-2017

Copy for information and necessary action to:

3. Special Secretary to the Worthy Vice-Chancellor
4. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar / Controller of Examinations / *Directy CDC.*
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. C.A. to Controller of Examinations
8. Asst. Registrar (Conf. /Exams. M.Ed/ Inf. /Pub.)
9. Incharge Website Office for necessary action.
10. S.O (Confidential)

<u>Second Semester</u>												
Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				External	Internals							Total
					Test 1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED-201	Methodology of Core Practices	4	4	60	10	10	20	10	10	20	40	100
MED-202	Qualitative Research	2	2	30	10	10	20	10	10	20	40	50
MED-203	Comparative Education	4	4	60	10	10	20	10	10	20	40	100
MED-204	Teacher Education	4	4	60	10	10	20	10	10	20	40	100
MED-205	Dissertation	2	2									50
MED-206	Teaching Specialization (General Science/Social Science/ Language)	2	2	30	05	05	10	05	05	10	20	50
MED-207	Internship	4	Continued and Combined Internship									100
	Total	22										550

Third Semester

Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				Theory	Internal							Total
					Test 1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 301	Sociological Foundations of Education	4	4	60	10	10	20	10	10	20	40	100
MED- 302	Advanced Communication Skills	4	4	60	10	10	20	10	10	20	40	100
MED- 303	Health and Yoga Education	4	4	60	10	10	20	10	10	20	40	100
MED- 304	Dissertation	4	4									100
MED- 305	Internship	4	Continued & Combined Internship									100
MED- 306	Pedagogy and Assessment	4	4	60	20			20			100	
	Total	20										500

Fourth Semester												
Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				Theory	Internal							Total
					Test1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 401	Inclusive Education	4	4	60	10	10	20	10	10	20	40	100
MED- 402	Dissertation Viva-Voce	4			10	10	20	10	10	20	40	100
MED- 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / Curriculum Development/ Environmental Education/ ICT in Education	4	4	60	10	10	20	10	10	20	40	100
MED- 404	Internship	4	Continued & Combined Internship									100
MED- 405	Project Work	4	From I Semester onwards									100
	Total	20										500

Splitting of Semester Credits and Marks:

1 st Semester	24 Credits	600 marks
2 nd Semester	22 Credits	550 marks
3 rd Semester	20 Credits	500 marks
4 th Semester	20 credits	500 marks

86 Credits 2150 marks

MASTER OF EDUCATION (M.Ed.) PROGRAMME

(NON-CBCS SEMESTER)

IN THE FACULTY OF EDUCATION

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-101

Title: Philosophical Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test : 60

Course objectives:

To enable the pupil teachers to-

- study and understand the western thought on the Education emerged in different eras.
- study and understand the contributions of Western Thinkers in philosophy in the field of Education.
- study and Understand the modern philosophical contexts in vogue in the society and in educational side.
- study and to critically understand the implications of the Democracy and its related aspects like Feminism and Multi culturalism in the field of education.

Unit-I

Basic Western Schools of Thought

Functions of the Philosophy with Implications on Education ; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Logical Analysis, Existentialism, Dialectialism; Comparison of the Western Schools of Philosophy with the Indian schools of thought in context of education and classroom practices .

Unit-II

Western Thinkers

Critical analysis of the Contributions of the Thinkers to Education óEmile (Rousseau), Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Freire,; Medieval Theories of Education (Hugh to John Salissbary)

Unit-III

Groundwork of Theory in Practice

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes); High Leverage Practices (learning students culture and the developing teaching norms) the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

Unit IV

Social Philosophical Issues

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Multicultural Education, Feminism in Education; Changing notions of Moral and Moral Education.

Sessional Work

Indian schools of philosophy (Sankhya, Vedanta), Buddhism, Jainism, Islamic traditions with special reference to knowledge, reality and values. Development of the Reflective Journal for the High Leverage practices Critical Analysis of a Book, developing the students to develop positive, productive and professional relationship to work together. Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies)

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total questions to be attempted, will be five. All questions will carry 12 marks each.

Books Recommended & Web Resources:

Ball Deborah Loewenberg and Forzani Francesca M: The Work of Teaching and the Challenge for Teacher Education, 60 (5) 497-611 Journal of Teacher Education SAGE Publications 2009

Brooke, Christopher & Frazer Elizabeth Introduction :Political & Philosophical Perspectives on Education -I Vol 36, No5, Oct 2010 Oxford Review of Education, pp521-525

Curren Randell Aristotle's Educational politics & Aristotelian Renaissance in Philosophy of education Vol 36, No5, Oct 2010 Oxford Review of Education, pp543-559

Educational Thought and Practice Taneja, VR ; Sterling Publishing House Philosophy and Education Mrinal Miri, Oxford Publications, Delhi

FitzGerald B.D Medieval Theories of Education: Hugh of St Victor & John of Salisbury, Vol 36, No5, Oct 2010 Oxford Review of Education, pp575-588.

Fundamentals of Indian Philosophy-R. Puligandla.

History of Philosophy Bertrand Russell.

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61 (1-2) 21-34 Journal of Teacher Education, Sage .

McLaren Peter & Leonard Peter (Etd) Paulo Freire-A critical Encounter
Routledge, London, 1993

Philosophical & Sociological Basis of Education óV R Taneja

Philosophical & Sociological Foundations of Education óRajesh R Sharma

Tuckness Alex Locke on education and the rights of the parents Vol 36, No5 , Oct 2010 Oxford
Review of Education, pp627-638

<http://www.wou.edu/~girodm/foundations/philos.pdf>

<http://gradcourses.rio.edu/leaders/philosophies.htm>

file:///C:/Users/Administrator/Downloads/RN05-006%20(3).pdf

<http://plato.stanford.edu/entries/education-philosophy/>

http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acdbb.pdf

http://www.abdn.ac.uk/develop/documents/21_March_2013_Hilary_Homans_PCM_logframe.pdf

<http://izt.ciens.ucv.ve/ecologia/Archivos/Filosofia-II/Russell,%20Bertrand%20-%20The.Philosophy.of.Logical.Analysis.pdf>

<http://teacherweb.com/AZ/UniversityHighSchool/Sudak/Chapter-7A--Existentialism-2.pdf>

<http://dc.cod.edu/cgi/viewcontent.cgi?article=1031&context=philosophypub>

<http://www.iosrjournals.org/iosr-jhss/papers/Vol2-issue2/E0222227.pdf>

http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14_chapter5.pdf

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

http://archive.org/stream/cu31924032702981/cu31924032702981_djvu.txt

<http://www.usca.edu/essays/vol122004/Bercaw.pdf>

<https://pages.gseis.ucla.edu/faculty/kellner/essays/henrygiroux.pdf>

http://diffractions.net/documentos/Recensao4_Giroux.pdf

http://www.ncsall.net/fileadmin/resources/teach/authentic_overview.pdf

<http://faculty.education.illinois.edu/burbules/papers/critical.html>

http://www.researchgate.net/profile/Mohammad_Aliakbari/publication/266224451_Basic_Principles_of_Critical_Pedagogy/links/5488a7c40cf2ef344790a286.pdf

http://www-personal.umich.edu/~dball/presentations/091312_CAEP.pdf

https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf

<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>

http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_.using_designed_instructional_activities_to_enable_novices.pdf

[http://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](http://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))

<http://www.thirteen.org/edonline/concept2class/constructivism/>

<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/5841/MacAllister2011.pdf;jsessionid=0B221F1BCA29E37B3B6542E927B35E3F?sequence=2>

<http://www.infonomicsociety.org/IJCDSE/Philosophical%20Relevance%20of%20a%20Rational%20Empiricists%20Epistemology%20for%20Education.pdf>

<http://www.soencouragement.org/Essays%20on%20Education%20and%20Educational%20Philosophy.pdf>

<http://www.itari.in/categories/multiculturalism/DefiningMulticulturalEducation.pdf>

http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-16.pdf

<http://emrj.net/Dr.%20Manisha%20Vinay%20Indani.pdf>

<http://unesdoc.unesco.org/images/0013/001387/138797E.pdf#page=47>

<http://www.lingref.com/isb/4/141ISB4.PDF>

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-102

Title: Psychological Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test : 60

Course Objectives:

To enable the pupil teachers to-

- develop insight into the nature of psychology and psychological processes.
- understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.
- gain knowledge of the importance of motivation in learning.
- understand some important learning theories and importance of transfer of learning that will enable the teacher and students to realize educational objectives.
- pursue their attempts to understand the intricacies of human personality and intelligence.

Unit-I

Educational Psychology - Its nature and scope, Relationship of education and psychology.

Main features and contribution of the following schools of psychology towards education: Behaviourism, Gestalt, Psychoanalysis and constructivism.

Motivation : Concept, Theories : Maslow's theory of self-actualization, Murray's theory of Motivation, Theory of achievement motivation.

Unit-II

Learning óConcept, Factors affecting learning.

Theories of learning- Kolb's experiential theory, Jack Mezirow's transformational learning theory, George Siemens' connectivist learning theory.

Cognitive theories of learning- Kurt Lewin's field theory, Tolman's systematic theory.

Unit-III

Transfer of Learning- Theories of Transfer. Major experiments on transfer, Role of teacher in facilitating transfer.

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

Unit-IV

Personality : Concept, Type and Trait Theories, Behavioural Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques.

Intelligence : Concept, theories : Guilford's structure of intellect and Gardner's multiple intelligence theory.

Sessional Work:

Administration of tests to assess personality (e.g. Rorschach Ink Block Test/Thematic Apperception Test/Children Apperception test). Individual Difference, Mental Health and Hygiene, Process of Adjustment, Conflict and Defence Mechanism.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total questions to be attempted, will be five. All questions will carry 12 marks each.

Books Recommended:

Chauhan, S.S. (2001). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd. New Delhi

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi

Mangal. S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi

Solso. Robert. L. (2002) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-103	Title: Methods of Data Analysis in Education
Duration of Exam: 3 Hrs.	Total Marks : 100
Credit: 04	Internal Test-I: 20
	Internal Test-II: 20
	External Test : 60

Course Objectives:

To enable the pupil teachers to-

- gain knowledge and understanding of:
 - (i) The concepts and methods used in statistical analysis of test scores,
 - (ii) The concept of qualitative and quantitative data.
- understand the concept of Inferential and Descriptive Statistics.
- apply the above knowledge in tabulating and interpreting test scores.
- develop skill for computations.

Unit-I

Nature of Educational Data : Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement, measures of central tendency.

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis, Applications of Normal Curve.

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases.
- iii) Determination of raw scores from the given percent of cases.

Unit-II

Hypothesis Testing :

- i) Concept of Hypothesis and types,
- ii) Concept of levels of significance,
- iii) Types of Errors, One-tailed and Two-tailed tests.

Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample) and percentages/ proportions.

Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

Unit - III

Measures of Relationship : Concept, types, uses and computations of correlation by Product Moment Method through scattergram and first and second order partial correlation.

Concept, uses and Computations of Biserial, Point - biserial, Tetrachoric and Phi- coefficient.

Regression equation: Concept.

Unit IV

Parametric and Non-parametric Statistics. Differences between the two, uses of Non-Parametric Statistics

Chi-square and Hypothesis Testing : Concept, Assumptions and Advantages.

Sessional Work:

Use of excel sheets for computation of statistics.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type question. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Aggarwal, Y.P (2009). Statistical Methods: Concepts, Application and Computation. Sterling Publishers Pvt. Ltd., New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmedabad

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Internal Test-I : 20

Internal Test-II: 20

External Test : 60

Course Objectives:

To enable the pupil teachers to-

- orient thinking of students towards research and its functions in the various fields of educational endeavour.
- understand the Place of Theory of Research work.
- understand the meaning of Educational Research of various types.
- acquaint the students with the methodology of Research of various types.
- understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.

Unit-I

Research in Education

Educational Research-Meaning, nature and scope, Need and Importance

Areas of Educational Research: Philosophical, Psychological and Sociological.

Scientific enquiry and theory development.

Kinds of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences).

Quantitative Research (Concept of Univariate, Bivariate and Multivariate variables)

Qualitative Research: Types, Differences between Quantitative Research and Qualitative Research

Unit-II

Research Problem

- Selection (Problems and its sources)
- Significance
- Delineating and operationalizing variables.
- Formulation
- Developing a research proposal (Meaning, Importance and Steps).
- Review of Related Literature (Meaning, need and sources including Internet).

Hypothesis: Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

Unit-III

Methods:

(i) Descriptive Research (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlational studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies.

(ii) Experimental Research (Concept, Steps, Nature, Merits and Demerits)

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.

Internal and External Validity of Results in Experimental Research.

Variables in Experimental Research: Independent, Dependent, Confounding variables.

(iii) Historical Research (concept, steps, types, merits and demerits)

(iv) Other Research Methods a) Ex-post Facto b) Lab Experiment c) Field Studies

Unit-IV

Sampling

Population, Sample and Sampling Techniques (a) Probability sampling techniques and (b) Non-Probability.

Probability Sampling: Simple random sampling, systematic random, Cluster and Stratified sampling, Multi-stage Sampling.

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling.

Characteristics of a good sample.

Tools of Educational Research: Meaning, characteristics of a good research tool and uses of the following tools:

- Questionnaire;
- Interview;
- Observation;
- Attitude Scale
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

Writing Research Report: Concept, Purpose and Steps.

Sessional Work:

- i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment
- ii) Each student will prepare two references for each of the following:
 - (a) Books (b) Journals (c) Thesis/Dissertation, d) News Paper e) Website
- iii) Each student will appear in a test on any of the following:
 - (a) Preparation of an Abstract
 - (b) Preparing a Research Proposal
 - (c) Qualitative Research (Meaning, Purpose and Steps)
 - (d) Formulation of hypothesis
 - (e) Sources of Review of Related Literature
 - (f) Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Anastasi, Annie	Psychological Testing
Best, J.W.	Research in Education
Freeman, Frank, S.	Theory and practice of Psychological Testing
Good, G.V.	The Methodology of Educational Research
Hayman, J.L.	Research in Education
Mouly, G.J.	The Science of Education Research
Sukhia & Mehrotra	Introduction to Education Research
Travers, M.W.R.	Introduction to Education Research
Verma, M.	Introduction to Educational and Psychological Research

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-105

Title: Educational Technology

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- know the historical development and transactional usage of educational technology
- be familiar with the instructional design and modes of development of self learning material
- understand various levels, strategies and models of teaching for future improvement
- be familiar with the emerging trends and the resource centres of Educational Technology
- be acquainted with the nature, forms, research trends and applications of Educational Technology

Unit I

Educational Technology: Historical development, Educational Technology as process and product

Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent)

Instructional Design: Concept, Historical development, characteristics of Individualized Instruction (Keller's plan, mastery learning), small-group instruction, Large-group instruction

Unit II

Teaching and its Organization at: Memory Level, Understanding Level and Reflective Level

Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching:

- a) Concept Attainment Model
- b) Glaser's Basic Teaching Model

Modification of Teaching Behaviour: Microteaching, Flanders Interaction Analysis, and Simulations

Unit III

Educational Technology in relation to open distance learning (ODL)

Initiatives in Educational Technology: Online Education, CCTV, MOOC, Gyan Darshan, Gyanvani, EDUSAT and Multichannel Learning

Instructional Design for Competency Based Teaching: Models for Development of Self - Learning Material (SIMØ) and Audio-video material

Unit IV

Composition and Role of Resource Centres for Educational Technology óCEC (UGC), CIET, AVRC, EMMRC, INTEL, IGNOU

Research in Educational Technology - trends and priority areas with reference to Education

Recent innovations in the area of Educational Technology

Sessional Work:

- Prepare a chart on models of teaching
- Preparation of a trend report on researches on instructional design
- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production
- Power-point presentation on recent innovations in the area of educational technology.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended

- Agarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analysing Teaching Behaviour, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi
- Mohanty, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management.

Web-References

www.emrc.org/

www.ciet.nic.in/

www.ignou.ac.in/

www.cec.nic.in/

www.avrc.ucsd.edu/

www.ugc.ac.in

www.amm-mrc.org/

www.siethp.in

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2017, 2018 & 2019)

Course No: MED-106

Title: Internship

Credit : 04

Total Marks: 100

It will be compulsory for each student studying in first Semester of M.Ed. course will do their Internship through the following activities:

Visits cum Observation (10 days)

1. Visit & observe one Teacher Education Institution: Prepare Report on its overall functioning **5 Days**
 - a) Observe & record lessons of Interns: Five lessons of peers **(2X5=10 marks)**
 - b) Writing Reflective Journals related to: **(8X5=40 Marks)**
 - i) Teacher Education Institution Activities - Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
 - ii) Understanding Related Aspects of Curriculum: Objectives, Contents and Strategy, Learning and Instructional Activities for One teaching Subject
 - iii) Assessment of Teachers & Learners:
 - For Teachers: Teaching Learning Process, Behaviour, Punctuality, Discipline, Teaching Method used
 - For Learners: Teachers Rating, Punctuality, classroom Participation, Participation in Co-Curricular Activities and use of Achievement Test
 - iv) Preparation for Diverse Learners in Teacher Education Institutions : Related to Caste, Gender, Disabled and Locality
 - v) Reflection on Teaching Experience: Related to Positive and Negative Experiences while teaching.
2. Plan & deliver 4 lessons in 4 Perspective Papers in Teacher Education Institution: Recording of Lessons using available technology **4 Days**
(40 Marks)
3. Visit, observe & record one Innovative Teacher Education Institution for extended discussions & presentations **(10 Marks) 1 Day**
on different aspects of teaching: Methods of Teaching, Audio-Visual Aids, Evaluation Procedure, Innovative Practice, Remedial Teaching, Feedback Mechanism and Inter-personal Relationships

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-201

Title: Methodology of Core Practices

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- learn strategies to assess the learning contexts of the multiple children in the classrooms .
- understand the pedagogies of Enactment for the curriculum transactions and outcomes on the genuine feedback.
- develop the practices of the Approximations which would provide a basis of realistic methods of curriculum .
- develop and refine the process of the core practices for the prospective teachers in the classrooms situations

Unit I

Concept of Teaching ó disjoint between the theory and practice, Difference between the Informal teaching and the Instructional activity in classroom, knowledge domain of teaching, Relationship of the skills and the circumstantial problems in the classrooms (Exploration).

Unit II

Teacher ó A Change from skill based to Knowledge & reflective practitioner, Relationship between the reflection aspects & Clinical aspects of practice & experiment of the teachers and Teacher educators (Issues), Concept of the Pedagogy of enactment, difference in the Pedagogy of Enactment & Reflection.

Unit III

Concept of Methods of teaching (prospects ó a discussion); Difference between the Foundational and methods courses; Learning of Method to teach & justification of the same in classroom; need of the relationship into learnersø learning problems. Core Practices

Unit IV

Core Practices -concept, the disjoint between the pre-service Course and the problems in the classrooms, development & the refinement of the Core practices, Characteristics of High Leverage Practices

Sessional Work:

Specializing in the elementary Schools (on a group of 2-3 students)

- Developing among the students teachers the practice to develop among the students the Routines to work together(who refuses to work together & many other situations- in the discipline & across disciplines);
- Anticipating the responses of the students by identifying the Trouble spots/ Road Blocks / common errors
- Developing the repertoire of the same in Reflective Journal for the novices joining the profession to gain insight and the experience out of the two specialization

Specializing in the Secondary / Hr Secondary Schools (1-2 students' group)

- Developing a core practice among the student teachers to elicit the further thinking of the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected studentsø responses & teachersø expected responses against each)
- Developing among the student teachers how to lead the class room discussions among the students? (Dialogue, anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected studentsø responses & teachersø expected responses against each)
- Developing among the student teachers how to learn about the studentsø understanding (w.r.t cultural differences and other above mentioned difficulties).
- Developing the repertoire of the same in RJ for the novices joining the profession to gain insight and the experience out of the specializations attained in the core practices.

The following techniques besides many others can be used for the sessional work.

