



FACULTY OF EDUCATION

COURSE STRUCTURE & SYLLABUS

<<MASTER OF EDUCATION >>

CVVM
UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd. 1945)

Effective from Academic Year: 2024-25



Faculty Name: Faculty of Education

Programme Name: Master of Education (M.Ed.) English Medium

Programme Structure Summary

SEMESTER 1											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	Understanding Human Psychology and Its Development	4	4	1	1	6	12/30	28/70	-	-	40/100
2	History, Politics and Economic Concerns of Education	4	4	1	1	6	12/30	28/70	-	-	40/100
3	Understanding Educational studies and Its Components	4	4	1	1	6	12/30	28/70	-	-	40/100
4	Educational Research and Prevailing Research Practices	4	4	1	1	6	12/30	28/70	-	-	40/100
5	Academic Writing	2	-	2	-	2	-	-	20/50	-	20/50
6	Self-Development	2	-	2	-	2	-	-	20/50	-	20/50

SEMESTER 2											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	Introduction to Philosophical Foundation of Education	4	4	1	1	6	12/30	28/70	-	-	40/100
2	Introduction to Sociological Foundation of Education	4	4	1	1	6	12/30	28/70	-	-	40/100
3	Curriculum studies and Development	4	4	1	1	6	12/30	28/70	-	-	40/100
4	Introduction and Prospects of Teacher Education	4	4	1	1	6	12/30	28/70	-	-	40/100
5	Dissertation	2	-	2	-	2	-	-	20/50	-	20/50
6	Internship in a TE1	4	-	4	-	4	-	-	40/100	-	40/100

SEMESTER 3											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	<u>Elementary Education Group-A-1</u> Introduction to Elementary Education in India	4	4	1	1	6	12/30	28/70	-	-	40/100
2	<u>Elementary Education Group-A-2</u> Modernization of Elementary Education in India	4	4	1	1	6	12/30	28/70	-	-	40/100
3	<u>Secondary Education: Higher secondary Education Group-B-1</u> Introduction to Secondary Education in India	4	4	1	1	6	12/30	28/70	-	-	40/100
4	<u>Secondary Education: Higher secondary Education Group-B-2</u> Modernization of Secondary Education in India and Policy Perspectives	4	4	1	1	6	12/30	28/70	-	-	40/100
5	Introduction to Advanced Research Methodology in Education	4	4	1	1	6	12/30	28/70	-	-	40/100
6	Introduction to Pre-service teacher Education	4	4	1	1	6	12/30	28/70	-	-	40/100



Faculty Name: Faculty of Education

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7	Dissertation	2	-	2	-	2	-	-	20/50	-	20/50
8	Internship (Specialization in school)	4	-	4	-	4	-	-	40/100	-	40/100

SEMESTER 4											
Course Group	Course Name	Cr	Teaching Scheme				INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
			T	P	Tu	Cont. Hrs					
1	Group-A Inclusive Education (P-1) Introduction to Inclusive Education	4	4	1	1	6	12/30	28/70	-	-	40/100
2	(P-2) Orientation of Inclusiveness Of Children With Special Educational Needs	4	4	1	1	6	12/30	28/70	-	-	40/100
3	(P-3) Inclusive education: Policy perspectives	4	4	1	1	6	12/30	28/70	-	-	40/100
4	Group-B Guidance and Counselling (P-1) Basics of Guidance and Counselling	4	4	1	1	6	12/30	28/70	-	-	40/100
5	(P-2) Career Guidance and Counselling	4	4	1	1	6	12/30	28/70	-	-	40/100
6	(P-3) Issues and Practices on Guidance and Counseling	4	4	1	1	6	12/30	28/70	-	-	40/100
7	Group-C Educational and Psychological Measurement & Statistics (P-1) Measurement & Evaluation	4	4	1	1	6	12/30	28/70	-	-	40/100
8	(P-2) Introduction to Psychological Measurement	4	4	1	1	6	12/30	28/70	-	-	40/100
9	(P-3) Statistical Methods of Educational Research	4	4	1	1	6	12/30	28/70	-	-	40/100
10	Group-D Educational Management (P-1) Basics of Educational Management And Organization	4	4	1	1	6	12/30	28/70	-	-	40/100
11	(P-2) Components of Educational Organization	4	4	1	1	6	12/30	28/70	-	-	40/100
12	(P-3) Total Quality Management In Education	4	4	1	1	6	12/30	28/70	-	-	40/100
13	Group-E Curriculum And Curriculum Development (P-1) Fundamentals of Curriculum	4	4	1	1	6	12/30	28/70	-	-	40/100
14	(P-2) Policy and Perspective on Curriculum Development	4	4	1	1	6	12/30	28/70	-	-	40/100
15	(P-3) Curriculum Transactions	4	4	1	1	6	12/30	28/70	-	-	40/100
16	Group-F Educational Technology (P-1) Basics of Educational Technology	4	4	1	1	6	12/30	28/70	-	-	40/100
17	(P-2) Information and communication technology in education	4	4	1	1	6	12/30	28/70	-	-	40/100
18	(P-3) Practices and Innovations of ICT in Teacher education	4	4	1	1	6	12/30	28/70	-	-	40/100
19	Dissertation	4	-	4	-	4	-	-	-	40/100	40/100



Faculty Name: Faculty of Education

Programme Name: Master of Education (M.Ed.) English Medium

Programme Outcomes

Students will be able to

PO-1	Perceive the latest happenings on various dimensions of teacher education
PO-2	Construct and reconstruct the knowledge on teacher education
PO-3	Initiate innovative teaching learning pedagogies, assessment and evaluation practices
PO-4	Practice the classroom contents effectively in the field work and projects
PO-5	Shape their attitude for continuing professional development
PO-6	Ensure and practice coherent perspectives of education, philosophy, sociology and psychology as well place theories into practice
PO-7	Work on the holistic development of the teacher educators
PO-8	Create exposure for continuing professional development
PO-9	Express, create and add to the existing knowledge
PO-10	Gauge themselves with the latest updates and research in the field



Faculty Name:

Programme Name:

Semester: Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Core	Education	105310101	Understanding Human Psychology and Its Development	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310102	History, Politics and Economic Concerns of Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310103	Understanding Educational studies and Its Components	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310104	Educational Research and Prevailing Research Practices	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Foundation	Education	105310105	Academic Writing	2	-	2	-	2	-	P	-	-	-	-	20/50	-	20/50
Foundation	Education	105310106	Self-Development	2	-	2	-	2	-	P	-	-	-	-	20/50	-	20/50

T = Theory, P = Practical, Tu = Tutorial

Name & Sign [Chairman - Board of Studies]:

Name & Sign [Dean / Director]:



Faculty Name:

Programme Name:

Semester: Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Core	Education	105310201	Introduction to Philosophical Foundation of Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310202	Introduction to Sociological Foundation of Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310203	Curriculum studies and Development	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310204	Introduction and Prospects of Teacher Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Practical	Education	105310205	Dissertation	2	-	2	-	2	-	P	-	-	-	-	20/50	-	20/50
Practice Teaching	Education	105310206	Internship in a TE1	4	-	4	-	4	-	P	-	-	-	-	40/100	-	40/100

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Name & Sign [Dean / Director]:



Faculty Name:
 Programme Name:
 Semester: Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Elective	Education	105310301	<u>Elementary Education Group-A-1</u> Introduction to Elementary Education in India	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Elective	Education	105310302	<u>Elementary Education Group-A-2</u> Modernization of Elementary Education in India	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Elective	Education	105310303	<u>Secondary Education: Higher secondary Education Group-B-1</u> Introduction to Secondary Education in India	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Elective	Education	105310304	<u>Secondary Education: Higher secondary Education Group-B-2</u> Modernization of Secondary Education in India and Policy Perspectives	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Perspective in Education (Compulsory Course) Core	Education	105310305	Introduction to Advanced Research Methodology in Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
	Education	105310306	Introduction to Pre-service teacher Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Research	Education	105310307	Dissertation	2	-	2	-	2	-	P	-	-	-	-	40/100	-	40/100
Practice Teaching	Education	105310308	Internship (Specialization in school)	4	-	4	-	4	-	P	-	-	-	-	20/50	-	20/50

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Name & Sign [Dean / Director]:



Faculty Name:

Programme Name:

Semester: Academic Batch:

Course Group	Board of Studies / Faculty Ownership	Course Code	Course Name	Cr	Teaching Scheme				Assessment/ Evaluation Type		External Exam Duration (Hrs.)		INT(T) Max./ Passing	EXT(T) Max./ Passing	INT(P) Max./ Passing	EXT(P) Max./ Passing	Grand Total Max./ Passing
					T	P	Tu	Cont. Hrs	T	P	T	P					
Core	Education	105310401	Group-A Inclusive Education (P-1) Introduction to Inclusive Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310402	(P-2) Orientation of Inclusiveness Of Children With Special Educational Needs	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310403	(P-3) Inclusive education: Policy perspectives	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310404	Group-B Guidance and Counselling (P-1) Basics of Guidance and Counselling	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310405	(P-2) Career Guidance and Counselling	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310406	(P-3) Issues and Practices on Guidance and Counseling	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310407	Group-C Educational and Psychological Measurement & Statistics (P-1) Measurement & Evaluation	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310408	(P-2) Introduction to Psychological Measurement	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310409	(P-3) Statistical Methods of Educational Research	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310410	Group-D Educational Management (P-1) Basics of Educational Management And Organization	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310411	(P-2) Components of Educational Organization	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310412	(P-3) Total Quality Management In Education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310413	Group-E Curriculum And Curriculum Development (P-1) Fundamentals of Curriculum	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310414	(P-2) Policy and Perspective on Curriculum Development	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310415	(P-3) Curriculum Transactions	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310416	Group-F Educational Technology (P-1) Basics of Educational Technology	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310417	(P-2) Information and communication technology in education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100
Core	Education	105310418	(P-3) Practices and Innovations of ICT in Teacher education	4	4	1	1	6	T	-	3	-	12/30	28/70	-	-	40/100

Research Dissertati n (Compulso ry)	Education	105310419	Dissertation		4	-	4	-	4	-	P	-	-	-	-	-	40/100	40/100
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T = Theory, P = Practical, Tu = Tutorial

Name & Sign
[Chairman - Board of Studies]:

Name & Sign
[Dean / Director]:



CVM UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd.1945)

FACULTY OF EDUCATION

Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310101
Course Title:	Understanding Human Psychology and its Development
Course Group:	Core Course
Course Objectives:	To enable students to 1. understand about concept of human Development and their Relation with Learning 2. get familiar with different types of development according to Kohlberg 3. discuss various social learning theories given by different psychologists in context to learning 4. differentiate between principles of cognitivist and behaviouristic theories of learning 5. learn types of personality according to eastern perspectives and role of education in developing balanced personality 6. establish relationship between education and views given by Eastern philosophers for personality development 7. relate learning outcomes with cognitive, affective and psychomotor domains 8. critically analyse different learning theories

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I: CONCEPT OF HUMAN DEVELOPMENT a) Different Developmental Stages and their Relation with Learning b) Psychoanalysis and Psychosocial Development Theory, Moral development theory of Kohlberg, Erickson's theory of development c) Frauds Theory d) Personal development Theories of Maslow and Rogers	16