- Use of Scaffolding Instruction
- Graphic Organiser
- Research& Expert consultation
- Informal queries with the students
- Feedback & simulations
- Approximation of Practice (shorlisting & describing the feedback for the future teachers & basis to work upon).

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. Total question to be attempted, will be five. All questions will carry 12 marks each.

Books Recommended & Web Resources:

Ambrose SA & Bridges (2010). How Learning Works
<http://c4ed.lib.kmutt.ac.th/sites/default/files/HowLearningWorks-Ambrose.pdf>

Brent & Felder How Learning Works available at <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Columns/Ambrose.pdf>

Di Pietro, M., & Norman, M. "Using learning principles as a theoretical framework for instructional consultations," *International Journal for Academic Development*, DOI:10.1080/1360144X.2013.837826, 2013

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass

Fu, W.T., & Gray, W.D. (2004). Resolving the paradox of the active user: Stable suboptimal performance in interactive tasks. *Cognitive Science*, 28(6), 901-935

Hinds, P.J. (1999). The curse of expertise: The effects of expertise and debiasing methods on predictions of novice performance. *Journal of Experimental Psychology: Applied*, 5(2), 205-221

Kreber, C. (2004). An analysis of two models of reflection and their implications for educational development. *International Journal of Academic Development*, 9(1), 22- 49.

Meyer, J.H.F., & Land, R. (2012). *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge*. London: Routledge

Letter to a Teacher, Lorenzo Milani
[http://www.academia.edu/1745940/Letter to a Teacher Lorenzo Milanis contribution to critical citizenship](http://www.academia.edu/1745940/Letter_to_a_Teacher_Lorenzo_Milanis_contribution_to_critical_citizenship)

The School Of Barbiana :David Botsford,
<http://www.libertarian.co.uk/lapubs/educn/educn023.pdf>

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497-511 *Journal of Teacher Education* SAGE Publications 2009

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61(1-2) 21-34 *Journal of Teacher Education*, Sage

https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf

<http://msew.wikispaces.com/file/view/TeachingWorks.pdf>

http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_.using_designed_instructional_activities_to_enable_novices.pdf

<https://education.uw.edu/sites/default/files/u260/Franke%20Kazemi%20Char%20Gen%20Growth%202001.pdf>

<https://education.uw.edu/sites/default/files/u260/Kazemi%202008%20Sch%20Dev.pdf>

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-202

Duration of Exam: 1½ Hrs.

Credit: 02

Title : Qualitative Research

Total Marks : 50

Internal Test-I: 10

Internal Test-II: 10

External Test: 30

Course Objectives:

To enable the pupil teachers to-

- understand the fundamentals of qualitative research
- understand the validity and reliability issues in qualitative research
- conduct effective interviews and observations
- engage in thematic analysis of documents, transcripts, and notes
- discuss the elements of a good qualitative study
- create an effective presentation of qualitative data

Unit-I

Qualitative Research: Concept, Characteristics, Purposes, and advantages

Types of Qualitative Research: Phenomenological Research; Ethnographic Research; Heuristic Research; Case Studies; Philosophical Studies; Policy Research; Grounded Theory; Focus Group; Participate Inquiry, and Clinical research.

Qualitative Data: Descriptive, Personal documents, fieldnotes, photographs, People's own Words, Official documents and other artifacts.

Unit-II

Techniques or Methods in Qualitative Research: Observation, Participant observation, review various documents, open ended interviewing, first person accounts.

Sample in Qualitative Research: Small, non-representative, theoretical sampling, snowball sampling, purposeful.

Analysis in Qualitative Research: ongoing models, themes, analytic induction, constant comparative method

Sessional Work:

Write a Research Proposal based on Qualitative Research.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Bogdab, R.C. & Biklen, S K. (2011). *Qualitative Research for Education*, New Delhi: PHI Learning Private Limited

Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikash Publishing House*

Meltzopff, J (2007). *Critical Thinking About Research*. Washington: American Psychological Association

Web References:

www.situedurnd.org/eie

www.grca.org

www.qualitative-research.net

www.tandonline.com

www.academia.edu

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-203

Duration of Exam: 3 Hrs.

Credit: 04

Title : Comparative Education

Total Marks: 100

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- study and Understand the latest developments in the field of the Comparative Education and its effect on the Teacher Education.
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education.
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education.
- study and understand the various systems of the nations vis a vis in enriching the contribution in the field of the comparative education

Unit-I

General Introduction

Concept , Scope of Comparative Education in Teacher Education ; History of Comparative Education(Today & Tomorrow); the scientific Paradigm in the Comparative Education ; Impact of National, International developments on the comparative Education, The development of Teacher Education due to the Comparative Education ; the Knowledge Economies & the role of the Teacher Education.

Unit-II

Education & Teacher Education Development in post colonial India ó socio historical realities in the policies and the programs ; Cultures & knowledge; the creation of the educational field due to the Political, Democratic Inequalities in Education and its impact on the schooling in India; Post modernism and the Teacher Education ó in India (Problems & Prospects)

Unit-III

Comparative Education Research

Qualitative & Quantitative Approach to Comparative Education; Trends in the Comparative Research and the Teacher Education in India; Units of Comparison-(Policies, Ways of Learning and the Educational Organisations) A case study to be undertaken on the assessment of the Higher/Secondary /School Educational system vis a vis to the set policy guidelines (Divergences & convergences) and the suggestive inputs.

Unit-IV

Systems of Education

Role of Polity and Non Institutional actors in the development of the policies and the framework on Teacher Education in Europe (Germany), USA & India.

Sessional Work

Development of the case studies on the different system of Education(secondary education and post secondary education in J&K vis a vis India(affinities and differences in policy making, its implementation and cost difference on account of the private and public funding) Vocationalisation & Secondary Education in USA& India(Problems & prospects) ;Higher Education in UK(privatization and public funded) :Adult Education in Australia & Brazil(experiments and experiences for India).

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended & Web Resources:

Comparative Education Aggarwal & Biswas

Comparative Education Chaube And Chaube ,Vikas Publishing House ,Delhi

Comparative Education Sharma YK

Comparative Education óMethods & Approaches óMark Bray and Adamsons, Springer Ltd.

Govinda, R India Education Report ó A profile of Basic Education ó OUP

Haq & Haq Human Development in South Asia ó OUP Karachi

Human Development in South Asia 2000, The Gender Question ó Oxford.

Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures University of Pennsylvania,ScholarlyCommons,Asia-Pacific Education, Language Internalities and Migration (ELMM) Network Working Paper Series

Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education,Taylor & Francis,London
Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 1016112

http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf

Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below ,Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 3626376

<http://www.bris.ac.uk/education/people/academicStaff/edsIr/publications/14ird>

[http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).

<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>

<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>

http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf

<http://www.jstor.org/stable/1188108>

http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf.

<http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>

<http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.

http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf

<https://ala.asn.au/about-us/>

http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf

http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1_3_%20brazil%20_short%20version_en.pdf

<http://www.educationuk.org/global/sub/higher-education/>

http://www.ecctis.co.uk/europass/documents/ds_description.pdf.

<http://www.ajal.net.au/>

<http://hrd.apec.org/images/f/f7/88.3.pdf>

<http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf>

<http://nces.ed.gov/pubs/web/95024-2.asp>

<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>

http://www.unevoc.unesco.org/up/India_Country_Paper.pdf.

<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>.

http://www.germ-a.com/wp-content/uploads/2014/06/International_Handbook_of_Comparative_Education__Springer_International_Handbooks_of_Education_.pdf

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-204

Duration of Exam: 3 Hrs.

Credit: 04

Title : Teacher Education

Total Marks : 100

Internal Test-I : 20

Internal Test-II : 20

External Test : 60

Course Objectives:

To enable the pupil teachers to-

- be acquainted with teacher education in Jammu and Kashmir state.
- understand the concept and organisation of Internship
- know and apply various techniques of higher learning.
- be familiar with the correlates of effective teachers and Research in teacher education.

Unit-I

Development of Teacher Education

Teacher Education: Importance, programmes and perspectives

Teacher Education in India after Independence: a) National Policy of Education (1986), b) Revised National Policy POA (1992), NCFTE (2009) (Recommendations)

Historical development of Teacher Education in Jammu and Kashmir State

Unit-II

Student Teaching

Levels of Teaching i) Memory Level ii) Understanding Level iii) Reflective Level

Components and importance of Pre-service and In-service teacher education, Faculty Improvement Programme for Teacher Education. Preparation of teachers for special schools.

Internship: concept, planning and organization

Unit-III

Instructional Designs and Techniques for Higher Learning

Strategies of professional development: self study, study groups and study circles, book clubs, extension lectures, research colloquium

Techniques for Higher Learning: Meaning, Objectives and Importance, i) Conference Technique ii) Seminar Technique iii) Symposium Technique iv) Workshop Technique v) Panel Discussion Technique

Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii) Role playing iv) Team Teaching

Unit-IV

Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept & Determinants, Identification and Characteristics. Performance Appraisal of Teachers

Supervision of Practice Lessons: Observation and Assessment; Feedback to Student Teacher- Concept and Types

Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii) School Effectiveness iii) Modification of Teacher Behaviour iv) Criteria of Admission

Sessional Work:

- Preparation of timeline chart of the development of teacher education in J & K state
- Interview of practicing teachers to identify the nature of current in-service teacher education
- Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain the strategies they use for their professional development
- Presentations on different techniques for higher learning i.e. Seminar, Conference, workshop etc
- Preparation of report based on supervision of at least three B.Ed practice teaching classes and writing supervision comments
- A review of researches in any one area of research in teacher education and its policy implications

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Garg, B.R. (2000) *Issues in Teacher Education*, The Indian Publications: Ambala Cant-133001(India)

Mangla, Sheela (2010) *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi

Ministry of Education (1964-66) *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delhi

MHRD (1986) *National Policy on Education and Programme of Action*, Govt. of India, New Delhi

- MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi
- MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi
- MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi
- Nayar, D.P. (1989) *Towards a National System of Education*, Mital Publishing, New Delhi
- NCERT (1987): *In service Training Package for Secondary Teachers* MHRD, New Delhi
- NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi
- Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000) *Teacher Education*, Surya publications: Meerut
- Sharma, S.P. (2009) *Teacher Education, principles, theories and practices*, Kanishka Publishers: New Delhi
- Singh, L. C.& Sharma, P. C. (1995) *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House
- Singh, R. P. (1990) *Studies in Teacher Education*, New Delhi: Bahri Publication
- Sikula, J. (Ed.) (1985) *Handbook of Research on Teacher Education*, New York, MacMillan Publishing
- Singh, L.C. et al. (1990) *Teacher Education in India*, New Delhi, NCERT.
- Singh, T. (1978) *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharati Prakashan.
- Verma, M.(2006) *Teacher Education*, Murari Lal & Sons: New Delhi-110002

www.ncte-india.org/

www.aiaer.net

www.ripublication.com

<http://teachingcommons.stanford.edu>

www.researchgate.net

www.facultyfocus.com

MASTER OF EDUCATION (M.Ed)**Semester II****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: MED-205****Title: Dissertation****Credit: 02****Total Marks: 50**

1. Dissertation
 - a) Allotment of Supervisor
 - b) Discussion on theme & selection of topic
 - c) Review of Related Literature
 - d) Preparation of Synopsis

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-206

Duration of Exam: 1½ Hrs.

Credit: 2

Title : Teaching of General Science

Total Marks : 50

Internal Test-I : 10

Internal Test-II : 10

External Test : 30

Course Objectives:

To enable the pupil teachers to-

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of general science.
- develop a broad understanding of general science.

Unit-I

Curriculum: Meaning , NCF (2005) guidelines for curriculum development.

Types of curriculum : Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual labs

Virtual science centres

e- learning

Unit-II

Cell division: Cell cycle, mitosis and meiosis and their significance.

Plant growth and development: Seed germination, phases of plant growth and plant growth rate. Sequence of developmental process in a plant cell.

Kepler's laws of planetary motion. The universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Discovery of electron, proton and neutron; atomic number, isotopes and isobars. electronic configuration of atoms, stability of half filled and completely filled orbitals.

Sessional work:

Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The Internals will be from first unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu

Kohli, V.K. (2001). How to teach science? Vivek Publishers,Ambala city

NCERT. (2013) .Science. Publication Division.NCERT Carnpus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-206

Duration of Exam: 1½ Hrs.

Credit: 02

Title: Teaching of Social Science

Total Marks: 50

Internal Test-I: 10

Internal Test-II: 10

External Test: 30

Course Objectives:

To enable the pupil teachers to-

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science.
- develop a broad understanding of social science.

Unit-I

Curriculum: Meaning, NCF (2005) guidelines for curriculum development.

Types of curriculum: Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual social science labs

Virtual social science centres

e- learning

Unit-II

Nationalism in India: 1st world war; khilafat , non-co-operation and civil disobedience movement; Salt satyagraha; Movement of peasants, workers and tribals; activities of different political groups.

Democracy: Meaning and challenges to democracy in India.

Globalization: Meaning, its impact on different sectors.

Agriculture: Types of farming; contribution of agriculture to national economy, employment and output.

Sessional work: Visit to a place of historical importance/ farming/MNC and a report on it.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 05 marks each. The test will consist of 2 short answer type questions. The Internals will be from first unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question), from second unit. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Binning, A.C. & Binning, D.H.(1952).Teaching social studies in secondary schools, McGraw Hill, New York

Kochhar, S.K.(1973). Teaching of Social Studies, Universal Publishers, Delhi

NCERT. (2013). Social Science. Publication Division. NCERT Carnpus, New Delhi

UNESCO(1981).Handbook of Teaching Of Social Studies, Paris

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-206

Duration of Exam: 1½ Hrs.

Credit: 02

Title : Teaching of Language

Total Marks : 50

Minor Test-I : 10

Minor Test-II : 10

Major Test. : 30

Course Objectives:

To enable the pupil teachers to-

- enable the students to understand about the theories of teaching & learning of Language.
- create the desired learning structure and condition among learners for the teaching of
- language.
- select the strategy of teaching in order to bring desirable change in the behavior of the
- Learner & skills of analyzing interaction in teaching and learning situation in the language.
- evaluate the success of the planning, organising and leading activities related to teaching learning Curriculum & Evaluation.
- enable the students to develop to understand the language contexts of India.

Unit-I

Language & its Development

Language Acquisition: Factors (Linguistic, Psychological & social) influencing the Language learning and the teaching ; The Critical Period Hypothesis in learning of language . Teaching Language and the teaching of literature ó nature Interrelationship, techniques and the evaluation. Models of Language Acquisition: Chomsky-Language Acquisition Device, Skinner's theory Piaget- Cognitive constructivism theory (language acquisition); application of these theories to development of methodologies of teaching-learning of language.

Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels. Innovative techniques for teaching grammar, reading comprehension and written expression Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

UNIT II

India & its language Contexts

Developing basic language skills (intermediate as well as advanced language skills) for primary, secondary and senior secondary Innovative techniques for teaching grammar, reading comprehension, written expression Modern Grammar: An examination of the principle features of the Grammar-. the traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language

Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments. Assessment of the student's competence to analyse, critique and appreciate the different genres of literary text.

Multilingual contexts of India and the global languages in the class rooms- problem of curriculum text book development, three language formula- critical appraisal, Medium of instruction- recommendation of NPE 1986/1992, NCF (2005), home language & school language-problem & Issues

Sessional Work

Conducting of Observation in classroom teaching and learning of language (LI & LII); Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts for the language acquisitions. Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language.

Examine the thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process of language (LI & LII) as a continuum. A critical examination of language policy in contexts of latest developments in the Constitution.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Bellack, Arno et al., "The language of the classroom", Teachers College Columbia University, New York, 1996

Piaget, J. (1971). "Biology and Knowledge" University of Chicago Press

Chomsky, N. 1965. "Aspects of the Theory of Syntax" The M.I.T. Press

Chomsky, N "Language and Responsibility", Pantheon, 1977

Tom Butler-Bowdon Psychology Classics: Who We Are, How We Think, What We Do. Insight and inspiration from 50 key books (Nicholas Brealey, London & Boston)

Web Resources

<http://files.eric.ed.gov/fulltext/EJ1082388.pdf>

<http://www.ling.upenn.edu/~ycharles/klnl.pdf>

files.eric.ed.gov/fulltext/ED543301.pdf

www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf

<http://www.rasaneh.org/Images/News/AtachFile/27-3-1391/FILE634754469767402343.pdf>

<https://lg411.files.wordpress.com/2013/08/discourse-analysis-full.pdf>

<http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/DA2011/DA-2011-class1.pdf>

1978.

MASTER OF EDUCATION (M.Ed)
Semester II
(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-207

Title: Internship

Credit : 04

Total Marks: 100

It will be compulsory for each student studying in second Semester of M.Ed. course will do their Internship through the following activities:

Visits cum Observation **(16 days)**

1. a) Visit & observe High/Higher Secondary School: Prepare Report on its overall functioning
(10 Marks)
- b) Plan & deliver core group Subject lessons in High/Higher
 Secondary School (15 lessons) on the basis of one Teaching subject opted in B.Ed Course
(15X5=75 Marks) 15 days
2. Visit, observe & record one Innovative High/ Higher
 Secondary School for extended discussions & presentations
 on different aspects of teaching **(15 Marks) 1 Day**

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-301

Title: Sociological Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- get a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
- get an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
- appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

Unit-I

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)

Education as an agency of socialization, Agencies of Socialisation (Folkways, mores, values, institutions) Education as a cause of stratification and mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization)

Unit-II

Concept and Nature of Culture , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies) Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

Unit-III

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy. Education for maintaining the peace in diverse religious beliefs. World problems and terrorism as its causes, its impact on Society and remedies through Education. Globalization and Challenge before Education at different levels.

Unit-IV

Theoretical framework and perspectives in the Sociology of Education - Structural-functionalism (socialization selection and allocation) Conflict/Marxism (The state, ideology and education) Phenomenology/interactionism (Socialisation in school and society) Alternatives in education (Paulo Friere, Ivan Illich.)

Sessional work

Understanding and developing the case studies of the problems of westernization & Industrialisation in context of teacher education program; developing a plan for evolving out an understanding and norms for the different diversities in the classrooms approximations on the thinking of the diverse students (in minority) in classrooms, Impact of Globalisation on Education in Jammu and Kashmir - contexts (specific inputs) Critical analysis of De-schooling the society in the present contexts (online classrooms and shadow education)

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Abraham Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002. Manual For Teachers & Students

Ahmed, Imtiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications

Beteille, Andrae : Sociology: Essays on Approach and Methods, OUP 2000.

Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.

Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.

Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.

Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.

Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.

Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.

Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>

<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETR Y=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism> http://en.wikipedia.org/wiki/Ivan_Illich

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-302

Title : Advanced Communication Skills

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- understand elements of communication skills
- know theories and modes of communication
- be familiar with the formal and non-formal communication and principles of organisational communication
- recognise language skills for effective communication (Listening, Speaking, Reading and Writing)

Unit-I

- 1) Communication skills : Concept, Factors responsible for growing importance of communication skills
- 2) Elements of Communication Skills (Stimulus, Encoding, Receiver, Decoding, Channel)
- 3) Process , Functions and Aims of communication skills

Unit-II

Models of communication (Linear , Interactional)

- 1) Theories of communication
- 2) Teaching Approaches for Communication Skills (Group Discussion, Power point Presentation, Role Playing, Symposium)

Unit-III

- 1) Non-verbal Communication skills: Meaning, Forms, Functions & Importance
- 2) Formal and Informal Communication: Meaning, Nature, characteristics, Merits and Demerits
- 3) Feedback and organisational Communication: Need & Importance, Principles, Characteristics, Types

Unit-IV

- 1) Listening and Speaking: Concept, Significance , Types and activities to develop listening and Speaking skills

- 2) Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)
- 3) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

Sessional Work:

- Preparation of charts on the models of communications
- Presentation on theories of effective communication skills
- Organise seminars/debates on various language skills for communication
- Prepare a report on different teaching approaches for communication skills

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended

- A.L. Kohli (2001) *Techniques of teaching English in the New Millennium*, Dhanpat RAI publishing company
- B.N.Dash (2007-2008) *Teaching of English*. Dominant Publishers and distributors, New Delhi, 110002
- C.S. Rayudu (1998) *Communication*, Himalaya Publishing House, Mumbai-400004
- K.Venugopal Rao (2002) *Methods of Teaching English*, Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad
- M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publications Ludhiana
- N.P. Pahuja (2004) *Teaching of English*, Anmol Publications Pvt. Ltd.
- S.Venkateswaran (2000) *Principles of Teaching English*, Vikas publishing house pvt. Ltd.

Web References

- www.skillsyouneed.com/ips/barriers-communication.html
- www.mentoring.org/downloads/mentoring_436.pdf
- www.wikihow.com
- home.snu.edu/~jsmith/library/body/v25.pdf
- www.sagepub.in/upm-data/34371_1.pdf
- www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...
- www.12manage.com/i_cs.html

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-303

Duration of Exam: 3 Hrs.

Credit: 04

Title : Health & Yoga Education

Total Marks: 100

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- be familiar with the historical development and approaches for Health & Yoga Education
- develop an understanding regarding nutrition, scope and its importance in the promotion of Health
- understand teacher's role and responsibilities to promote Health & Yoga Education
- assess the role of international and national agencies related with health services

Unit-I

About Health & Yoga Education

Historical Development of Health & Yoga Education in India

Scope, need & importance of Health & Yoga education

Approaches to health education and Targets for health & Yoga education

Unit-II

Nutrition & Nutritional Disorders

Nutrition: Concept, Scope and importance

Factors influencing nutrition, Problems of Malnutrition and their Prevention

Nutritional disorders- Epidemiology, clinical features, prevention and dietary treatment for Protein Energy malnutrition, nutritional anemia & vitamin deficiency disorders

Unit-III

Role & Responsibilities of Teacher

Teacher preparation for Health & yoga education and qualities of health & yoga education teacher

Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services

Curriculum analysis with special reference to health & yoga education

Unit-IV

International & National Agencies

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives, Plans of operation: assistance
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes

Indian Red Cross Society- Concept, aims & objectives

National Rural Health Mission(NRHM), National Health Policy (NHP), Multi Purpose Health Worker(MPHW) ,Pradhanmantri Swasthya Suraksha Yojna(PMSSY)

Sessional work

- Yoga Demonstration
- Presentation on Nutritional disorders
- Conduct seminar on teacher's role in Health & Yoga Education
- Field Surveys by visiting international and national agencies related with health services

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Hedge, (1997) How to maintain good health, New Delhi: UBPSD Publishers

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers

Kilander, H. F. (1971) School Health Education, New York: Mac Millan Company

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hydereabad: Nilkamal Publishers

Web References

http://en.wikipedia.org/wiki/Health_education

<http://www.mohfw.nic.in/WriteReadData/1892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/NPHCE.pdf>

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

MASTER OF EDUCATION (M.Ed)**Semester III****(For the examination to be held in the year 2018, 2019 & 2020)****Course No: MED-304****Title : Dissertation****Credit : 4****Total Marks : 100****Dissertation**

- | | |
|--------------------------------------|----------|
| a) Development/ Procurement of Tools | 10 marks |
| b) Data Collection | 40 marks |
| c) Analysis and interpretation | 50 marks |

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2018, 2019 & 2020)

Course No: MED-305

Title: Internship

Credit: 04

Total Marks: 100

It will be compulsory for each student studying in third Semester of M.Ed. course to do Internship through the following activities:

Visits cum Observation (21 days)

- | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. | Visit, observe & record one High/ Higher Secondary School | 1Day(10 marks) |
| 2. | Writing Reflective Journals related to: | 4 Days (20 marks) |
| a) | Lessons of Interns | |
| b) | School Planning | |
| c) | Budget allocation in the school
Administration & Management in school | |
| d) | Monitoring System in school | |
| 3. | Plan & deliver 15 lessons in Specialization Papers in High/
Higher Secondary School | 15Days(60 marks) |
| 4. | Visit, observe & record one Innovative High/ Higher
Secondary School for extended discussions & presentations
on different aspects of teaching | 1Day(10 marks) |

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-306

Duration of Exam: 3 Hrs.

Credit: 04

Title: Pedagogy and Assessment

Total Marks: 100

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- define pedagogy and its importance
- define evaluation, assessment and measurement.
- explain measurement procedures in respect of cognitive and non-cognitive tests.
- describe Norm Referenced and Criterion References Testing (CRT).
- classify and differentiate tools and techniques of evaluation.
- explain continuous and comprehensive evaluation.

Unit-I

Meaning, scope and objectives of Pedagogics of Education

Devises of Teaching: Meaning, Types, and Importance

Teaching Devises: Communication, Exposition, Narration, Explanation, Home Work, Textbooks and References Books.

Fixing Devise: Drill, Review, recapitulation

Unit-II

Audio-Visual Aids: Meaning, Objectives and Importance

Audio Aids: Radio, Tape-Recorder,

Visual Aids: OHP, Slide Projector, Charts, Models, Display Board

Audio-Visual Aids: Film with Sound tracks, TV, DVD, SMART Phone, Computer.

Unit-III

Evaluation, assessment and Measurement; Fundamental assumptions underlying the concepts of evaluation, assessment and measurement; Types of scales: Nominal, Ordinal, Interval and Ratio scales.

Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation

Approaches of Evaluation: Formative and Summative evaluation

Unit-IV

Norm-Referenced and Criterion-Referenced Testing (NRT & CRT)): Concept of NRT and CRT and difference between NRT and CRT. Developing tests under NRT and CRT approaches. Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches

Measurement procedures in respect of cognitive and non-cognitive tests: Ability testing procedures, Disability testing procedures and Uses of cognitive and non-cognitive tests.

Sessional Work:

Any one of the following:

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Aggarwal, S.N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak
2. Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi
3. Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi
4. Dececco, J.P. & Crawford, W.R. (1977). The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd.
4. Kochar, S.K. (1981). Methods and Techniques of Teaching Sterling Publishers (P) Ltd.
5. Popham, W.I. (1977). Educational Evaluation, Englewood: Prentice Hall
6. Skinner B.F. (1968). The Technology of Teaching. Appleton Century Crafts. New York
7. Thorndike, R.L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-401

Duration of Exam: 3 Hrs.

Credit: 04

Title : Inclusive Education

Total Marks: 100

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- know about special education
- understand the various suggestions given by different recent commissions for education of children with special needs for realizing the concept of universalization of education.
- realize the need for special schools, integrated schools and role of teachers and community towards education of children with special needs.
- grasp the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
- understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit I

Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Concept of inclusive education. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism.

Current policy perspectives supporting inclusive education for children with diverse needs

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA (1992).
- National Policy for Person with Disability (2006).

Unit-II

Education of Gifted Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

Education of Creative Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

Unit-III

Education of Visually and Hearing Impaired

Concept of visually Impaired

- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

Concept of Hearing Impaired

- Concept
- Characteristics
- Types (degree of impairment)
- Etiology and prevention
- Educational Programmes and placement
- Role of National Institute for Hearing Impaired

Unit-IV

Education of orthopedically handicapped

- Concept
- Types
- Educational Programmes and Placement
- Role of National Institute of Orthopedically Handicapped

Learning disabled children

- Concept
- Characteristics
- Identification, Prevention
- Educational programmes

Sessional Work:

Analysis of a policy document related to diversity/ report on a visit to special, integrated or inclusive classroom / Review of literature related to education of children with diverse needs

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts
3. Kirk, S. A., & Gallagher J .J. (1989) Education of Exceptional Children; Houghton Mifflin Co, Boston
4. Werts, Margaret G.(2011).Fundamentals of Special Education.P H I Learning Private Ltd,New Delhi

MASTER OF EDUCATION (M.Ed)**Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-402****Title : Dissertation Viva-voce****Total Marks: 100****Credit: 04****Dissertation: 75 Marks****Viva-voce: 25 (05+20) Marks**

Viva-voce: Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Convener, Board of Studies of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

Title : Advanced Statistics in Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
- enable students to interpret educational research and investigation and to examine the scope of application of research.
- knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
- application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
- development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- (iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed

Unit-II

Regression Equations : Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate. Coefficient of Alienation, Forecasting Efficiency coefficient, Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction.

Unit-III

Significance of Statistics: Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.

Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).

Significance of Mean Differences of Two matched groups on Mean and SD.

Analysis of variance: Concept, Uses, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations.

Unit-IV

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Run Test (for Two Independent Sample) and Kolmogorov- Smirnov test (Small and Large Sample with equal and unequal N).

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

Sessional Work:

Computation of various types of statistics on the basis of large/small sample.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books recommended:

1. Aggarwal, Y.P. Statistical Methods
2. Fruchter, B. Introduction to Factor Analysis
3. Guilford, J.P. Fundamental Statistics in Psychology and Education.
4. Gulliksen, H. Theory of Mental Tests
5. Guilford, J.P. Psychometric methods
6. Thomson, G.H. The Factorial Analysis of Human Abilities
7. Sharma, R.A. Statistics in Education
8. Verma, L.K. and Sharma, N.R. Statistics in Education

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

Title: Open and Distance Learning

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- understand the distance and open modes of learning.
- differentiate different modes of learning.
- understand the need and importance of distance and open learning.
- understand the role of mass media and other technologies in distance and open learning.
- know various evaluation techniques in distance education.

Unit –I

Growth and Philosophy of Distance Education

Historical development of distance and open learning with special reference to India

- Concept, meaning, nature of distance and open learning
- Need, importance, scope, advantages and limitations of distance and open learning

Correspondence and Open education: Development, objectives and modes

Unit –II

Communication Technology for Distance Education

- Design and Development of Self Learning Printed material
- Audio technology, video technology, satellite based communication system, Mobile technology
- Role of mass media
- Computer technology and Internet

Unit-III

Research for Distance Education

Curriculum Development for Distance Education

Distance Education: Economic Perspective

Staff Training and Development in Distance Education, Professional Training in Distance Education

Unit-IV

Learner Support Services

Management of Distance Education

- Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education
- Evaluation techniques in distance education and Importance of Assignments

Sessional Work:

Survey of Distance and open learning centers.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala
3. Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi
4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

Title : Peace Education and Human Rights

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- understand nature, different sources and classification of peace
- be acquainted with historical perspective, objectives, scope, methods and challenges of peace education
- know the role of community, school, family and different organizations in peace education
- be aware of the concept, significance and types of human rights
- understand the pedagogy for human rights and human rights in Indian constitution

Unit-I

Peace: Concept, Sources & Classification

Peace ó Nature and its relevance relating to the present global scenario
 Different sources of peace: Philosophical, Religious, Social and Psychological
 Classification of peace- Positive and negative peace, concept, characteristics

Unit-II

Historical Perspective, Methods & Challenges

Peace education ó Historical Perspective, objectives, scope and its relevance

Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars

Role of community, school and family in the development of values for Peaceful coexistence,
 Role of different organizations like UNESCO in Peace Education.

Unit-III

Human Rights: International & National Context

Human Rights ó concept - at International and national context

Human Rights Education- Significance and Need

Types of Human Rights ó Natural, positive, Negative, legal

Unit-IV

Content & Pedagogy

Content of Human Rights Education ó Women Rights, Labour Rights, Consumer Rights etc.

Indian constitution and Human Rights, Right of vulnerable and disadvantaged group

Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

Sessional Work

Case study on Role of school and community in Peace education

Design a self learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education

Visiting institutes dealing with Human Rights, interaction with faculty and preparation of report

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi

Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi

Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland

Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.

Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.

Mishra, L.(2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation

Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

Web References

<http://www.unicef.org/education/files/PeaceEducation.pdf>

<http://www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf>

<http://www.unicef.org/education/files/PeaceEducation.pdf>

http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

Title: Curriculum Development

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- understand the History of curriculum Development in India.
- know Theories, Approaches and Models of curriculum Development.
- assess curriculum Evaluation and Support Material.

Unit-I

Historical Growth of Curriculum

Historical Foundations of curriculum in India: Vedic Period, Medieval Period, The Colonial Period and Free India

Issues and trends in curriculum development

Defects of the existing curriculum and Remedial measures to overcome them

Unit-II

Theories and Approaches of Curriculum

Components of Curriculum

Theories of curriculum

- i. Instructional Theory
- ii. Supervisory Theory

Curriculum Approaches

- i) Behavioural Approach
- ii) The System Approach
- iii) Humanistic Approach

Unit-III

Models of Curriculum Development

Curriculum Process ó Formulation of objectives, selection of learning experience and content organization.

Curriculum Development Models

- i) Saylor and Alexander Model
- ii) Hunkin's Decision Making Model
- iii) Non Technical-Non Scientific Models

Suggestions and recommendation in curriculum development as per NCFTE-2009

Unit-IV

Support Material and Curriculum Evaluation

Curriculum Implementation Models i) Organisational Parts, Units and Loops ii) Educational Change Model

Curriculum Evaluation i) Scientific Approach to Evaluation ii) Humanistic Approach to Evaluation

Support materials in Curriculum Planning, Implementation and Evaluation

Sessional Work:

- Organise debate cum discussion on current issues and trends in curriculum development
- Presentations on different approaches in curriculum development
- Preparation of curriculum of any two teaching subjects at primary educational stage
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level as per recommendations of NCFTE-2009
- Evaluation of a primary class text book

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal, J. C. & Gupta, S.(2005) *Curriculum Development 2005 Towards learning without burden and quality of education*, Shipra publications, New Delhi

Bhalla, N.(2007) *Curriculum Development*, Authorspress, New Delhi

Rao, V. K.(2005) *Principles of curriculum*, A. P. H publishing corporation, New Delhi-110002

Dash, R. N.(2007) *Curriculum Planning and Development*, Dominant publishers and distributors, New Delhi-110051

Rai, V. K.(2009) *Curriculum Development and Instructional Technology*, Centrum press, New Delhi-110002

Arulsamy, S.(2011) *Curriculum Development*, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad

Agrawal, D. (2007) *Curriculum Development concepts, methods and techniques*, Book Enclave, Jaipur (India)

Andrey & Nicholls, H (1978) *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London

Edward, A. Krug (1960) *The Secondary School Curriculum*, Happer and Row Publishers, New York

Harold Albery (1957) *Reorganizing the High School Curriculum*, MacMillan Company, New York

Harold, B. Albery & Elsie, J. Albery (1963) *The Curriculum*, The MacMillian Company, New York

Goodland, J. (1979) *Curriculum Enquiry the study of curriculum practices*, New York: McGraw Hill

Hass, G. (1991) *Curriculum Planning, A new Approach*, Boston: Allyn Bacon

Hooer, R. (1971) *Curriculum: Context, Design and development* New York: Longmans

Nicholls, H. (1978) *Developing Curriculum- A Practical Guide*, London: George Aalen and Unwin

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www.academia.edu

www.unom.ac.in

www.faculty.londondeanery.ac.uk

www.nationalforum.com

www.edutopia.org

www.slideshare.net

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

Title: Environmental Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- understand the relationship between environment & humans
- enable the student teacher understand about the various measures available to conserve the environment for sustaining the development.
- enable the student teacher to organize various activities at the secondary & hr. Secondary level

Unit-I

Environmental education-meaning, objectives, need

Difference between environmental education & environmental awareness

Environmental awareness through education-programme for secondary & hr. Secondary school children

Formal & non-formal environmental education.

Unit-II

Man & environment relationship, man as a creator & destroyer

Effect of human activities on environment, values & ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

Environmental aspect of human growth & development: dimension of development óphysical & motor, emotional, social & mental development.

Unit-III

Approaches of teaching environmental education: interdisciplinary & multidisciplinary approach

Planning of environmental education in school, colleges & universities

Role of environmental & natural resources in sustainable development

Role of govt. & non-govt. Organizations in protection & preservation of environment.

Unit-IV

Instructional material & teaching aids in environmental education: books,

Posters, slides, films, field visits

Integration of environmental education in various school subject & in co-curricular activities

environmental legislations in india:-

- a) the water act-1974,1977
- b) forest conservation act-1980
- c) the air act-1981
- d) Environmental act-1986

Sessional Work:

Environmental awareness campaigns (tree plantation & swatchta abhiyan)

Project on any issue of environmental preservation & protection/preparation of scrap file on environmental issues

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal,J.C.(2007): Education for values ,environment and human rights, Shipra publications, Delhi

Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh

Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers, Ambala

Nanda,V.K.(1997): Environmental Education, Anmol Publications ,NewDelhi

Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh,S.M.(2006): An introduction to Environmental Education ,Akashi Book Depot, Shillong

Trivedi,R.N. (1990): Dimensions of safe environment, Anmol Publications, NewDelhi

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2019, 2020 & 2021)

Course No: MED-403

**Title: Information and Communication
Technology in Education**

Duration of Exam: 3 Hrs.

Credit: 04

Total Marks: 100

Internal Test-I: 20

Internal Test-II: 20

External Test: 60

Course Objectives:

To enable the pupil teachers to-

- Understand the key concepts and benefits of using ICT in education.
- Understand considerations for planning an ICT-enhanced lesson.
- Understand ICT resources for teaching, learning and assessment.
- Understand key features of a virtual learning environment

Unit-I

ICT and Education

Introduction, Information and Communication Technology:- The potential of ICTs, Definition of ICTs, ICTs and Education, Strength and Weaknesses of ICTs, Some common myths about ICTs, Using ICTs in Education, Evaluating ICTs in Education, Enhancing Learning through the use of ICTs.

Unit-II

Software Applications Packages and Question Bank Development

MS Word: Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.

MS Excel: Concept, Creating and Saving Worksheet, working with Data, and using Graphics.

MS Power Point: Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation, focus on: Storyboarding of presentations (emphasis on content), adding images, videos, animations, transitions and hyperlinks to the slides.

MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

Unit-III

Networking & Internet in Education

Concept of a Computer Network, Synchronous and Asynchronous Modes of Communication, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.

Internet: Concept, Evolution of WWW, Features of Internet Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.

Searching the Web: Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Application of Internet resources to Education, Educational Portals, Online learning and online evaluation. A evaluative study of one of the Online Module of the Educational site.

Unit-IV

Integrating Technology with Education

Introduction ,Computer Assisted Instruction(CAI) - Characteristics and Uses , Concept of CAI ,Instructional Modes of CAI , Computer Assisted Learning(CAL) - Characteristics and Uses, ,Computer Based Trainings(CBT) - Characteristics and Uses, Computer Managed Learning (CML) - Characteristics and Uses, Preparation of CAI Package, Introduction, Steps of Developing a CAI Package , Evaluation of CAI Package.

Question Bank Development

Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

Hot Potatoes enhancing Teaching Learning Process

Sessional Work

All the course work is having the components of the sessional work and so a separate Notebook is to developed for the continuous progress to be reflected in there and at the end of the semester , the examiner would be conducting the exam from it.

In reference to all the above mentioned , the students are to use the latest technology like Skype/ Viber to develop 5 minutes video presentation and it is to be uploaded to the other student's profile.