2	UNIT II: SOCIAL LEARNING THEORIES a) Main principles and process of Albert Bandura's Social learning theory b) Principles and features of David Asubel's meaningful learning c) Main Principles of Jerome Bruner's Theory of Discovery learning d) Constructivist View on teaching and learning with reference to learning theories of Vygotsky and Jean lave	16
3	UNIT III: BEHAVIORIST AND COGNITIVE LEARNING THEORIES a) Skinner's Theory of Operant Conditioning in context to Classroom Learning situations, Pavlov's Theory b) Gestalt view on learning & Research with special reference to Wertheimer and Kohler's theories c) Gagne's views on Different learning Stages in context to Individual learning d) Behaviorist learning Theories of Hull, Tolman: Principles and their use in classroom learning and research	16
4	UNIT IV: EASTERN VIEW OF HUMAN DEVELOPMENT AND LEARNING a) Five Sheaths of Personality and Education for Development of Five Sheaths b) Types of Personality according to Eastern View and Role of Education in developing Balanced Personality c) Patanjali's eightfold paths for holistic Personality Development d) Buddha's Ashtang Marg to get Eternal Bliss	16

List of Practicals/ Tutorials:

1	Educational Implications of Cognitivists / Behaviourist/Constructivist learning theories
2	Personality Development according to Eastern Perspectives

Reference Books:

1	Ahlawat, N. (2010). Development Psychology, Jaipur, RBSA Publishers.
2	Anderson, J. R. (1985). Cognitive Psychology and its Implications. San Francisco: Freeman
3	Ausubel, D. P (1978). Educational Psychology: A cognitive View. New York: Holt, Rinehart
4	Bernard, H. W (1954). Psychology of Learning and Teaching. McGraw
5	Birenn, J. E. And Batwinic J. (1995). "Speed of Response as a function of Perceptual Difficulty and Age" Journal of Gerontology
6	Coon Rennis and Mittere J. O. (2007). INTRODUCTION TO PSYCHOLOGY UK, Thomas Press.
7	Glover, J. A. and Brunning R. H (1987). Educational Psychology: Principles and Applications
8	Hill Evans, R. L (1973). Jean Piaget: The man and his Ideas. New York: E. P. Dutton
9	Jha, Avdhesh S. (2011). Educational Research Germany: VDM s
10	Jha, Avdhesh S. (2012). Creativity and its Components Germany: Lap Lambert Germany
11	Klausmeier, H. J (1971). Learning and Human Abilities, New York: Harper and Row
12	S. S. Chauhan (1978). Advanced Educational Psychology, New Delhi, Vikas Publishing house.
13	S. S. Mathur (2012). Educational Psychology, Agra, Agrawal Publications



Supplementary learning Material:

1	https://egyankosh.ac.in/bitstream/123456789/31489/1/Unit-2.pdf
2	https://egyankosh.ac.in/bitstream/123456789/23321/1/Unit-2.pdf
3	https://www.egyankosh.ac.in/bitstream/123456789/68804/1/Unit-7.pdf
4	https://egyankosh.ac.in/bitstream/123456789/54108/1/B-1U-1.pdf
5	file:///C:/Users/my/Downloads/Block-1.pdf
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to teach the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of the human psychology and its development.	25
CO-2	Students will be able to analyze difference between western and Indian philosophy.	25
CO-3	Students will be able to apply the understanding of psychology to understand the behavior of students in their profession.	25
CO-4	Students will be able to understand the Eastern views of human development and learning	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310102
Course Title:	History, Politics and Economic Concerns of Education
Course Group: Core Course	
Course Objectives: To enable students to	
1. to develop understanding about historical, economic and political foundations of Education	
2. to develop understanding about relation of history and education	
3. to acquire knowledge about relation of Economics and education	
4. to learn about relation of Politics and education	
5. to critically analyse importance of historical, economic and political perspectives in education	
6. to evaluate role of education in a democratic country	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I: FOUNDATIONS OF EDUCATION: HISTORY, POLITY & ECONOMY a) Highlights of Ancient Education In India b) Role of Education for Economic Growth & Development c) Education as a tool for Development of Human Resource d) Role of Political Perspectives like communism, socialism and democracy in Education	16
2	UNIT II: EDUCATION AND HPE INTERACTION a) Role of Education for Social Upward Mobility b) Political Awareness through Education c) Education for social and cultural Reforms d) Impact of education on Indian HPE	16