Note: There will be two Internals. Each Internal will consist of a test and sessional of 10 marks each. The test will consist of 5 short answer type questions. The Internals will be from first and second unit.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question), two each from third and fourth unit. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

Fun of computer - Singh and Sukhvir

ICT stragies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books

MASTER OF EDUCATION (M.Ed)**Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-404****Title: Internship****Total Marks: 100****Credit: 04**

- | | | |
|----|--------------------------------------------------------------------------------------|----------|
| 1. | Internship | 4 |
| a) | Devising Teaching Learning Material in the subject of specialization(SIM) | 50 Marks |
| b) | Teaching through Innovative Methods(delivery of Two lessons in Simulated conditions) | 50 Marks |

MASTER OF EDUCATION (M.Ed)**Semester IV****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-405****Title: Project Work****Credit: 04****Total Marks: 100**

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Document Teaching Specialization 10 marks
3. Record of Sessional work in Advanced Communication Skills 10 marks
4. Portfolio of an adolescent 10 marks
5. Care of one tree on campus 10 marks
6. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

STATUTES GOVERNING MASTER OF EDUCATION (M.Ed.) PROGRAMME OF STUDY AND EXAMINATIONS (SEMESTER PATTERN) IN THE FACULTY OF EDUCATION

1. **Duration:** The M.Ed. Programme shall be of duration of two academic years, divided into four semesters including field attachment for a minimum of four weeks and research dissertation. It is 86 credits course, split in four semesters.
2. **Institutions Eligible to Apply:**
 - I) Institutions offering teacher education programme for a minimum of five academic years, affiliated to University of Jammu and accredited by NAAC with minimum 'B' grade.
 - II) University Department of Education
3. **Working Days:** There shall be at least two hundred working days each year, exclusive of the period of admission and the institution shall work for a minimum of thirty-six hours in a week. The Minimum attendance of students shall be 80% for theory courses and Practicum, and 90% for Field Attachment/Internship.
4. A candidate to be eligible for admission to M.Ed. Course, should have passed the qualifying Degree examination of B.Ed/B.A B.Ed/ B.Sc. B.Ed with minimum of 50% marks (the reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the State Government) or appeared in the bi-annual examination of B.Ed in previous session and should have passed JUET. However, admission in M.Ed third semester shall be subject to having passed at least 50% of the courses of first semester, appearance in at least two courses in second semester and having secured atleast 'D' grade in internal assessment and completed internship of first and second semester.
5. The mode, procedure and order of preference for selection of students to the M.Ed. Programme, fees and other charges payable, reservations for special categories and other conditions to be fulfilled by persons seeking admission as regular students in the University department shall be such as may be prescribed under Statutes or Regulations from time to time.
6. Admission of students for M.Ed. Degree Programme will be made by the Department of Education of the University under the conditions and within the dates prescribed under Statutes.
7. **Staff**

For an intake of 50 students per unit, the faculty-student ratio for a two year M.Ed Programme shall be 1:10. The Faculty positions shall be distributed as under:

- | | |
|------------------------|-----|
| 1. Professor | Two |
| 2. Associate Professor | Two |
| 3. Assistant Professor | Six |

The Faculty members shall be appointed to cover all the core and specialized areas given in the curriculum. The Principal of a college offering M.Ed Programme shall be in the rank and scale of a Professor.

Qualifications

A) Principal/HOD

- i) M.Ed. with a minimum of fifty five percent marks

OR

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

- ii) Post Graduate Degree in a related discipline as per the requirement
- iii) Ph.D. in Education
- iv) Ten Years of professional Experiences in secondary Teacher Education institutions

v) Any other qualifications prescribed by UGC/State Government/ University from time to time

B) Professor

i) M.Ed. with a minimum of fifty five percent marks

OR

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline as per the requirement

iii) Ph.D. in Education

vi) Ten Years of professional Experiences in secondary Teacher Education institutions

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

C) Associate Professor

i) M.Ed. with a minimum of fifty five percent marks

OR

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline as per the requirement

iii) Ph.D. in Education

vii) Eight Years of professional Experiences in secondary Teacher Education institutions

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

D) Assistant Professor

i) M.Ed. with a minimum of fifty five percent marks

OR

M.A. (Education) and B.Ed each with a minimum of fifty five percent marks

ii) Post Graduate Degree in a related discipline as per the requirement

iii) NET/SLET in Education

iv) Any other qualifications prescribed by UGC/State Government/ University from time to time

8. Administrative and Professional Supportive Staff: The following administrative staff shall be provided

1. Office Manager	One
2. IT Executive/Maintenance Staff	One
3. Library Assistant/Resource Centre Coordinator	One
4. Office Assistant	Two
5. Helper	One

9. Terms and Conditions of Services: The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales and age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

10. Facilities: An institution already having one teacher education programme and proposing to offer M.Ed. for one basic unit, should possess a minimum of 3000 Square meters land area. The corresponding built up area shall be 2000 square meters.

- i) **Classrooms:** For an intake of 50 students, there should be provision for at least two class rooms with space and furniture to accommodate all students. The minimum size of classrooms should be 50 Square meters. The institution should provide a minimum of three small rooms of the size of 30 Square meters to hold tutorials and group discussions.
- ii) **Seminar Room:** Multipurpose Hall in the institution shall be shared. In addition, the institute should have one seminar room with seating capacity of one hundred and

minimum total area of 100 square meters. This hall should be equipped for conducting seminars and workshops.

iii) **Faculty Room:** A separate cabin for each faculty member with functioning computer and storage space should be provided.

iv) **Administrative Office Space:** The institution should provide adequate working space for the office staff, with furniture, storage and computer facilities.

11. **Common Rooms:** The institution should provide at least separate common rooms, one each for women and men.

Library: The Library of the Institution/University shall be shared and shall cater to the requirements of the programme. A Minimum of 1000 relevant titles (With multiple copies of relevant books) for the M.Ed Programme should be there including reference books related to all courses of study. There should also be provision of space for reading and reference section in the library. At least 100 quality books should be added to the Library every year. The library should have photocopying facility and computer with internet facility for the use of Faculty and students.

12. **Other Amenities**

i) Functional and appropriate labs with furniture in required number for instructional and other purposes.

ii) Arrangement may be made for parking vehicles.

iii) Access to safe drinking water should be provided in the institution.

iv) Effective arrangement should be made for regular cleaning of campus, water and toilet facilities (separate for male, female and transgender students and teachers).

Note: If more than one programme in teacher education is run by the same institution in the same campus, the facility of playground, multipurpose hall, library and laboratory (with proportionate addition of books and equipments) and instructional space can be shared. The institution shall have one Principal for the entire institution and Heads for different Teacher Education Programmes offered in the institution.

13. **Managing Committee:** The institution shall have a Managing Committee comprising of Members from the Sponsoring Society/Managing Society/Trust, two Teacher Educators, one Faculty member of the college and Heads of two institutions identified for field attachment by rotation.

14. Selection of courses/area of study for the M.Ed. Programme will be made by a student to make up credits in the manner provided in Schema for two years M.Ed Programme approved by the Academic Council for the purpose.

15. The nature, number, scope and content of course for the M.Ed. Degree Programme contact hours, the number of credits, allotment of marks for the semester examination and sessional work and the duration of examination of each course in a semester shall be as approved by the Academic Council on the recommendation of the Board of Studies in Teacher Education and the Faculty of Education.

NOTE:-

i/ A 4-Credit course may have 60 marks for Semester examination and 40 marks for sessional assessment. A 2-Credit course may carry 30 marks for Semester Examination and 20 marks for sessional assessment.

ii/ The duration of examination in a course may be up to three hours. The duration of viva-voce may be decided by the Board of Examiners appointed for the purpose or as may be directed by the Academic Council.

16. Instruction in each course shall be in the form of lectures, tutorials, seminars, problem sessions, case studies, group discussions, field visits etc. according to the need of each course as may be decided by the Board of Studies in Teacher Education and the Faculty of Education.

17. Continuous sessional assessment shall be a constituent part of the semester programme except dissertation and viva-voce. The weightage of marks to be given to semester

examination and to the continuous sessional assessment in a course shall be in the ratio of 60:40. The sessional assessment shall be awarded and the record thereof shall be maintained in the manner prescribed by the Academic Council. There will be no sessional assessment for dissertation work and viva-voce.

18. There shall be an examination called the semester end examination at the end of each semester in the prescribed courses in the manner approved by the Academic Council. Examination for the 1st and 3rd semester courses will be held ordinarily in the 1st/2nd week of December and examination for the 2nd and 4th semester courses will be held ordinarily in the 1st/2nd week of May every year or on such dates as may be approved by the Vice-Chancellor.

19. A semester examination for the M.Ed. Programme shall be open to the following categories of persons:-

(A) A regular student from Department of Education/ Colleges of Education affiliated to University of Jammu for the period specified for that course of study by having been on the rolls of the department/college immediately preceding the examination and submits his/her application on the prescribed form to the Controller of Examinations through the Head of the Department where he/she has pursued the course for the examination and has fulfilled the following conditions to be certified by the Head of the Department/ Principal of the College of Education.

i/ he/she has been a person of good conduct;

ii/ he/she has attended not less than 80% in theory and 90% in internship & practical/field work of the lectures delivered including seminars/tutorials, etc. in each course offered by him/her in that semester.

iii/ he/she has satisfactorily performed the work of the class;

iv/ he/she has paid the prescribed fees.

The application on the prescribed form duly filled in and accompanied by the prescribed fees and certificates must reach the Controller of Examinations not later than the date fixed for the purpose.

(B) An ex-student, i.e., a person who after having undergone a regular course of study and having completed all conditions of eligibility for appearance in a course or courses in a semester examination including minimum attendance requirement and having either failed to pass the semester examination in that course(s) or been unable to appear in the examination in that course(s) provided he/she appears in the examination within the maximum period within five years of entering the course and submits his/her application on the prescribed form along with the prescribed fees and certificates to reach the Controller of Examinations within the date fixed for this purpose.

20. The Head of the University Department/Principal of College of Education may condone shortages in attendance of a student in a semester for special reasons to be recorded in writing up to five lectures in each course separately. A student whose deficiency in lectures in a course is not condoned by the Head of the Department/Principal of College of Education or is not condonable shall not be eligible to appear in the semester examination in that course.

21. Any student who participates in games, cultural and other co-curricular activities as defined below with the prior approval of the Head of the Department/ Principal of College of Education shall, for the purpose of condoning deficiency in attendances incurred by him/her on account of such participation, be treated as present on all the working days during the days of his/her absence on such account for a period of not exceeding 8 working days in a semester:

(1) State representation in International/All India competitions organised by an agency recognized by the Board of Sports and Youth Welfare.

- (2) Participation in the Inter-University competition held under the auspices of a University or any recognized institution as a member of the University team. .
- (3) Participation in the N.C.C., N.S.S. Bharat Scouts & Guides and National Integration Samiti activities as a member of the recognized institution;
- (4) Participation in the Coaching Camps/ Rehearsals prior to participation as a member of the State or University team in the National/All India/Inter-University competitions;
- (5) Participation in the Mountaineering/Hiking/ Trekking/Skiing/Rock Climbing or other such activities organized under the auspices of the State Government/University as a member of the Institution affiliated/recognized by the University.
- (6) Participation in the Inter College Competitions organized by the University as a member of the teams of participating Institutions.
22. Notwithstanding anything contained in these Statutes, the Syndicate shall have the power to exclude any candidate from appearing in any examination if it is satisfied, after issuing a show-cause notice to the candidate and holding an inquiry, that such a candidate is not a fit person to be admitted thereto.
23. In order to be eligible for the M.Ed. degree, a student must pass all courses with atleast 'D' Grade through semester courses provided by the University spread over to not less than **four** semesters.
24. In order to earn the credits for a course, a student must have -
- a/ "attended not less than 80% in theory and 90% in internship & practical/field work of the lectures(including tutorials, seminars etc.) delivered in each course separately."
- b/ obtained atleast 'D' Grade in each course reserved for sessional assessment (except Dissertation where there is no sessional assessment)separately; and
- c/ obtained atleast 'D' Grade in each course separately and in dissertation including viva-voce.
25. A student who has earned the required credits in a course and dissertation including viva-voce in the manner provided in schema for two years M.Ed programme shall be declared successful.
26. A student who -
- i/ does not fulfill the minimum requirement of attendance in lectures in a course; or
- ii/ does not secure the minimum marks required to pass in the sessional assessment in a course will not be eligible to sit in the semester examination in that course. He/she will have either to repeat the course/courses when classes in that course/courses are held by the department/college or opt for a new course or courses in that or any other semester if facilities of Instruction are available and the courses in which he/she failed to fulfill requirement of attendance in lectures or in sessional work was not a compulsory, basic or a pre-requisite course. In all such matters final decision will be taken by the Head of the University Department of Education/ Principal College of Education after consulting the adviser of the students in the department and keeping in view the statutory position.
27. The Head of the University Department of Education/ Principal College of Education shall be competent to cancel admission of a student enrolled for the M.Ed. Programme in the department if -
- i/ the student remains absent without permission of the Head of the Department of Education/ Principal College of Education for a period of one month continuously; or

- ii/ the student does not attend 50% or more of the total lectures delivered in the semester concerned; after an opportunity has been given to him/her to explain as to why such an action be not taken against him/her.
28. A student who has completed the minimum attendance requirements in the 1st semester but has either failed to appear in the semester examination in that session or having appeared and failed to pass in any or all the courses prescribed for the semester, may be permitted to keep terms for the second semester.
 29. A student who has been on the rolls of the University Department of Education/ College of Education in the 1st Semester of the M.Ed. degree programme and earns eligibility to join the 2nd Semester of the Programme but fails to join the 2nd Semester when he/she was due to join or discontinues his/her studies for any reasons whatsoever after earning eligibility to join the 2nd Semester may be considered for admission to the 2nd Semester in a subsequent year if he/she submits application to this effect before the commencement of the 2nd Semester provided a seat and other facilities for the courses offered by the student are available in the Department of Education/ College of Education in the 2nd Semester and the student seeks admission within a period of two years from the date he/she discontinued his/her study. The final decision regarding admission of such a student shall be taken by the Head of the Department of Education.
 30. Two copies of the dissertation alongwith C.D. be submitted by the students of M.Ed. 4th Semester in the Office of the Controller of Examinations within 15 days from the last paper of concerned course. No further extension will be granted in this regard.
 31. The dissertation shall be examined and viva-voce conducted by a Board of Examiners consisting of:-
 - (a) Head of the University Department of Education;
 - (b) One teacher of the University Department of Education nominated by the Head of the Department of Education by rotation every year
 - (c) One External Examiner appointed by competent authority. He/She will be paid T.A./D.A. and honorarium as per University rules & regulations.
 32. “A candidate who completes the minimum attendance requirement but does not appear in the examination in that semester or, having appeared, fails in a course or courses in a semester examination may appear in the examination in such course or courses when it is held subsequently by the University within the maximum period of three years to be counted from the date he/she was scheduled to appear for the first time in the semester examination, or the date he/she appeared first in semester examination, as the case maybe. Unless otherwise provided, he/she will have to appear in the course or courses according to the syllabus prescribed by the University for the Semester Examination in which he/she appears. Provided, that the candidate who fails to qualify all the semester examinations in full within the prescribed time may be allowed to avail of one more chance to qualify the backlog courses at the immediate next session after the expiry of statutory period . In such cases the marks obtained in sessional assessment in the course concerned shall be carried forward. Provided that a candidate who fails to clear a semester examination within the stipulated number of chances may, if he/she so desires, apply to the Vice-Chancellor for grant of one MERCY CHANCE within a period of five years from the session he/she first appeared in the semester examination. If he/she again fails he/she shall have to appear in the examination in failed course to fill up academic deficiencies as determined by the Convener, Board of Studies. He/She shall not be required to earn fresh eligibility to appear in such semester examination .He/She will have to appear according to the syllabus and courses of study in vogue. In all such cases the marks shall be raised proportionately in lieu of internal assessment. The provision shall also be applicable to other candidates appearing privately”

Note : No one will be allowed to appear as a private candidate in M.Ed. except failures/ Reappear/Droppers because of the compulsory requirements of the dissertation work for regular students, its viva-voce and practical work. The Department of Education, however, reserves the right not to offer some of the optional courses during a academic year in a semester.

33. A transcript shall be issued to a student in respect of his/her performance in each semester after evaluation of the semester examination is done. The transcript shall indicate grade obtained in sessional assessment as well as semester examination in each course.
34. After a candidate has appeared and passed in all courses of study offered by him/her in the four semesters and has earned required credits of four semester Examinations in accordance with these Statutes, his/her result shall be assessed and he/she shall be declared successful in the MASER's degree programme in the Faculty of Education. He/she shall be awarded a degree stating the grade in which he/she has passed in the following manner:-

The successful candidates shall be classified as under:-

	Greater or Equal to % of Marks (>/=)	Less than % of Marks(<)	Grade Awarded
1	80	-	A+
2.	75	80	A
3.	68	75	B+
4.	60	68	B
5.	50	60	C
6	40	50	D
7.	36	40	E
8.	20	36	F

The final results shall be displayed in Grades as approved by the Competent Body on the pattern of MASERs Degree program.

Those who attain A+ to D Grades are considered successful whereas the ones below 'D' (i.e. E & F) is to be considered fail or Dropped for the Different Components. Students shall be permitted to complete the programme requirements within a maximum period of three years from the date of admission to the programme.

35. The rates of examination & other fees payable by each candidate appearing in a semester examination for the M.Ed. degree programme shall be as per University notifications issued from time to time.
36. Every candidate for a semester examination shall submit his/her application for appearance at each semester examination to the Controller of Examinations to reach him/her not later than the dates given below on the prescribed form accompanied by the prescribed fees and necessary certificates signed by the Head of the University Department of Education/ Principal College of Education or the officer authorized under Statutes to attest and sign such forms:

Last date for receipt of forms and Fees in the University Office

For examination to be held in December --15 September

For examination to be held in May -- 15 February

Whenever the application or fee or both of a candidate is/are received after the last date

prescribed above, he/she shall also pay late fee as per University rules in vogue from time to time.

37. No candidate who gets 'E' Grade in M.Ed. programme after having been placed in re-appear category in any course or courses shall be entitled to a scholarship or a prize or a medal.
38. A person, so long as he/she is a student of M.Ed. programme, shall not be permitted to attend any other course of instruction or appear in any other examination of the University;

Provided that a candidate who has been placed under re-appear in one paper/subject only of an examination other than that of M.Ed., shall not fall under the purview of this Statute.

39. English shall be the medium of instruction/examination.
40. The Vice-Chancellor shall interpret and remove any difficulty arising in the application and implementation of these Statutes and shall decide forms and procedures for the same.

“(i) A candidate who has passed M.Ed. (semester pattern) Examination from the University of Jammu and has been placed in the D & C Grade in the aggregate of semester examination may be given Two chances to improve his /her grade/performance within a period of 5 years of having passed the M.Ed. Examination and for this purpose he/she may reappear as a private candidate in the consecutive annual examinations in the discipline in any number of courses prescribed for the M.Ed. The credits already earned by the candidate in other courses in which he/she does not appear shall be carried forward. Internal assessment of the entire regular candidate who sit in the examination for improvement of Grade within a period of five years of having passed their M.Ed. examination be retained. The result of such a candidate shall be declared if he/she improves the Grade.

ii) Notwithstanding anything contained above a candidate who having passed M.Ed.(Semester System), examinations with less than 55% marks from the University of Jammu, appears in the examination to improve the grade but fails to do so, his/her result may also be declared provided he/she secures D or above grade”.

41. **Educational Tour:** The Students studying in M.Ed 2nd Semester will be taken to visit Centers of Advanced Studies in Education /Renowned Teachers Educational Institutions/Departments of the Universities located in Indian Universities for giving exposure of the kind of research and practicum work being done in other Universities. The students will also be taken to Documentation Centers of different Universities/National Organizations. It will facilitate the students for the collection of Literature to prepare the chapter on “Review of Related Literature” for their dissertation work. The Dissertation for the students of M.Ed is compulsory for regular students and it is to be completed as a partial, fulfillment of the course. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the students need to be fully groomed in the research pursuits. It therefore, requires an exposure and understanding of the students through their visit to renowned academic places in the country so that students are enlightened and enabled to broaden their outlook. They will also get a chance to know how ICT is being used in the discipline for improving class room teaching. It will also give an understanding to the students about the good and innovative practices being followed in the departments of other universities. Every student shall submit a report to HOD for work done in the Institutions being visited.

The teachers of the department, out of whom one should preferably be a lady teacher, a clerk and one peon will accompany the students on educational tour. The department will collect Rs. 800.00 for each student in all the semesters to seek 50% of the contribution of the department for meeting to and for expenditure. The rest of the 50% of the fare will be met by seeking railway concessions. In case tickets sometimes are not available due to heavy rush. In that event the tickets may be bought on TATKAL QUOTA out the funds collected from the students. Every year the HOD shall fix up the amount to be charged from the students at the time of granting admission after making a resolution by DAC.

The expenditure for lodging and boarding as well as sightseeing etc. will have to be borne by the students. The teachers accompanying will also be paid 2nd A.C to and fro expenditure and DA admissible out of the department fund besides local bus fare and any other actual expenditure etc. The same holds good for the clerk and peon accompanying the tour but as per their entitlement. The organization of the tour shall be assigned to any of the tour and travel party in consultation with DAC and CR,s of the Department. The Expenditure per student should not exceed the amount collected through the fees per semester or through lump sum collection.

References:

1. University Council Resolution No. 86 dated 21-06-2004
2. University Council Resolution No. 98 dated 21-06-2004
3. University Council Resolution No.18 dated 15-01-2001
4. University Council Resolution No. 24 dated 21-02-2003
5. University Council Resolution No.13 dated 2-1-1982.
6. University Council Resolution No. 40 dated 26-04-2000
7. University Council Resolution No.4.72.2 dated 15-04-2014 (76th University Council Meeting Minutes Pg. 36)

SCHEMA FOR TWO YEARS M.ED PROGRAMME

First Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Major	Minor 1 & 2 Internal		Total
					Minor 1	Minor 2	
MED101	Philosophical Foundations of Education	4	4	60	20	20	100
MED102	Psychological Foundations of Education	4	4	60	20	20	100
MED103	Methods of Data Analysis in Education	4	4	60	20	20	100
MED104	Methodology of Educational Research	4	4	60	20	20	100
MED105	Educational Technology	4	4	60	20	20	100
MED106	Internship	4	Continued and Combined Internship				100
TOTAL		24					600

Second Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Major	Minor 1 & 2 Internal		Total
					Minor 1	Minor 2	
MED201	Methodology of Core Practices	4	4	60	20	20	100
MED202	Qualitative Research	2	2	30	10	10	50
MED203	Comparative Education	4	4	60	20	20	100
MED204	Teacher Education	4	4	60	20	20	100
MED205	Dissertation	2	2				50
MED206	Teaching Specialization (General Science/Social Science/ Language)	2	2	30	10	10	50
MED207	Internship	4	Continued and Combined Internship				100
Total		22					550

Third Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor 1	Minor 2	
MED301	Sociological Foundations of Education	4	4	60	20	20	100
MED302	Advanced Communication Skills	4	4	60	20	20	100
MED303	Optional Papers (Any One)	4	4	60	20	20	100
MED303A	Policy, Planning and Economics of Education						
MED303B	History of Education						
MED303C	Health and Yoga Education						
MED303D	ICT in Education						
MED303E	Guidance & Counselling						
MED303F	Pedagogy and Assessment						
MED304	Dissertation	4	4				100
MED305	Internship	4	Continued & Combined Internship				100
	Total	20					500

Fourth Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor 1	Minor 2	
MED401	Inclusive Education	4	4	60	20	20	100
MED402	Dissertation Viva-Voce	4					100
MED403	Optional Papers (Any one)	4	4	60	20	20	100
MED403A	Advanced Statistics in Education						
MED403B	Open and Distance Learning						
MED403C	Peace Education and Human Rights						
MED403D	Curriculum Development						
MED403E	Environmental Education						
MED404	Internship	4	Continued & Combined Internship				100
MED405	Project Work	4	From I Semester onwards				100
	Total	20					500

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2015, 2016 & 2017)

Course No. : MED-101

Title : Philosophical Foundations of Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course objectives:

To enable the pupil teachers to-

- study and understand the western thought on the Education emerged in different eras.
- study and understand the contributions of Western Thinkers in philosophy in the field of Education.
- study and Understand the modern philosophical contexts in vogue in the society and in educational side.
- study and to critically understand the implications of the Democracy and its related aspects like Feminism and Multi culturalism in the field of education.

Unit-I

Basic Western Schools of Thought

Functions of the Philosophy with Implications on Education ; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Logical Analysis, Existentialism, Dialectialism; Comparison of the Western Schools of Philosophy with the Indian schools of thought in context of education and classroom practices .

Unit-II

Western Thinkers

Critical analysis of the Contributions of the Thinkers to Education –Emile (Rousseau), Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Friere,; Medieval Theories of Education (Hugh to John Salissbary)

Unit-III

Groundwork of Theory in Practice

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes) ; High Leverage Practices (learning students culture and the developing teaching norms) the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

Unit IV

Social Philosophical Issues

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Multicultural Education , Feminism in Education; Changing notions of Moral and Moral Education.

Sessional Work

Development of the Reflective Journal for the High Leverage practices Critical Analysis of a Book, developing the students to develop positive, productive and professional relationship to work together. Constructivism in shaping the classroom (strengths & weaknesses , survey of the difficulties in the classrooms & the strategies)

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Book Recommended & Web Resources:

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497 –511 Journal of Teacher Education SAGE Publications 2009.

Brooke, Christopher & Frazer Elizabeth Introduction :Political & Philosophical Perspectives on Education -I Vol 36, No5 ,Oct 2010 Oxford Review of Education, pp521-525.

Curren Randell Aristotle’s Educational politics & Aristotelian Renaissance in Philosophy of education Vol 36, No5 ,Oct 2010 Oxford Review of Education, pp543-559.

Educational Thought and Practice Taneja ,VR ; Sterling Publishing House Philosophy and Education Mrinal Miri , Oxford Publications, Delhi.

FitzGerald B.D Medieval Theories of Education: Hugh of St Victor & John of Salisbury, Vol 36, No5 ,Oct 2010 Oxford Review of Education, pp575-588.

Fundamentals of Indian Philosophy-R. Puligandla.

History of Philosophy Bertrand Russell.

Lampert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean?, 61(1-2) 21-34 Journal of Teacher Education, Sage .

McLaren Peter & Leonard Peter (Etd) Paulo Freire-A critical Encounter, Routledge, London, 1993.

Philosophical & Sociological Basis of Education –V R Taneja.

Philosophical & Sociological Foundations of Education –Rajesh R Sharma

Tuckness Alex Locke on education and the rights of the parents Vol 36, No5 ,Oct 2010 Oxford Review of Education, pp627-638

[www.oxfordjournals.org/doi/pdf/10.1093/oxfordjournals/erj.a011111](#)

[www.oxfordjournals.org/doi/pdf/10.1093/oxfordjournals/erj.a011111](#)

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[www.oxfordjournals.org/doi/pdf/10.1093/oxfordjournals/erj.a011111](#)

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2015, 2016 & 2017)

Course No. : MED-102

Title : Psychological Foundations of Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- develop insight into the nature of psychology and psychological processes.
- understand how psychological knowledge and procedures given by various schools of psychology may be applied to the solution of educational problems.
- gain knowledge of the importance of motivation in learning.
- understand some important learning theories and importance of transfer of learning that will enable the teacher and students to realize educational objectives.
- pursue their attempts to understand the intricacies of human personality and intelligence.

Unit-I

Educational Psychology - Its nature and scope, Relationship of education and psychology.

Main features and contribution of the following schools of psychology towards education: Behaviourism, Gestalt, Psychoanalysis and constructivism.

Motivation : Concept, Theories : Maslow's theory of self-actualization, Murray's theory of Motivation, Theory of achievement motivation.

Unit-II

Learning –Concept, Factors affecting learning.

Theories of learning- Kolb's experimental theory, Jack Mezirow's transformational learning theory, George Siemen's connectivist learning theory.

Cognitive theories of learning.- Kurt Lewin's field theory ,Tolman's systematic theory.

Unit-III

Transfer of Learning- Theories of Transfer. Major experiments on transfer, Role of teacher in facilitating transfer.

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher).

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, sequence, factors influencing language development and role of teacher).

Unit-IV

Personality : Concept, Type and Trait Theories, Behavioural Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques.

Intelligence : Concept, theories : Guilford's structure of intellect and Gardner's multiple intelligence theory.

Sessional Work:

Administration of tests to assess personality (e.g. Rorschach Ink Block Test / Thematic Apperception Test / Children Apperception test).

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Book recommended:

Chauhan, S.S. (2001). Advanced Educational Psychology. Vikas Publishing House Pvt Ltd. New Delhi.

Dash.M. (2006). Fundamentals of Educational Psychology. Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.

Mangal. S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd: New Delhi.

Solso. Robert. L. (2002) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi.

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2015, 2016 & 2017)

Course No. : MED-103	Title : Methods of Data Analysis in Education
Duration of Exam.: 3 Hrs.	Total Marks : 100
Credit:4	Minor Test-I : 20
	Minor Test-II : 20
	Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- gain knowledge and understanding of:
 - (i) The concepts and methods used in statistical analysis of test scores,
 - (ii) The concept of qualitative and quantitative data.
- understand the concept of Inferential and Descriptive Statistics.
- apply the above knowledge in tabulating and interpreting test scores.
- develop skill for computations.

COURSE CONTENTS

Unit-I

Nature of Educational Data : Quantitative and Qualitative; Descriptive and Inferential Statistics, Levels of Measurement, measures of central tendency.

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis, Applications of Normal Curve.

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases.
- iii) Determination of raw scores from the given percent of cases.

Unit-II

Hypothesis Testing :

- i) Concept of Hypothesis and types,
- ii) Concept of levels of significance,
- iii) Types of Errors, One-tailed and Two-tailed tests.

Statistical Inferences of the Differences between the Means and Correlations for Independent samples (Small and Large Sample) and percentages/ proportions.

Analysis of Variance : Meaning, Assumptions and uses with computations up to one-way classification only.

Unit - III

Measures of Relationship : Concept, types, uses and computations of correlation by Product Moment Method through scattergram and first and second order partial correlation.

Concept, uses and Computations of Biserial, Point - biserial, Tetrachoric and Phi- coefficient.

Regression equation: Concept.

Unit IV

Parametric and Non-parametric Statistics. Differences between the two, uses of Non-Parametric Statistics

Chi-square and Hypothesis Testing : Concept, Assumptions and Advantages.

Sessional Work:

Use of excel sheets for computation of statistics

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
2. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
3. Garrett, Henry.E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
4. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
5. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
6. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmedabad

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2015, 2016 & 2017)

Course No. : MED-104

Title : Methodology of Educational Research

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- orient thinking of students towards research and its functions in the various fields of educational endeavour.
- understand the Place of Theory of Research work.
- understand the meaning of Educational Research of various types.
- acquaint the students with the methodology of Research of various types.
- understand the basic concepts in the Philosophy of Science, Scientific Methods and Methodology in General.
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly.

Unit-I

Research in Education

-Meaning, Purpose and Area

-Educational Research-Meaning, nature and scope

-Areas of Educational Research: Philosophical, Psychological and Sociological.

-Scientific enquiry and theory development.

-Kinds of Educational Research- Fundamental, Applied and Action Research (Meaning, Purpose, Steps, Characteristics, and Differences).

-Quantitative Research (Concept of Univariate, Bivariate and Multivariate variables)-

-Qualitative Research: Differences between Quantitative Research and Qualitative Research

Unit-II

Research Problem

- Selection (Problems and its sources)

- Significance

- Delineating and operationalizing variables.

- Formulation

- Developing a research proposal (Meaning, Importance and Steps).

- Review of Related Literature (Meaning, need and sources including Internet).

Hypothesis : Meaning, Characteristics, Difference between Assumption and Hypothesis, Sources and Types.

Unit-III

Methods:

(i) Descriptive Research (concept, steps, merits and demerits)- Survey Studies, descriptive studies, correlational studies, developmental studies, comparative studies, casual comparative studies, Cross-sectional and Longitudinal studies.

(ii) Experimental Research (Concept, Steps, Nature, Merits and Demerits)

Experimental Research Design: Single group pre-test, post-test design, pre-test-post-test Control group design, post-test only control group design and quasi experimental design, Non-equivalent comparison group design, time-series design.

Internal and External Validity of Results in Experimental Research.

Variables in Experimental Research: Independent, Dependent, Confounding variables.

(iii) Historical Research (concept, steps, merits and demerits)- Phenomenology, Ethnography, naturalistic inquiry.

Primary and Secondary sources of Data

External and Internal Criticism of the Source

Unit-IV

Sampling

- Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability.

- Probability Sampling: Simple random sampling, systematic random, Cluster and Stratified sampling, Multi-stage Sampling.

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling.

- Characteristics of a good sample.

Tools of Educational Research: Meaning, characteristics and uses of the following tools:

- Questionnaire;
- Interview;
- Observation;
- Attitude Scale
- Rating Scale;
- Socio-metric Techniques.

Reliability and validity of various tools.

Factors influencing validity of research; techniques to increase validity of research.

Writing Research Report : Concept, Purpose and Steps.

Sessional Work :

i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment

ii) Each student will prepare two references for each of the following:

(a) Books (b) Journals (c) Thesis/Dissertation, d) News Paper e) Website

iii) Each student will appear in a test on any of the following:

- (a) Preparation of an Abstract
- (b) Preparing a Research Proposal
- (c) Qualitative Research (Meaning, Purpose and Steps)
- (d) Formulation of hypothesis
- (e) Sources of Review of Related Literature
- (f) Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

- Anastasi, Annie Psychological Testing.
- Best, J.W. Research in Education.
- Freeman, Frank, S. Theory and practice of Psychological Testing.
- Good, G.V. The Methodology of Educational Research.
- Hayman, J.L. Research in Education.
- Mouly, G.J. The Science of Education Research.
- Sukhia&Mehrotra Introduction to Education Research.
- Travers, M.W.R. Introduction to Education Research.
- Verma, M. Introduction to Educational and Psychological Research

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2015, 2016 & 2017)

Course No. : MED-105

Title : Educational Technology

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- know the historical development and transactional usage of educational technology
- be familiar with the instructional design and modes of development of self learning material
- understand various levels, strategies and models of teaching for future improvement
- be familiar with the emerging trends and the resource centers of Educational Technology
- be acquainted with the nature, forms, research trends and applications of Educational Technology

Unit I

1. Educational Technology: Historical development, Educational Technology as process and product
2. Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent)
3. Instructional Design: Concept, Historical development, characteristics of Individualized Instruction (Keller's plan, MASERY learning), small-group instruction, Large-group instruction

Unit II

1. Teaching and its Organization at : Memory Level, Understanding Level and Reflective Level
2. Teaching Strategies - Meaning, Nature, Functions and Types of Models of Teaching :
 - a) Concept Attainment Model
 - b) Glaser's Basic Teaching Model
3. Modification of Teaching Behaviour: Microteaching, Flanders Interaction Analysis, and Simulations

Unit III

1. Educational Technology in relation to open distance learning (ODL)
2. Initiatives in Educational Technology: Online Education, CCTV, MOOC, Gyan Darshan, Gyanvani, EDUSAT and Multichannel Learning
3. Instructional Design for Competency Based Teaching: Models for Development of Self - Learning Material (SIM's) and Audio-video material

Unit IV

1. Composition and Role of Resource Centres for Educational Technology –CEC (UGC), CIET, AVRC, EMMRC, INTEL, IGNOU
2. Research in Educational Technology - trends and priority areas with reference to Education
3. Recent innovations in the area of Educational Technology

Sessional Work:

- Prepare a chart on models of teaching
- Preparation of a trend report on researches on instructional design
- Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production
- Power-point presentation on recent innovations in the area of educational technology

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended

- Agarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analysing Teaching Behaviour, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi
- Mohanty, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management. Vol 1. New Delhi: Kanishka Publishers and Distributors.

Web-references

www.emrc.org/

www.ciet.nic.in/

www.ignou.ac.in/

www.cec.nic.in/

www.avrc.ucsd.edu/

www.ugc.ac.in

www.amm-mrcr.org/

www.siethp.in

MASTER OF EDUCATION (M.Ed)

Semester I

Course No. : MED-106

Title : Internship

Total Marks : 100

Credit : 4

It will be compulsory for each student studying in first Semester of M.Ed. course to do Internship through the following activities:

Visits cum Observation

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Visit & observe one Teacher Education Institution in Summer a) Observe & record lessons of Interns b) Writing Reflective Journals related to: <ol style="list-style-type: none"> i) Teacher Education Institution Activities - Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members ii) Understanding Related Aspects of Curriculum iii) Assessment of Teachers & Learners iv) Preparation for Diverse Learners in Teacher Education Institutions v) Reflection on Teaching Experience 2. Plan & deliver 4 lessons in 4 Perspective Papers in Teacher Education Institution 3. Visit, observe & record one Innovative Teacher Education Institution for extended discussions & presentations on different aspects of teaching | <p>5 Days</p> <p>5Days</p> <p>4 Days</p> <p>1 Day</p> |
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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-201

Title : Methodology of Core Practices

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- learn strategies to assess the learning contexts of the multiple children in the classrooms .
- understand the pedagogies of Enactment for the curriculum transactions and outcomes on the genuine feedback.
- develop the practices of the Approximations which would provide a basis of realistic methods of curriculum .
- develop and refine the process of the core practices for the prospective teachers in the classrooms situations

Unit I

Concept of Teaching –disjoint between the theory and practice, Difference between the Informal teaching and the Instructional activity in classroom, knowledge domain of teaching , Relationship of the skills and the circumstantial problems in the classrooms (Exploration).

Unit II

Teacher – A Change from skill based to Knowledge & reflective practitioner, Relationship between the reflection aspects & Clinical aspects of practice & experiment of the teachers and Teacher educators(Issues), Concept of the Pedagogy of enactment , difference in the Pedagogy of Enactment & Reflection.

Unit III

Concept of Methods of teaching (prospects –a discussion);Difference between the Foundational and methods courses; Learning of Method to teach & justification of the same in classroom; need of the relationship into learners' learning problems . Core Practices

Unit IV

Core Practices -concept, the disjoint between the pre-service Course and the problems in the classrooms, development & the refinement of the Core practices , Characteristics of High Leverage Practices

Sessional Work:

Specializing in the elementary Schools (on a group of 2-3 students)

- Developing among the students teachers the practice to develop among the students the Routines to work together(who refuses to work together & many other situations- in the discipline & across disciplines);
- Anticipating the responses of the students by identifying the Trouble spots/ Road Blocks / common errors

- Developing the repertoire of the same in Reflective Journal for the novices joining the profession to gain insight and the experience out of the two specialization

Specializing in the Secondary / Hr Secondary Schools (1-2 students’ group)

- Developing a core practice among the students teachers to elicit the further thinking of the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students’ responses & teachers’ expected responses against each)
- Developing among the student teachers how to lead the class room discussions among the students? (Dialogue , anticipating responses, sensitive to trouble spots, common errors & Road Blocks, writing out the expected students’ responses & teachers’ expected responses against each)
- Developing among the student teachers how to learn about the students’ understanding (w.r.t cultural differences and other above mentioned difficulties).
- Developing the repertoire of the same in RJ for the novices joining the profession to gain insight and the experience out of the specializations attained in the core practices.

The following techniques besides to many others can be used for the sessional work.

- Use of Scaffolding Instruction
- Graphic Organiser
- Research& Expert consultation
- Informal queries with the students
- Feedback & simulations
- Approximation of Practice (shorlisting & describing the feedback for the future teachers & basis to work upon)

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended & Web Resources:

Dr. Arun Kumar, 2010, *Journal of Pedagogical Research*, 1(1), 1-10.

Dr. Arun Kumar, 2011, *Journal of Pedagogical Research*, 2(1), 1-10.

Dr. Arun Kumar, 2012, *Journal of Pedagogical Research*, 3(1), 1-10.

Dr. Arun Kumar, 2013, *Journal of Pedagogical Research*, 4(1), 1-10.

Dr. Arun Kumar, 2014, *Journal of Pedagogical Research*, 5(1), 1-10.

Dr. Arun Kumar, 2015, *Journal of Pedagogical Research*, 6(1), 1-10.

Dr. Arun Kumar, 2016, *Journal of Pedagogical Research*, 7(1), 1-10.