3	UNIT III: DEMOCRACY AND EDUCATION a) Equality, Freedom, Secularism as aims of Democracy b) Role of Education in a Democratic State c) Democracy through educational processes and practices d) Challenges to education in a democratic country	16
4	UNIT IV: BECOMING A TEACHER IN A DEMOCRACY a) Teacher 's Role in Democratic Education System b) Rights of Children in democratic state c) Teacher as an opinion maker in democracy d) Roles and Responsibilities of Students in Democracy	16

List of Practicals / Tutorials:

1	Case study of one / two educational institutions to understand the type of management
2	Review of the democratic system of other countries and role of education

Reference Books:

1	Ansari, M. M. (1987). Education and Economic Development. New Delhi: AIU Publication
2	Bidyut Chakrabarty and R. Pandey (2009). Modern India Political Thought. New Delhi. Sage Publications
3	Bidyut Chakrabarty and R. Pandey. (2008). Indian Government and Politics. New Delhi. Sage Publications
4	Dewey John (1944). Democracy and Education, New York, Free Press
5	Dupuis Adrain (1972). Philosophy of Education in Historical perspective, New Delhi, Thomas Press
6	Gandhi, M. K. (1958). India of My Dreams, Ahemdabad, Navjeevan Press
7	Gandhi, M. K. (1964). The Story of My experiments with Truth, Ahemdabad, Navjeevan Press
8	Jha Sahitya Nand (1985). Socialism, Secularism and Democracy, Delhi. Amar Prakashan
9	Kneller, G. F (1978). Education and Economic Growth. New York. John Wiley
10	Nehru, J. (1969). The Discovery of India, Bombay, The Asia Publishing House
11	Russel, B, (1928). Education and the Good life, New York, Boni and Levveright

Supplementary learning Material:

1	M. Ed. Sem. 4.Pdf (Ngbv.Ac.In)
2	809.Pdf (mgkvp.ac.in)
3	Microsoft Word - Teacher Education Book (ddceutkal.ac.in)
4	M.Ed. First Year Historical And Political Economy Of Education In India Tnteu - May/June 2017 Gktnpsc
5	Historical and Political Economy Of Education In India - Jainism (Slideshare.Net)
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept about historical, economic and political foundations of Education	25
CO-2	Students will be able to be familiar with principles of Politics and education	25
CO-3	Students will be able to critically analyse the importance of historical, economic and political perspectives in education	25
CO-4	Students will be able to develop understanding to identify evaluate technique of education in a democratic country	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310103
Course Title:	Understanding Educational Studies and its Components
Course Group: Core Course	
Course Objectives: To enable students to	
1. understand the educational studies and its various mechanisms	
2. learn nature of educational studies and its contribution to knowledge society	
3. develop research and educational competence through educational studies	
4. practice the e-tools in developing professional competencies	
5. Practice and experience the mentoring process	
6. Establishes relation between education and futuristic outlook	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I: LPG IN EDUCATION a) Concept, Origin and Importance of LPG in India b) Globalization and Localization: Concept & Educational implications c) Liberalization and democracy: Concept & Educational implications d) Privatization and market economy: Concept & Educational implications	16
2	UNIT II: EDUCATION AND FUTURISTIC OUTLOOK a) Human Development through education in Indian and Western perspectives b) Para and Aparavidya: Concept and relevancy to Education c) R. S. Peter's criteria on various dimensions of Education d) Futuristic Education: Concept, prospects and challenges	16