Dr. Arun Kumar, 2017, *Journal of Pedagogical Research*, 8(1), 1-10.

Dr. Arun Kumar, 2018, *Journal of Pedagogical Research*, 9(1), 1-10.

Dr. Arun Kumar, 2019, *Journal of Pedagogical Research*, 10(1), 1-10.

Dr. Arun Kumar, 2020, *Journal of Pedagogical Research*, 11(1), 1-10.

Dr. Arun Kumar, 2021, *Journal of Pedagogical Research*, 12(1), 1-10.

Dr. Arun Kumar, 2022, *Journal of Pedagogical Research*, 13(1), 1-10.

Dr. Arun Kumar, 2023, *Journal of Pedagogical Research*, 14(1), 1-10.

Dr. Arun Kumar, 2024, *Journal of Pedagogical Research*, 15(1), 1-10.

Dr. Arun Kumar, 2025, *Journal of Pedagogical Research*, 16(1), 1-10.

Dr. Arun Kumar, 2026, *Journal of Pedagogical Research*, 17(1), 1-10.

Dr. Arun Kumar, 2027, *Journal of Pedagogical Research*, 18(1), 1-10.

Dr. Arun Kumar, 2028, *Journal of Pedagogical Research*, 19(1), 1-10.

Dr. Arun Kumar, 2029, *Journal of Pedagogical Research*, 20(1), 1-10.

Dr. Arun Kumar, 2030, *Journal of Pedagogical Research*, 21(1), 1-10.

Dr. Arun Kumar, 2031, *Journal of Pedagogical Research*, 22(1), 1-10.

Dr. Arun Kumar, 2032, *Journal of Pedagogical Research*, 23(1), 1-10.

Dr. Arun Kumar, 2033, *Journal of Pedagogical Research*, 24(1), 1-10.

Dr. Arun Kumar, 2034, *Journal of Pedagogical Research*, 25(1), 1-10.

Dr. Arun Kumar, 2035, *Journal of Pedagogical Research*, 26(1), 1-10.

Dr. Arun Kumar, 2036, *Journal of Pedagogical Research*, 27(1), 1-10.

Dr. Arun Kumar, 2037, *Journal of Pedagogical Research*, 28(1), 1-10.

Dr. Arun Kumar, 2038, *Journal of Pedagogical Research*, 29(1), 1-10.

Dr. Arun Kumar, 2039, *Journal of Pedagogical Research*, 30(1), 1-10.

Dr. Arun Kumar, 2040, *Journal of Pedagogical Research*, 31(1), 1-10.

Dr. Arun Kumar, 2041, *Journal of Pedagogical Research*, 32(1), 1-10.

Dr. Arun Kumar, 2042, *Journal of Pedagogical Research*, 33(1), 1-10.

Dr. Arun Kumar, 2043, *Journal of Pedagogical Research*, 34(1), 1-10.

Dr. Arun Kumar, 2044, *Journal of Pedagogical Research*, 35(1), 1-10.

Dr. Arun Kumar, 2045, *Journal of Pedagogical Research*, 36(1), 1-10.

Dr. Arun Kumar, 2046, *Journal of Pedagogical Research*, 37(1), 1-10.

Dr. Arun Kumar, 2047, *Journal of Pedagogical Research*, 38(1), 1-10.

Dr. Arun Kumar, 2048, *Journal of Pedagogical Research*, 39(1), 1-10.

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Dr. Arun Kumar, 2050, *Journal of Pedagogical Research*, 41(1), 1-10.

Dr. Arun Kumar, 2051, *Journal of Pedagogical Research*, 42(1), 1-10.

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Dr. Arun Kumar, 2053, *Journal of Pedagogical Research*, 44(1), 1-10.

Dr. Arun Kumar, 2054, *Journal of Pedagogical Research*, 45(1), 1-10.

Dr. Arun Kumar, 2055, *Journal of Pedagogical Research*, 46(1), 1-10.

Dr. Arun Kumar, 2056, *Journal of Pedagogical Research*, 47(1), 1-10.

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Dr. Arun Kumar, 2064, *Journal of Pedagogical Research*, 55(1), 1-10.

Dr. Arun Kumar, 2065, *Journal of Pedagogical Research*, 56(1), 1-10.

Dr. Arun Kumar, 2066, *Journal of Pedagogical Research*, 57(1), 1-10.

Dr. Arun Kumar, 2067, *Journal of Pedagogical Research*, 58(1), 1-10.

Dr. Arun Kumar, 2068, *Journal of Pedagogical Research*, 59(1), 1-10.

Dr. Arun Kumar, 2069, *Journal of Pedagogical Research*, 60(1), 1-10.

Dr. Arun Kumar, 2070, *Journal of Pedagogical Research*, 61(1), 1-10.

Dr. Arun Kumar, 2071, *Journal of Pedagogical Research*, 62(1), 1-10.

Dr. Arun Kumar, 2072, *Journal of Pedagogical Research*, 63(1), 1-10.

Dr. Arun Kumar, 2073, *Journal of Pedagogical Research*, 64(1), 1-10.

Dr. Arun Kumar, 2074, *Journal of Pedagogical Research*, 65(1), 1-10.

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Dr. Arun Kumar, 2089, *Journal of Pedagogical Research*, 80(1), 1-10.

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Dr. Arun Kumar, 2094, *Journal of Pedagogical Research*, 85(1), 1-10.

Dr. Arun Kumar, 2095, *Journal of Pedagogical Research*, 86(1), 1-10.

Dr. Arun Kumar, 2096, *Journal of Pedagogical Research*, 87(1), 1-10.

Dr. Arun Kumar, 2097, *Journal of Pedagogical Research*, 88(1), 1-10.

Dr. Arun Kumar, 2098, *Journal of Pedagogical Research*, 89(1), 1-10.

Dr. Arun Kumar, 2099, *Journal of Pedagogical Research*, 90(1), 1-10.

Dr. Arun Kumar, 2100, *Journal of Pedagogical Research*, 91(1), 1-10.

Dr. Arun Kumar, 2101, *Journal of Pedagogical Research*, 92(1), 1-10.

Dr. Arun Kumar, 2102, *Journal of Pedagogical Research*, 93(1), 1-10.

Dr. Arun Kumar, 2103, *Journal of Pedagogical Research*, 94(1), 1-10.

Dr. Arun Kumar, 2104, *Journal of Pedagogical Research*, 95(1), 1-10.

Dr. Arun Kumar, 2105, *Journal of Pedagogical Research*, 96(1), 1-10.

Dr. Arun Kumar, 2106, *Journal of Pedagogical Research*, 97(1), 1-10.

Dr. Arun Kumar, 2107, *Journal of Pedagogical Research*, 98(1), 1-10.

Dr. Arun Kumar, 2108, *Journal of Pedagogical Research*, 99(1), 1-10.

Dr. Arun Kumar, 2109, *Journal of Pedagogical Research*, 100(1), 1-10.

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-202

Duration of Exam.: 1½ Hrs.

Credit: 2

Title : Qualitative Research

Total Marks : 50

Minor Test-I : 10

Minor Test-II : 10

Major Test. : 30

Course Objectives:

To enable the pupil teachers to-

- understand the fundamentals of qualitative research
- understand the validity and reliability issues in qualitative research
- conduct effective interviews and observations
- engage in thematic analysis of documents, transcripts, and notes
- discuss the elements of a “good” qualitative study
- create an effective presentation of qualitative data

Unit-I

Qualitative Research: Concept, Characteristics, Purposes, and advantages

Types of Qualitative Research: Phenomenological Research; Ethnological Research; Heuristic Research; Case Studies; Philosophical Studies; Policy Research; Grounded Theory; Focus Group; Participate Inquiry, and Clinical research.

Qualitative Data: Descriptive, Personal documents, fieldnotes, photographs, People’s own Words, Official documents and other artifacts.

Unit-II

Techniques or Methods in Qualitative Research: Observation, Participant observation, review various documents, open ended interviewing, first person accounts.

Sample in Qualitative Research: Small, non-representative, theoretical sampling, snowball sampling, purposeful.

Analysis in Qualitative Research: ongoing models, themes, analytic induction, constant comparative method

Sessional Work:

Write a Research Proposal based on Qualitative Research

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Bogdab, R.C. & Biklen, S K. (2011). *Qualitative Research for Education*, New Delhi: PHI Learning Private Limited,

Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikash Publishing House.*

Meltzopff, J (2007). *Critical Thinking About Research.* Washington: American Psychological Association.

Web References:

www.situedurnd .org/eie

www.grca.org

www.qualitative-research.net

www.tandonline.com

www.academia.edu

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-203

Duration of Exam.: 3 Hrs.

Credit:4

Title : Comparative Education

Total Marks : 100

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- study and Understand the latest developments in the field of the Comparative Education and its effect on the Teacher Education.
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education.
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education.
- study and understand the various systems of the nations vis a vis in enriching the contribution in the field of the comparative education

Unit-I

General Introduction

Concept , Scope of Comparative Education in Teacher Education ; History of Comparative Education(Today & Tomorrow); the scientific Paradigm in the Comparative Education ; Impact of National, International developments on the comparative Education, The development of Teacher Education due to the Comparative Education ; the Knowledge Economies & the role of the Teacher Education.

Unit-II

Education & Teacher Education Development in post colonial India –socio historical realities in the policies and the programs ; Cultures & knowledge; the creation of the educational field due to the Political, Democratic Inequalities in Education and its impact on the schooling in India; Post modernism and the Teacher Education –in India (Problems & Prospects)

Unit-III

Comparative Education Research

Qualitative & Quantitative Approach to Comparative Education; Trends in the Comparative Research and the Teacher Education in India; Units of Comparison-(Policies, Ways of Learning and the Educational Organisations) A case study to be undertaken on the assessment of the Higher/Secondary /School Educational system vis a vis to the set policy guidelines (Divergences & convergences) and the suggestive inputs.

Unit-IV

Systems of Education

Role of Polity and Non Institutional actors in the development of the policies and the framework on Teacher Education in Europe (Germany), USA & India.

Sessional Work

Development of the case studies on the different system of Education(secondary education and post secondary education in J&K vis a vis India(affinities and differences in policy making, its implementation and cost difference on account of the private and public funding) Vocationalisation & Secondary Education in USA& India(Problems & prospects) ;Higher Education in UK(privatization and public funded) :Adult Education in Australia & Brazil(experiments and experiences for India).

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended & Web Resources:

Comparative Education Chaube And Chaube ,Vikas Publishing House ,Delhi

Comparative Education –Methods & Approaches –Mark Bray and Adamsons, Springer Ltd.

Human Development in South Asia 2000, The Gender Question – Oxford.

Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures University of Pennsylvania,ScholarlyCommons,Asia-Pacific Education, Language Minorities and Migration (ELMM) Network Working Paper Series

Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education,Taylor & Francis,London

Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 101–112

http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf

Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below ,Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 362–376,

[http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf)

<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>

<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>

http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf

<http://www.jstor.org/stable/1188108>

http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf

[http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf)

<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>

<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>

http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf

<http://www.jstor.org/stable/1188108>

http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf

<http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>
<http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.
http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf
<https://ala.asn.au/about-us/>
http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf
http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1_3_%20brazil%20short%20version_en.pdf
<http://www.educationuk.org/global/sub/higher-education/>
http://www.ecctis.co.uk/europass/documents/ds_description.pdf.
<http://www.ajal.net.au/>
<http://hrd.apec.org/images/f/f7/88.3.pdf>
<http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf>
<http://nces.ed.gov/pubs/web/95024-2.asp>
<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>
http://www.unevoc.unesco.org/up/India_Country_Paper.pdf.
<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>.
http://www.germ-a.com/wp-content/uploads/2014/06/International_Handbook_of_Comparative_Education__Springer_International_Handbooks_of_Education_.pdf

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-204

Duration of Exam.: 3 Hrs.

Credit:4

Title : Teacher Education

Total Marks : 100

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- be acquainted with teacher education in Jammu and Kashmir state.
- understand the concept and organisation of Internship
- know and apply various techniques of higher learning.
- be familiar with the correlates of effective teachers and Research in teacher education.

Unit-I

Development of Teacher Education

1. Teacher Education: Importance, programmes and perspectives
2. Teacher Education in India after Independence: a) National Policy of Education (1986), b) Revised National Policy POA (1992), NCFTE (2009) (Recommendations)
3. Historical development of Teacher Education in Jammu and Kashmir State

Unit-II

Student Teaching

1. Levels of Teaching i) Autonomous Level ii) Memory Level iii) Understanding Level
2. Components and importance of Pre-service and In-service teacher education
3. Internship: concept, planning and organization

Unit-III

Instructional Designs and Techniques for Higher Learning

1. Strategies of professional development: self study, study groups and study circles, book clubs, extension lectures, research colloquium
2. Techniques for Higher Learning: Meaning, Objectives and Importance, i) Conference Technique ii) Seminar Technique iii) Symposium Technique iv) Workshop Technique v) Panel Discussion Technique
3. Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii) Role playing

Unit-IV

Effective Teaching and Research in Teacher Education

1. Teacher Effectiveness: Concept –Determinants, Identification, Characteristics
2. Supervision of Practice Lessons: Observation and Assessment; Feedback to Student Teacher- Concept and Types
3. Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii) Modification of Teacher Behaviour iv) Student teaching

Sessional Work:

- Preparation of timeline chart of the development of teacher education in J & K state
- Interview of practicing teachers to identify the nature of current in-service teacher education
- Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain the strategies they use for their professional development
- Presentations on different techniques for higher learning i.e Seminar, Conference, workshop etc
- Preparation of report based on supervision of at least three B.Ed practice teaching classes and writing supervision comments
- A review of researches in any one area of research in teacher education and its policy implications

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Garg, B.R. (2000) *Issues in Teacher Education*, The Indian Publications: Ambala Cant-133001(India)

Mangla, Sheela (2010) *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi

Ministry of Education (1964-66) *Education and National Development Report of Indian Education Commission*, Govt. of India, New Delhi

MHRD (1986) *National Policy on Education and Programme of Action*, Govt. of India, New Delhi

MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi

MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi

MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi

Nayar, D.P. (1989) *Towards a National System of Education*, Mital Publishing, New Delhi

NCERT (1987): *In service Training Package for Secondary Teachers* MHRD, New Delhi

NCTE (1998): *Curriculum Framework for Quality Teacher Education*, NCTE, Publishing, New Delhi

Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000) *Teacher Education*, Surya publications: Meerut

Sharma, S.P. (2009) *Teacher Education, principles, theories and practices*, Kanishka Publishers: New Delhi

Singh, L. C.& Sharma, P. C. (1995) *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House

Singh, R. P. (1990) *Studies in Teacher Education*, New Delhi: Bahri Publication

Sikula, J. (Ed.) (1985) *Handbook of Research on Teacher Education*, New York, MacMillan Publishing

Singh, L.C. et al. (1990) *Teacher Education in India*, New Delhi, NCERT.

Singh, T. (1978) *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharati Prakashan.

Verma, M.(2006) *Teacher Education*, Murari Lal & Sons: New Delhi-110002

www.ncte-india.org/

www.aiaer.net

www.ripublication.com

<http://teachingcommons.stanford.edu>

www.researchgate.net

www.facultyfocus.com

MASTER OF EDUCATION (M.Ed)
Semester II

Course No. : MED-205

Title : Dissertation

Total Marks : 50

Credit : 2

1. Dissertation
 - a) Allotment of Supervisor
 - b) Discussion on theme & selection of topic
 - c) Review of Related Literature
 - d) Preparation of Synopsis

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-206

Title : Teaching of General Science

Duration of Exam.: 1½ Hrs.

Total Marks : 50

Credit: 2

Minor Test-I : 10

Minor Test-II : 10

Major Test. : 30

Course Objectives:

To enable the pupil teachers to-

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of general science.
- develop a broad understanding of general science.

Unit-I

Curriculum: Meaning ,NCF (2005) guidelines for curriculum development.

Types of curriculum :Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual labs

Virtual science centres

e- learning

Unit-II

Cell division: Cell cycle, mitosis and meiosis and their significance.

Plant growth and development: Seed germination, phases of plant growth and plant growth rate. Sequence of developmental process in a plant cell.

Kepler's laws of planetary motion. The universal law of gravitation. Acceleration due to gravity and its variation with altitude and depth.

Discovery of electron, proton and neutron; atomic number, isotopes and isobars. electronic configuration of atoms, stability of half filled and completely filled orbitals.

Sessional work:

Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Gupta ,S.D. & Sharma, D.R.(2002). Teaching of science. Malhotra brothers, Jammu.

Kohli, V.K. (2001). How to teach science? Vivek Publishers,Ambala city.

NCERT. (2013) .Science. Publication Division.NCERT Campus,New Delhi

Sharma, R.C. (1981). Modern Science Teaching.Dhanpat Rai Publishing Co. New Delhi.

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-206

Duration of Exam.: 1½ Hrs.

Credit: 2

Title : Teaching of Social Science

Total Marks : 50

Minor Test-I : 10

Minor Test-II : 10

Major Test. : 30

Course Objectives:

To enable the pupil teachers to-

- understand the meaning of curriculum and guidelines given by NCF(2005) for curriculum development.
- become aware of different types of curriculum
- familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science.
- develop a broad understanding of social science.

Unit-I

Curriculum: Meaning ,NCF(2005) guidelines for curriculum development.

Types of curriculum :Subject centered curriculum, behaviouristic curriculum and constructivistic curriculum.

Technological interventions:

Knowledge forum

Virtual social science labs

Virtual social science centres

e- learning

Unit-II

Nationalism in India: 1st world war; khilafat , non-co-operation and civil disobedience movement; Salt satyagraha; Movement of peasants, workers and tribals; activities of different political groups.

Democracy: Meaning and challenges to democracy in India.

Globalization: Meaning, its impact on different sectors.

Agriculture: Types of farming; contribution of agriculture to national economy, employment and output.

Sessional work : Visit to a place of historical importance/ farming/MNC and a report on it.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Binning ,A.C. & Binning, D.H.(1952).Teaching social studies in secondary schools, McGraw Hill, New York.

Kochhar, S.K.(1973). Teaching of Social Studies, Universal Publishers, Delhi.

NCERT. (2013) .Social Science. Publication Division. NCERT Campus, New Delhi.

UNESCO(1981).Handbook of Teaching Of Social Studies, Paris.

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-206

Title : Teaching of Language

Duration of Exam.: 1½ Hrs.

Total Marks : 50

Credit: 2

Minor Test-I : 10

Minor Test-II : 10

Major Test. : 30

Course Objectives:

To enable the pupil teachers to-

- enable the students to understand about the theories of teaching.
- create the desired learning structure and condition among learners for the teaching of language.
- select the strategy of teaching in order to bring desirable change in the behavior of the Learner & skills of analyzing interaction in teaching and learning situation in the language.
- evaluate the success of the planning, organising and leading activities related to teaching - learning approaches in teaching of language at the advanced level of the student teachers.
- enable the students to develop skills of using and interpreting the different tools of teacher assessment in the language.

Unit-I

Theories of teaching: Teaching, Concept, Structure, objectives and characteristics of good teaching, phases of teaching, importance of teaching. Theories of teaching: scope, types, formal theory of teaching and descriptive theory of teaching.

Meaning and selection of teaching tactics, selection of appropriate communication media, communication strategies, mass media approaches, formal and non-formal media.

Teaching strategies: meaning, types, autocratic: lecture, demonstration, and tutorial, democratic: discussions question and answer strategy, brain storming, independent study, group discussions, role playing. Instructional designs: skill based, competency based, learners' style based, model based. Flander's verbal interaction analysis, characteristics of interaction analysis technique,

Unit-II

Models of Teaching: Meaning, assumption, role of teaching model, types of teaching model. Social interaction model: jurisprudential model, group investigation model, social enquiry model. Measuring learning: meaning, functions, test for measuring learning, summative and formative tests.

Evaluation of the learning system: meaning of evaluation, functions, techniques of evaluation, classification of evaluation techniques, quantitative and qualitative techniques. Tools and techniques of teacher assessment: use and interpretation of observation technique, rating scale, attitude scale, inventories, performance tests and achievement tests in teacher assessment.

Sessional Work

Conducting of Observation in classroom teaching and learning process;

Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts. Observe and analyze learning and thinking processes of different age groups.

Examine their thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process as a continuum. A critical examination of and engagement with teaching methods such as concept formation, enquiry-based teaching, problem solving, discovery and activity-based learning.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have two short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be three). All questions will carry 10 marks each.

Books Recommended:

Bellack, Arno et al., “The language of the classroom”, Teachers’ College Columbia University, New York, 1996.

Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.

Gage N L, Hand book of Research on Teaching, Rand Mc Naly and Co., Chicago, 1968.

Howard Nicholls and Andray Nicholls, “Creative Teaching – An approach to achievement of Educational Objectives”, George Allen and Unwin, London, 1975.

James L. Mursell, “Successful Teaching – Its Psychological Principles”, Mc Graw Hill Book Co., Inc Tokyo, 1954.

Joseph Lawmen, “MASERing the techniques of teaching”, Jossey Boss, London, 1985.

Sharma R A, “Technology of Teaching”, Loyal Book Depot, Meerut, V Edition, 1991.

Siddiqui M S., and Khan M S., Models of Teaching – Theory and Research, Manas Publication, New Delhi, 1991.

Thomas C Lout, “Tactics for Teaching”, Charles E. Merrilal Publishing Company London, 1978.

MASTER OF EDUCATION (M.Ed)
Semester II

Course No. : MED-207

Title : Internship

Credit : 4

Total Marks : 100

It will be compulsory for each student studying in second Semester of M.Ed. course to do Internship through the following activities:

Visits cum Observation

- | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | Visit & observe High/Higher Secondary School | 5 days |
| 2. | Plan & deliver core group Subject lessons in High/Higher Secondary School | 15 days |
| 3. | Visit, observe & record one Innovative High/ Higher Secondary School for extended discussions & presentations on different aspects of teaching | 1 Day |

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-301

Title : Sociological Foundations of Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- get a comprehensive idea of trilateral relationship among the three poles of school, society and individual.
- get an understanding of social structure and the influence of education on social, political, economic and cultural institutions and vice-versa.
- appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development.

Unit-I

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)

Education as an agency of socialization, Agencies of Socialisation (Folkways, mores, values, institutions) Education –a cause of stratification and mobility (Westernization, Sanskritisation, Urbanization and Industrialization and Modernization)

Unit-II

Concept and Nature of Culture , Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies) Concept of Equality of educational opportunity, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

Unit-III

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy. Education for maintaining the peace in diverse religious beliefs. World problems and terrorism – its causes, its impact on Society and remedies through Education. Globalization and Challenge before Education at different levels.

Unit-IV

Theoretical framework and perspectives in the Sociology of Education - Structural-functionalism(socialization selection and allocation) Conflict/Marxism(The state, ideology and

education) Phenomenology/interactionism(Socialisation in school and society) Alternatives in education (Paulo Friere, Ivan Illich.)

Sessional work

Understanding and developing the case studies of the problems of westernization & Industrialisation in context of teacher education program; developing a plan for evolving out an understanding and norms for the different diversities in the classrooms –approximations on the thinking of the diverse students (in minority) in classrooms, Impact of Globalisation on Education in Jammu and Kashmir -contexts(specific inputs) Critical analysis of De-schooling the society in the present contexts(online classrooms and shadow education)

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Abraham Francis & Margan John : Sociological Thought, MC Millian India Ltd. 2002. Manual For Teachers & Students

Ahmed, Imtiaz and Gosh, P : Pluralism and equality- Values in Indian Society and Politics, sage Publications.

Beteille, Andrae : Sociology: Essays on Approach and Methods, OUP 2000.

Harlambos, M. : Sociology Themes and Perceptives OUP, New Delhi.

Jayapalan N: Sociological Theories, Attantic Publishers and Distributors 2001.

Mathur, S.S. : Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.

Meek and Suwanwela : Higher Education; Research and knowledge in Asia Pacific region. Palgrave Publications.

Rao, Shanker, C.N. : Sociology, Primary Principles : S. Chand & Co. 2002.

Sen Amritya & Dreze, Jean : India : Economic Development Social opportunity. OUP, 2000.

Srinivas, M.N. : Social change in Modern India, MCMillian, India Ltd.

Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.

Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>

<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETR Y=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism> http://en.wikipedia.org/wiki/Ivan_Illich

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-302

Title : Advanced Communication Skills

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- understand elements of communication skills
- know theories and modes of communication
- be familiar with the formal and non-formal communication and principles of organisational communication
- recognise language skills for effective communication (Listening, Speaking, Reading and Writing)

Unit-I

- 1) Communication skills : Concept, Factors responsible for growing importance of communication skills
- 2) Elements of Communication Skills (Stimulus, Encoding, Receiver, Decoding, Channel)
- 3) Process, Functions and Aims of communication skills

Unit-II

Models of communication (Linear, Interactional)

- 1) Theories of communication
- 2) Teaching Approaches for Communication Skills (Group Discussion, Power point Presentation, Role Playing, Symposium)

Unit-III

- 1) Non-verbal Communication skills: Meaning, Forms, Functions & Importance
- 2) Formal and Informal Communication: Meaning, Nature, characteristics, Merits and Demerits
- 3) Feedback and organisational Communication: Need & Importance, Principles, Characteristics, Types

Unit-IV

- 1) Listening and Speaking: Concept, Significance, Types and activities to develop listening and Speaking skills
- 2) Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)

- 3) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopaedia, Thesaurus)

Sessional work:

- Preparation of charts on the models of communications
- Presentation on theories of effective communication skills
- Organise seminars/debates on various language skills for communication
- Prepare a report on different teaching approaches for communication skills

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended

A.L. Kohli (2001) *Techniques of teaching English in the New Millennium*, Dhanpat RAI publishing company

B.N.Dash (2007-2008) *Teaching of English*. Dominant Publishers and distributors, New Delhi, 110002

C.S. Rayudu (1998) *Communication*, Himalaya Publishing House, Mumbai-400004

K.Venugopal Rao (2002) *Methods of Teaching English*, Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad

M.S. Sachdeva (2000-2001) *A new approach to teaching of English in India*, Tandon Publications Ludhiana

N.P. Pahuja (2004) *Teaching of English*, Anmol Publications Pvt. Ltd.

S.Venkateswaran (2000) *Principles of Teaching English*, Vikas publishing house pvt. Ltd.

Web References

www.skillsyouneed.com/ips/barriers-communication.html

www.mentoring.org/downloads/mentoring_436.pdf

www.wikihow.com

home.snu.edu/~jsmith/library/body/v25.pdf

www.sagepub.in/upm-data/34371_1.pdf

www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...

www.12manage.com/i_cs.html

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303A

Title : Policy, Planning and Economics of Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- study and Understand the role of Planning in the Field of the Teacher Education and various agencies involved in the process.
- study and Understand the Policies in education and the social contexts behind the making of the policies.
- study and Understand the development of the Economics of Education as a specialized domain for the better contextual understanding of the Investment and the expenditure in Education
- know and Understand the latest trends in the economics of Education and the economics involved in the elementary & Secondary education in India .

Unit-I

Role of Planning in Education -

Concept, Scope of Planning in the Development of Education at the Elementary ,Secondary and Higher Level; Role of the State in Education, Constitutional Provisions; Role of MHRD ,UGC in formulating the Plans of Education –The basis of the Planning and the History of Educational Planning in India ;Study of the Previous Five Year plans and trace the journey of Education planning.

Unit-II

Educational Policies & Social Contexts

Study the impact of the social economical contexts on the development of the Education in India and the policies of education ;The financing of the Elementary Education – critical analysis and the Budgetary allocations ;The weaknesses in the secondary education and the financial implications on the system; The Non merit good in Higher Education-why a step family treatment ; implications of the total growth and the development of Education on India; The role of WTO and GATS in the policies & Delivery of Education – the privatization of Education Globalization: Development and Education; and Impact of Globalization on Knowledge, Skill and attitude.

Unit-III

Development and Economics

History and Development of economics and Education-Concept, Nature and Scope; Inter-disciplinarily between Economics and Education ; Finance and Expenditure in education at

different levels ; Quality of Education and Economic factors in the development of the Higher Education in India –Problems & prospects.

Unit-IV

Recent trends and Theory in economics.

Theory related to the concept of Economics of Education : Human Capital Theory, Theory of Human development, Marxism Critique ;Contribution by Nobel Economists ; Public-Private Partnership in Education ; Education as investment for development, the Economics involved in the Elementary & secondary Education in India.

Sessional work:

The critical Analysis of the three stages of Education vis a vis Budget Allocations since 1947 and Developing a time line of the GDP spent on the Education ;Critical Understanding behind the less spending on the Higher Education and the imbalanced Distribution of the planning and resources within the Education; Cost Analysis of one of the private educational institution in terms of the expenditure and the Investment (the Audit report along with the self devised inventory to elicit the Finances arrangements of the Institution under study)

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

References:

<http://www.libraryworld.com/signup.html>
<http://dc.cod.edu/cgi/viewcontent.cgi?article=1121&context=essai>
<http://serc.carleton.edu/sp/library/interdisciplinary/index.html>
<http://www.econlib.org/library/Enc/Marxism.html>
http://en.wikipedia.org/wiki/Marx%27s_theory_of_human_nature <http://www.e-booksdirectory.com/listing.php?category=526>
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/educationfor-sustainable-development/> <http://ceoworks.org/services/life-skills-education/>
<http://www.developmentinaction.org/development-education/what-is-developmenteducation.html> <http://www.edqual.org/publications/workingpaper/edqualwp13.pdf>
<http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>
http://www.cgdev.org/files/9815_file_WP97.p

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303B

Title : History of Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit:4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives: To enable the pupil teachers to-

- understand the History of Education in Jammu and Kashmir under Dogra Rulers.
- know the constitutional provisions for education in Jammu and Kashmir.
- develop an understanding with regard to the contribution of different educational thinkers.

Unit-I

Growth of Education in Jammu and Kashmir

1. Education in Jammu and Kashmir State during Maharaja Ranjit Singh and Dogra Rulers (Maharaja Partap Singh, Maharaja Gulab Singh, Maharaja Ranbir Singh and Maharaja Hari Singh)
2. Primary and Upper primary Education in Jammu and Kashmir State and J&K Right to Education Bill 2013
3. Higher Education in Jammu and Kashmir State and Kashmir & Jammu University Act 1969

Unit-II

Concerns in Education

1. Dr. B. R. Ambedkar's contribution
2. EFA Millennium Development Goals
3. Academic Staff College

Unit-III

Education in Jammu and Kashmir: Constitutional Provisions

1. Report on the Education of Jammu & Kashmir State (Sharp Committee) 1916
2. Constitutional Provisions for Education in Jammu and Kashmir state- Article 370 and status of regional languages
3. Constitutional Provisions for Education of weaker sections in Jammu and Kashmir state

Unit-IV

Issues and Trends of Education in Jammu and Kashmir

1. Contribution of Educational thinkers of Jammu and Kashmir for the promotion of Education
2. Vocationalization of education in Jammu & Kashmir State
3. Recommendations of Education Act- 1984 and 2002 in Jammu and Kashmir state

Sessional Assignment

- Preparation of timeline chart for the contribution of Dogra rulers on the development of education in Jammu and Kashmir State
- Presentation on contribution of B.R. Ambedkar in Indian Education
- Prepare a report on constitutional provisions for education of weaker sections in J & K state
- Visit to educational institutions of secondary stage to analyse the programme of Vocationalisation of education in J & K state
- Seminars/ Debates on the implications on Education Act- 1984 and 2002 in Jammu and Kashmir state

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Bamzai, P.N.K (2007): Socio-economic History of Kashmir (1846-1925), Gulshan publishers, Srinagar

Bhatia, K.L (1997): Jammu and Kashmir Article 370 of constitution of India, Deep and Deep publications

Charak, S.D.S (1978): Indian Conquest of the Himalayan Territories, Ajaya Prakashan

Chohan, A.S. (1994): Economic Conditions of Frontiers Territories of Jammu and Kashmir under the Dogras, Atlantic publishers and Distributors

Charak, S.D.S (1980): History and Culture of Himalayan states, Volume V, Jammu Kingdom, Light and Life publishers

Charak, S.D.S (1983): History and Culture of Himalayan states, Volume IV, Jammu Kingdom part-I, Light and Life publishers

Charak, S.D.S (1988): History and Culture of Himalayan states, Volume VI, Jammu Kingdom part-III, Light and Life publishers

Kapur, M.L (1992): Social and Economic, History of Jammu and Kashmir state, Jay Kay Book House

Rasool,G and Chopra, M (1986): Education in Jammu and Kashmir, *Issues and Documents*, Jay Kay Book House

Shah, G. R (2011): Towards Quality Education in Jammu & Kashmir, Gulshan publishers, Srinagar

Singh,N.K, Jamwal, S. and Lal S. N (2007): Jammu, Kashmir and Ladakh. Historical, Cultural and Linguistic perspectives, Saksham books International

[www.sikhiwiki.org/./Education in J&K...](http://www.sikhiwiki.org/./Education_in_J&K...)

www.southasiabooks.com

www.academia.edu

www.researchgate.net

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303C

Duration of Exam.: 3 Hrs.

Credit:4

Title : Health & Yoga Education

Total Marks : 100

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- be familiar with the historical development and approaches for Health & Yoga Education
- develop an understanding regarding nutrition, scope and its importance in the promotion of Health
- understand teacher's role and responsibilities to promote Health & Yoga Education
- assess the role of international and national agencies related with health services

Unit-I

About Health & Yoga Education

- 1) Historical Development of Health & Yoga Education in India
- 2) Scope, need & importance of Health & Yoga education
- 3) Approaches to health education and Targets for health & Yoga education

Unit-II

Nutrition & Nutritional Disorders

- 1) Nutrition: Concept, Scope and importance
- 2) Factors influencing nutrition, Problems of Malnutrition and their Prevention
- 3) Nutritional disorders- Epidemiology, clinical features, prevention and dietary treatment for Protein Energy malnutrition, nutritional anemia & vitamin deficiency disorders

Unit-III

Role & Responsibilities of Teacher

- 1) Teacher preparation for Health & yoga education and qualities of health & yoga education teacher
- 2) Teacher's role and responsibilities in health and yoga appraisal, health instruction, health and nutrition services
- 3) Curriculum analysis with special reference to health & yoga education

Unit-IV

International & National Agencies

- 1) International and National Agencies connected with Health services:
 - a) WHO: Constitution, Objectives, Plans of operation: assistance

- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes
- 2) Indian Red Cross Society- Concept, aims & objectives
 - 3) National Rural Health Mission(NRHM), National Health Policy (NHP), Multi Purpose Health Worker(MPHW) ,Pradhanmantri Swasthya Suraksha Yojna(PMSSY)

Sessional work

- Yoga Demonstration
- Presentation on Nutritional disorders
- Conduct seminar on teacher's role in Health & Yoga Education
- Field Surveys by visiting international and national agencies related with health services

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Hedge,(1997) How to maintain good health, New Delhi: UBPSD Publishers

Kanele., B. S., & Kumar, C. P. (1996) Text book on health and physical education, Ludhiana: Kalyana Publishers

Kilander, H. F. (1971) School Health Education, New York: Mac Millan Company

Mangal, S. K. (2005) Health and physical education, Ludhiana: Tandon Publication book market

Manjul, J.U. S. (1965) School Swasthya Shiksha, Agra University: Universal Publish

Nash, T.N. (2006) Health and physical education, Hydereabad: Nilkamal Publishers

Web References

http://en.wikipedia.org/wiki/Health_education

<http://www.mohfw.nic.in/WriteReadData/1892s/569857456332145987456.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/About%20NTCC.pdf>

<http://www.mohfw.nic.in/WriteReadData/1892s/NPHCE.pdf>

http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303D

**Title : Information and Communication Technology
in Education**

Duration of Exam.: 3 Hrs.

Credit : 4

Total Marks : 100

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- Understand the key concepts and benefits of using ICT in education.
- Understand considerations for planning an ICT-enhanced lesson.
- Understand ICT resources for teaching, learning and assessment.
- Understand key features of a virtual learning environment

Unit-I

ICT and Education

Introduction, Information and Communication Technology:- The potential of ICTs, Definition of ICTs, ICTs and Education, Strength and Weaknesses of ICTs, Some common myths about ICTs, Using ICTs in Education, Evaluating ICTs in Education, Enhancing Learning through the use of ICTs.

Unit-II

Software Applications Packages and Question Bank Development

MS Word : Concept of Notepad, Workpad and Word processor, Creating, Saving and Navigating a document, Mail Merge.

MS Excell : Concept, Creating and Saving Worksheet, working with Data, and using Graphics.

MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation, focus on: Storyboarding of presentations (emphasis on content), adding images, videos, animations, transitions and hyperlinks to the slides.

MS Access : Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

Unit-III

Networking & Internet in Education

Concept of a Computer Network, Synchronous and Asynchronous Modes of Communication, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.

Internet : Concept, Evolution of WWW, Features of Internet Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP.

Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Application of Internet resources to Education, Educational Portals, Online learning and online evaluation. A evaluative study of one of the Online Module of the Educational site .

Unit-IV

Integrating Technology with Education

Introduction ,Computer Assisted Instruction(CAI) - Characteristics and Uses , Concept of CAI ,Instructional Modes of CAI , Computer Assisted Learning(CAL) - Characteristics and Uses, ,Computer Based Trainings(CBT) - Characteristics and Uses, Computer Managed Learning (CML) - Characteristics and Uses, Preparation of CAI Package, Introduction, Steps of Developing a CAI Package , Evaluation of CAI Package.

Question Bank Development

Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

Hot Potatoes enhancing Teaching Learning Process

Sessional Work

All the course work is having the components of the sessional work and so a separate Notebook is to developed for the continuous progress to be reflected in there and at the end of the semester , the examiner would be conducting the exam from it.

In reference to all the above mentioned , the students are to use the latest technology like Skype/ Viber to develop 5 minutes video presentation and it is to be uploaded to the other student's profile.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

Fun of computer - Singh and Sukhvir

ICT stragies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303E

Title : Guidance and Counseling

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- understand the concept of guidance and counselling.
- enable students to know about the importance of guidance in class-room learning.
- know about various tools and techniques of guidance.
- understand the role of teacher while providing guidance to children with special needs.
- know the concept of guidance in multi-cultural context.

Unit-I

Meaning and concept of guidance, Principles and functions of guidance.

Bases of guidance : philosophical, psychological, sociological and pedagogical. Scope of guidance. Modern trends in guidance movement. Contribution of Froebel, Pestalozzi. Maria Montessori, Piaget in introducing guidance in schools.

Guidance and Curriculum: Integration of guidance and curriculum. Its need and importance. Role of Principal and teachers in guidance programme.

Educational guidance at elementary, secondary and college levels.

Unit-II

Vocational choice, vocational development, vocational maturity. Factors affecting vocational development. Organization of guidance programmes. Difference between occupational and vocational process. Role of teachers in the selection of vocational courses. Economic and social viability of these course. Economic development and career opportunities – Occupational information, Placement and Follow-up services. Career guidance Approaches.

Tools and Techniques of guidance : Psychological tests : Intelligence Test, Aptitude, Creativity and personality tests. Use of tests in guidance and counseling.

Unit-III

Guidance of children with problems and special needs : Gifted, Creative, Physical and intellectually challenged, AIDS patients, transgender. Role of teacher to provide guidance of such students.

Group guidance : concept and techniques of group guidance.

Guidance and classroom learning.

Unit-IV

Counseling Process: Concept, Principles, Culture as a starting point and framework for guidance and counseling. Basic concepts and perspectives. Multicultural counseling : meaning and context.

Counseling approaches – directive, non-directive and eclectic.

Group counseling vs. Individual counseling. On-line counseling, merits and demerits.

Use of technology in counseling process.

Counseling through radio-sessions, telephone sessions. Role of teacher as counselor.

Sessional Work

Prepare a psychological test and administer it on 4/5 students.

Case-study of one student with some special needs/problem child.

Prepare a C.V. and Resume.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Crow and Crow : An Introduction to Guidance, basic principles & practices, Delhi, Surjeet Publications.

Gibson Mitchell : Introduction to Counselling and Guidance, New Delhi PHI Learning.

J.C. Aggarwal : Educational Vocational Guidance and Counselling, Delhi, Doaba House.

Jones, J.A. : Principles of Guidance, Bombay, Mc Graw Hill.

Josh, S. Koshy : Guidance and Counselling, New Delhi, Surjeet Publications.

Ram Nath Sharma & Rachna Sharma : Guidance and Counselling, Principles and techniques, New Delhi, Kanishka Publishers.

S.S. Chouhan: Principles and Techniques of Guidance, New Delhi, Vikas Publishing House.

MASTER OF EDUCATION (M.Ed)

Semester III

(For the examination to be held in the year 2016, 2017 & 2018)

Course No. : MED-303F

Title : Pedagogy and Assessment

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- define pedagogy and its importance
- define evaluation, assessment and measurement.
- explain measurement procedures in respect of cognitive and non-cognitive tests.
- describe Norm Referenced and Criterion References Testing (CRT).
- classify and differentiate tools and techniques of evaluation.
- explain continuous and comprehensive evaluation.

Unit-I

Meaning, scope and objectives of Pedagogics of Education

Devises of Teaching: Meaning, Types, and Importance

Teaching Devises: Communication, Exposition, Narration, Explanation, Home Work, Textbooks and References Books.

Fixing Devise: Drill, Review, recapitulation

Unit-II

Audio-Visiual Aids: Meaning, Objectives and Importance

Audio Aids: Radio, Tape-Recorder,

Visiual Aids: OHP, Slide Projector, Charts, Models, Display Board

Audio-Visiual Aids: Film with Sound tracks, TV, DVD, SMART Phone, Computer.

Unit-III

- 1) Evaluation, assessment and Measurement
 - Fundamental assumptions underlying the concepts of evaluation, assessment and measurement: Similarities and differences
 - Types of scales: Nominal, Ordinal, Interval and Ratio scales
 - Characteristics of a measuring instrument, concept of reliability and validity and their procedures of estimation
- 2) Approaches of Evaluation
 - Formative and Summative evaluation
 - External and Internal evaluation, advantages and disadvantages
- 3) Techniques and tools of evaluation

- Testing- concept and purposes
- Observational techniques
- Projective techniques
- Types of evaluation tools
- Rating scales, Intelligence Tests, Aptitude tests, Inventories, the anecdotal records

Unit-IV

- 1) Norm-Referenced and Criterion-Referenced Testing (NRT & CRT))
 - Concept of NRT and CRT and difference between NRT and CRT
 - Developing tests under NRT and CRT approaches
 - Assessing the difficulty and discrimination indices of test items; estimation of reliability and validity for NRT and CRT approaches
- 2) Measurement procedures in respect of cognitive and non-cognitive tests
 - Ability testing procedures
 - Disability testing procedures
 - Uses of cognitive and non-cognitive tests

Sessional Work:

Any one of the following:

1. Preparation of test items for a model question paper of Teaching School Subject I and II, each comprising 25 items of objective-type and 25 short-answer type.
2. Item analysis of CRT & NRT items

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Aggarwal, S.N. (1976). Educational and Psychological Measurement, Agra: Vinod Pustak.
2. Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi.
3. Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi.
4. Dececco, J.P. & Crawford, W.R. (1977). The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd.,
4. Kochar, S.K. (1981). Methods and Techniques of Teaching Sterling Publishers (P) Ltd.
5. Popham, W.I. (1977). Educational Evaluation, Englewood: Prentice Hall.
6. Skinner B.F. (1968). The Technology of Teaching. Appleton Century Crafts. New York.
7. Thorndike, R.L. & Hagen, E. (1969). Measurement and Evaluation in Psychology and Education, New Delhi: John Wiley.

MASTER OF EDUCATION (M.Ed)

Semester III

Course No. : MED-304

Title : Dissertation

Credit : 4

Total Marks : 100

Dissertation

4

- a) Development/ Procurement of Tools
- b) Data Collection

MASTER OF EDUCATION (M.Ed)**Semester III****Course No. : MED-305****Title : Internship****Total Marks : 100****Credit : 4**

It will be compulsory for each student studying in third Semester of M.Ed. course to do Internship through the following activities:

Visits cum Observation

- | | | |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 1. | Visit, observe & record one High/ Higher Secondary School | 5 Days |
| 2. | Writing Reflective Journals related to: | |
| a) | Lessons of Interns | |
| b) | School Planning | |
| c) | Budget allocation in the school
Administration & Management in school | |
| d) | Monitoring System in school | |
| 3. | Plan & deliver 15 lessons in Specialization Papers in High/
Higher Secondary School | 15 Days |
| 4. | Visit, observe & record one Innovative High/ Higher
Secondary School for extended discussions & presentations
on different aspects of teaching | 1 Day |

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course No. : MED-401

Duration of Exam.: 3 Hrs.

Credit : 4

Title : Inclusive Education

Total Marks : 100

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- know about special education
- understand the various suggestions given by different recent commissions for education of children with special needs for realizing the concept of universalization of education.
- realize the need for special schools, integrated schools and role of teachers and community towards education of children with special needs.
- grasp the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
- understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit I

A. Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Concept of inclusive education. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, cooperative learning, peer tutoring in the context of constructivism.

B. Current policy perspectives supporting inclusive education for children with diverse needs

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA (1992).
- National Policy for Person with Disability (2006).

Unit-II

A. Education of Gifted Children

- Concept
- Characteristics
- Criteria for identification

- Educational provisions
- B.** Education of Creative Children
 - Concept
 - Characteristics
 - Criteria for identification
 - Educational provisions

Unit-III

Education of Visually and Hearing Impaired

- A.** Concept of visually Impaired
 - Characteristics
 - Types (degree of impairment)
 - Etiology and prevention
 - Educational Programmes
 - Role of National Institute for Visually Impaired
- B.** Concept of Hearing Impaired
 - Concept
 - Characteristics
 - Types (degree of impairment)
 - Etiology and prevention
 - Educational Programmes and placement
 - Role of National Institute for Hearing Impaired

Unit-IV

- A** Education of orthopaedically handicapped
 - Concept
 - Types
 - Educational Programmes and Placement
 - Role of National Institute of Orthopaedically Handicapped
- B.** Learning disabled children
 - Concept .
 - Characteristics
 - Identification, Prevention
 - Educational programmes

Sessional work:

Analysis of a policy document related to diversity / report on a visit to special, integrated or inclusive classroom / Review of literature related to education of children with diverse needs

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over

the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
2. Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.
3. Kirk, S. A., & Gallagher J .J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
4. Werts, Margaret G.(2011).Fundamentals of Special Education.P H I Learning Private Ltd,New Delhi.

MASTER OF EDUCATION (M.Ed)
Semester IV

Course No. : MED-402

Title : Dissertation Viva-voce

Total Marks : 100

Credit : 4

Dissertation : 75 Marks

Viva-voce: 25 (05+20) Marks

Viva-voce: Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. Each Student shall have to make a Power Point Presentation on the abstract/summary of the work done to be evaluated by the external examiner. The presentation shall be followed by viva-voce which shall be of 20 marks. The presentation shall be of 05 marks. This procedure shall be applicable to all students undergoing M.Ed courses as a regular student. The Dean of the Faculty shall co-ordinate with the conduct of the viva-voce of the students studying in colleges.

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course No. : MED-403A

Title : Advanced Statistics in Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- make students conversant with problems of research design, the tools of collecting data and methods and techniques of analysis.
- enable students to interpret educational research and investigation and to examine the scope of application of research.
- knowledge and understanding : To gain understanding of the concepts and methods used in statistical analysis of test scores.
- application of knowledge and understanding : To apply the above knowledge in tabulating and interpreting tests scores.
- development of skill : To develop skills necessary for the analysis and interpretation of tests scores.

Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve : Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- (iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed

Unit-II

Regression Equations : Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate. Coefficient of Alienation, Forecasting Efficiency coefficient, Correlation as Coefficient of Determination, Advantages and limitations of regression and prediction.

Unit-III

1. (a) Significance of Statistics : Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.
- (b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).
- (c) Significance of Mean Differences of Two matched groups on Mean and SD.
2. Analysis of variance : Concept, Uses, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations.

Unit-IV

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Run Test (for Two Independent Sample) and Kolmogorov- Smirnov test (Small and Large Small with equal and unequal N).

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.

Sessional Work:

Computation of various types of statistics on the basis of large/small sample.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books recommended:

1. Fruchter, B. Introduction to Factor Analysis.
2. Guilford, J.P. Fundamental Statistics in Psychology and Education.
3. Gulliksen, H. Theory of Mental Tests.
4. Guilford, J.P. Psychometric methods
5. Thomson, G.H. The Factorial Analysis of Human Abilities.
6. Sharma, R.A. Statistics in Education.
7. Verma, L.K. and Sharma, N.R. Statistics in Education.

MASTER OF EDUCATION (M.Ed)**Semester IV****(For the examination to be held in the year 2017, 2018 & 2019)****Course No. : MED-403B****Title : Open and Distance Learning****Duration of Exam.: 3 Hrs.****Total Marks : 100****Credit : 4****Minor Test-I : 20****Minor Test-II : 20****Major Test. : 60****Course Objectives:****To enable the pupil teachers to-**

- understand the distance and open modes of learning.
- differentiate different modes of learning.
- understand the need and importance of distance and open learning.
- understand the role of mass media and other technologies in distance and open learning.
- know various evaluation techniques in distance education.

Unit –I

1. Growth and Philosophy of Distance Education
2. Historical development of distance and open learning with special reference to India
 - a. Concept, meaning, nature of distance and open learning
 - b. Need, importance, scope, advantages and limitations of distance and open learning
3. Correspondence and Open education: Development, objectives and modes

Unit –II

1. Communication Technology for Distance Education
 - a. Design and Development of Self Learning Printed material
 - b. Audio technology, video technology, satellite based communication system, Mobile technology
 - c. Role of mass media
 - d. Computer technology and Internet

Unit-III

1. Research for Distance Education
2. Curriculum Development for Distance Education
3. Distance Education: Economic Perspective
4. Staff Training and Development in Distance Education, Professional Training in Distance Education

Unit-IV

1. Learner Support Services
2. Management of Distance Education
3. a. Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education
b. Evaluation techniques in distance education and Importance of Assignments

Sessional Work:

Survey of Distance and open learning centers.

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication.
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala.
3. Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi.
4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi.
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut.

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course No. : MED-403C

Title : Peace Education and Human Rights

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- understand nature, different sources and classification of peace
- be acquainted with historical perspective, objectives, scope, methods and challenges of peace education
- know the role of community, school, family and different organizations in peace education
- be aware of the concept, significance and types of human rights
- understand the pedagogy for human rights and human rights in Indian constitution

Unit-I

Peace: Concept, Sources & Classification

- 1) Peace – Nature and its relevance relating to the present global scenario
- 2) Different sources of peace: Philosophical, Religious, Social and Psychological
- 3) Classification of peace- Positive and negative peace, concept, characteristics

Unit-II

Historical Perspective, Methods & Challenges

- 1) Peace education –Historical Perspective, objectives, scope and its relevance
- 2) Methods for peace education, Challenges to peace - stresses, conflicts, crimes, terrorism, violence and wars
- 3) Role of community, school and family in the development of values for Peaceful coexistence, Role of different organizations like UNESCO in Peace Education.

Unit-III

Human Rights: International & National Context

- 1) Human Rights – concept - at International and national context
- 2) Human Rights Education- Significance and Need
- 3) Types of Human Rights – Natural, positive, Negative, legal

Unit-IV

Content & Pedagogy

- 1) Content of Human Rights Education – Women Rights, Labour Rights, Consumer Rights etc.
- 2) Indian constitution and Human Rights, Right of vulnerable and disadvantaged group
- 3) Pedagogy for Human Right Education, Suggestions for Strengthening Programmes for Human Rights Education

Sessional work

Case study on Role of school and community in Peace education

Design a self learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education

Visiting institutes dealing with Human Rights, interaction with faculty and preparation of report

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi

Begum, S.M.(2000) Human Rights in India. Efficient Offset Printers, New Delhi

Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland

Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub.

Manjot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation.

Mishra, L.(2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation.

Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

Web References

<http://www.unicef.org/education/files/PeaceEducation.pdf>

<http://www.peace-ed-campaign.org/resources/cpe-book-14oct2010-FINAL2.pdf>

<http://www.unicef.org/education/files/PeaceEducation.pdf>

http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf

http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course No. : MED-403D

Title : Curriculum Development

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- understand the History of curriculum Development in India.
- know Theories, Approaches and Models of curriculum Development.
- assess curriculum Evaluation and Support Material.

Unit-I

Historical Growth of Curriculum

1. Historical Foundations of curriculum in India
 - i) Vedic Period
 - ii) Medieval Period
 - iii) The Colonial Period
 - iv) Free India
2. Issues and trends in curriculum development
3. Defects of the existing curriculum and Remedial measures to overcome them

Unit-II

Theories and Approaches of Curriculum

1. Components of Curriculum
2. Theories of curriculum
 - i) Instructional Theory
 - ii) Supervisory Theory
3. Curriculum Approaches
 - i) Behavioural Approach
 - ii) The System Approach
 - iii) Humanistic Approach

Unit-III

Models of Curriculum Development

1. Curriculum Process – Formulation of objectives, selection of learning experience and content organization.
2. Curriculum Development Models
 - i) Saylor and Alexander Model
 - ii) Hunkin`s Decision Making Model

- iii) Non Technical-Non Scientific Models
3. Suggestions and recommendation in curriculum development as per NCFTE-2009

Unit-IV

Support Material and Curriculum Evaluation

1. Curriculum Implementation Models i) Organisational Parts, Units and Loops ii) Educational Change Model
2. Curriculum Evaluation i) Scientific Approach to Evaluation ii) Humanistic Approach to Evaluation
3. Support materials in Curriculum Planning, Implementation and Evaluation

Sessional Work:

- Organise debate cum discussion on current issues and trends in curriculum development
- Presentations on different approaches in curriculum development
- Preparation of curriculum of any two teaching subjects at primary educational stage
- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level as per recommendations of NCFTE-2009
- Evaluation of a primary class text book

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal, J. C. & Gupta, S.(2005) *Curriculum Development 2005 Towards learning without burden and quality of education*, Shipra publications, New Delhi

Bhalla, N.(2007) *Curriculum Development*, Authorspress, New Delhi

Rao, V. K.(2005) *Principles of curriculum*, A. P. H publishing corporation, New Delhi-110002

Dash, R. N.(2007) *Curriculum Planning and Development*, Dominant publishers and distributors, New Delhi-110051

Rai, V. K.(2009) *Curriculum Development and Instructional Technology*, Centrum press, New Delhi-110002

Arulsamy, S.(2011) *Curriculum Development*, Neelkamal publications pvt. Ltd., New Delhi, Hyderabad

Agrawal, D. (2007) *Curriculum Development concepts, methods and techniques*, Book Enclave, Jaipur (India)

Andrey & Nicholls, H (1978) *Developing Curriculum- A Practical Guide*. George Allen and Unwin, London

Edward, A. Krug (1960) *The Secondary School Curriculum*, Happer and Row Publishers, New York

Harold Albery (1957) *Reorganizing the High School Curriculum*, MacMillan Company, New York

Harold, B. Albery & Elsie, J. Albery (1963) *The Curriculum*, The MacMillan Company, New York

Goodland, J. (1979) *Curriculum Enquiry the study of curriculum practices*, New York: McGraw Hill

Hass, G. (1991) *Curriculum Planning, A new Approach*, Boston: Allyn Bacon

Hoer, R. (1971) *Curriculum: Context, Design and development* New York: Longmans

Nicholls, H. (1978) *Developing Curriculum- A Practical Guide*, London: George Alen and Unwin

Web References:

www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...

www.academia.edu

www.unom.ac.in

www.faculty.londondeanery.ac.uk

www.nationalforum.com

www.edutopia.org

www.slideshare.net

MASTER OF EDUCATION (M.Ed)

Semester IV

(For the examination to be held in the year 2017, 2018 & 2019)

Course No. : MED-403E

Title : Environmental Education

Duration of Exam.: 3 Hrs.

Total Marks : 100

Credit : 4

Minor Test-I : 20

Minor Test-II : 20

Major Test. : 60

Course Objectives:

To enable the pupil teachers to-

- understand the relationship between environment & humans
- enable the student teacher understand about the various measures available to conserve the environment for sustaining the development.
- enable the student teacher to organize various activities at the secondary & hr. Secondary level

Unit-I

Environmental education-meaning, objectives, need

Difference between environmental education & environmental awareness

Environmental awareness through education-programme for secondary & hr. Secondary school children

Formal & non-formal environmental education.

Unit-II

Man & environment relationship, man as a creator & destroyer

Effect of human activities on environment, values & ethics related to environment

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

Environmental aspect of human growth & development: dimension of development –physical & motor, emotional, social & mental development.

Unit-III

Approaches of teaching environmental education: interdisciplinary & multidisciplinary approach

Planning of environmental education in school, colleges & universities

Role of environmental & natural resources in sustainable development

Role of govt. & non-govt. Organizations in protection & preservation of environment.

Unit-IV

Instructional material & teaching aids in environmental education: books,

Posters, slides, films, field visits

Integration of environmental education in various school subject & in co-curricular activities

environmental legislations in india:-

- a) the water act-1974,1977
- b) forest conservation act-1980
- c) the air act-1981
- d) Environmental act-1986

Sessional work:

Environmental awareness campaigns (tree plantation & swatchta abhiyan)

Project on any issue of environmental preservation & protection/preparation of scrap file on environmental issues

Note for Paper Setters:

The question paper will contain two questions from each unit with internal choice and the candidates will be required to answer one question from each unit. However question No. 1 will be compulsory and shall have four short answers questions (100 words per question) spread over the entire syllabus. (Total question to be attempted, will be five). All questions will carry 12 marks each.

Books Recommended:

Aggarwal,J.C.(2007): Education for values ,environment and human rights, Shipra publications, Delhi.

Dani,H.M.(1996): Environmental Education. Publication Bureau,PunjabUniversity,Chandigarh.

Kohli,V.K. and Kohli,V(2000): Environmental Pollution and Management. Vivek Publishers, Ambala.

Nanda,V.K.(1997): Environmental Education, Anmol Publications ,NewDelhi.

Reddy,K.P. and Reddy,D.N.(2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad..

Sharma,R.C. Environmental Education, Metropolitan Book Pvt. Ltd.

Sungosh,S.M.(2006): An introduction to Environmental Education ,Akashi Book Depot , Shillong .

Trivedi,R.N. (1990): Dimensions of safe environment , Anmol Publications, NewDelhi.

MASTER OF EDUCATION (M.Ed)**Semester IV****Course No. : MED-404****Title : Internship****Total Marks : 100****Credit : 4**

- | | | |
|----|----------------------------------------------------------------------|---|
| 1. | Internship | 4 |
| a) | Devising Teaching Learning Material in the subject of specialization | |
| b) | Teaching through Innovative Methods | |

MASTER OF EDUCATION (M.Ed)**Semester IV****Course No. : MED-405****Title : Project Work****Credit : 4****Total Marks : 100**

1. Workshop on narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation
2. Document Internship of first, second and third semester
3. Document Teaching Specialization
4. Record of Sessional work in Advanced Communication Skills
5. Portfolio of an adolescent
6. Care of one tree on campus
7. Reflective Journals with regular feedback
8. The methodology will include theatre activities, discussions, nature walk, collective art, adventure/field visits.