3	UNIT III: EDUCATIONAL STUDIES AND CONTRIBUTION TO KNOWLEDGE SOCIETY a) Educational Studies: Concept, Scope and burning areas of Research b) Understanding the Nature of Educational Studies: Disciplinary, Interdisciplinary, Multi-disciplinary and Trans Disciplinary c) Concept of Knowledge and Sociology of Knowledge d) Various Trends in Educational studies: Researches.	16
4	UNIT IV: MENTORING, RESEARCH SKILLS, ATTITUDE AND E-TOOLS a) Mentoring: Concept, Needs, principles, approaches for Professionals b) Open Learning: Concept, Prospects, Challenges c) Developing Research Skills and Attitude through Action Research, Reviewing contents and past research studies d) Selected educational websites: For Educational Studies, Methods of Open Learning e) Methods of Open Learning	16

List of Practicals / Tutorials:

1	Mentoring any two students of B. Ed. Course
2	Review any two educational websites and prepare a write up

Reference Books:

1	Graig A Martier (2008). Action research teaches as researchers in the classroom.
2	K. B. Powar (2000). (editor). Higher education for Human Development (AIU New Delhi).
3	Micheal papa and Wendy H. Papa (2005). sage publications
4	P. N. Rastogi (2009). Management & Technology and innovation sage publication
5	Patel H, N., Sociology of Knowledge (Guj). Prashna Prakashan, Ahm.
6	Pritam Sing and Subir Kerva (2010). organizing and managing in the era of globalization
7	Rohan Samarjan and Ayesha (2007). ICT infrastructure in engaging India Sage publications
8	Sunil Unny Guptan (2007). mentoring A practiceners guide, Sage publications
9	Tom Burns (2008). Essential study skills, Sage Publications.
10	Valsa Koshy (2009). Action Research for improving educational practice, sage publications.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach maybe used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand concept of Liberalization, Privatization and Globalization	25
CO-2	Students will be able to understand education and futuristic outlook on LPG	25
CO-3	Students will be able to understand Educational studies and contribution to knowledge society	25
CO-4	Students will be able to develop research skill through action research	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310104
Course Title:	Educational Research & Prevailing Research Practices
Course Group: Core Course	
Course Objectives: To enable students to	
1. understand basics of sources of knowledge and nature of scientific inquiry	
2. learn nature of research & apply scientific method in Education	
3. review past studies and literature pertaining to their research problem	
4. identify, state the research problem and formulate hypotheses or research questions	
5. clarify prevailing research practices based on modern research studies	
6. prepare proposal pertaining to their research problem using steps of research	
7. acquainted with various types of research tools	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT - I: BASIC OF RESEARCH a) Knowledge: Concept, Types and Sources b) Scientific Inquiry: Concept and steps c) Paradigms of Research d) Research: Concept, Characteristics, Types, Scope and Significance	16
2	UNIT - II: CONCEPTUAL FRAMEWORK OF RESEARCH IN EDUCATION a) Educational Research: Concept, Characteristics, Types, Scope and Significance b) Types of Research: Basic, Applied and Action c) Quantitative and Qualitative Approach in Educational Research d) Problem: Concept, Characteristics and Sources of Problem	16



3	UNIT - III RESEARCH DESIGN a) Review of Literature: Concept, Types, Sources, Citation, & Style of Writing Reviews b) Objectives, Formulating Hypotheses & Research Questions c) Variables, Population, Sample, Tools: Concept, Nature, Types d) Data Collection, Application of Statistics, Interpreting the Data Analysis	16
4	UNIT - IV TRENDS IN EDUCATIONAL RESEARCH AND PREPARING A RESEARCH PROPOSAL a) Concept of Plagiarism b) Ethics in Educational Research c) Research Proposal: Concept, Need, Steps d) Evaluating the Research Proposal	16

List of Practicals / Tutorials:

1	Review related past studies related to your research study
2	Prepare a research proposal on a research of your research study using research steps

Reference Books:

1	Best J. W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2	Borg, W. R. and Gall, M. D. (1983). Educational Research - An Introduction, New York: Longman, Inc.
3	Broota, K. D. (1989). Experimental Design in Behavioural Research. New Delhi: New Age International Publishers.
4	Christensen, L. (2007). Experimental Methodology. Boston: Allyn& Bacon.
5	Clive, O. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
6	Cohen, Lewis and Manion Lawrence (1994). Research Methods in Education. New York: Holt Rinchart and Winston Inc.
7	Flick, U. (1996). An Introduction to Qualitative Research. London sage publication 19
8	Fox, D. J. (1969). The Research Process in Education. New York: HeltRhineheart& Winston Inc.
9	Fraenkel, J. R. &Wallen, N. E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill.
10	Garett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer & Simon.
11	Gay, L. R. (1976). Educational Research: Competencies for Analysis and Application. Merrill: Macmillan Publishing Company.
12	Good, Barr &Scates (1962). Methodology of Educational Research. New York: Appleton Crofts.
13	Guilford, J. P. &Fruchter, B. (1974). Fundamental Statistics in Psychology & Education. New York: McGraw Hill.
14	Jill, P. & Penny, L. (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
15	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
16	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation



17	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
18	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
19	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
20	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge

Supplementary learning Material:	
1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to teach the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to acquire the knowledge about research	25
CO-2	Students will be able to understand conceptual framework of research in education	25
CO-3	Students will be able to prepare research design	25
CO-4	Students will be able to prepare research proposal	25

Curriculum Revision:

Version:	
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Reviewed on (Month-Year):	June 2021
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310105
Course Title:	Academic Writing
Course Group: Foundation Course	
Course Objectives: To enable students to	
1. understand the importance and needs of academic writing	
2. study various mechanisms of academic writing	
3. practice developing academic writing skills	
4. enhance writing skills and competencies over expository writing	
5. develop language competency for use, access and reconstructing the information	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	1	1	2	-	-	20/50	-	20/50

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Understanding the theories on developing Writing skills	7
2	Experiencing the Needs and Importance of Academic Writing	7
3	Types of Writing Devices and various forms	6
4	Practicing Writing Mechanisms	6
5	Review and classify the academic write ups	6

List of Practicals / Tutorials:

1	Each student has to prepare two write ups from the concerned syllabus suggested by the faculty members.
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Reference Books:

1	Hairston, et al. The Scott, Foresman Handbook for Writers (San Francisco: Longman 2002 or latest edition)
2	https://courses.ceu.edu/courses/2021-2022/introduction-academic-writing
3	William Somerset Maugham. <i>Ten Novels and Their Authors</i> . (Heinemann, 1954).



4	Yateendra Joshi. English for academic writing: A helpful dictionary for researchers. <i>Editage Insights</i> ... (2014). https://www.editage.com/insights/english-for-academic-writing-a-helpful-
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Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand theories on developing writing skills	20
CO-2	Students will be able to understand the need and importance of academic writing	20
CO-3	Students will be able to acquire the knowledge about writing devices and its forms	20
CO-4	Students will be able to apply the getting knowledge for academic writing	20
CO-5	Students will be able to write and classify the academic write up	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 1
Course Code:	105310106
Course Title:	Self-Development
Course Group: Foundation Course	
Course Objectives: To enable students to	
1. identify strength, weaknesses, opportunities and challenges and set their goals	
2. learn strategies for stress management and problem solving	
3. develop interpersonal skills required for teaching profession	
4. dealing with self esteem and self confidence	
5. develop thinking on levels of Bloom's Taxonomy	
6. practice yoga for holistic development	
7. develop social qualities	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
2	1	1	2	-	-	20/50	-	20/50

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Self-Development Skills: SWOC Analysis and Goal Setting, Stress Management, Strategies for Stress management and Problem Solving Skills	6
2	Development of Interpersonal Skills: Hard Skills and Soft Skills, Effective Communication, Skills for successful interview, Leadership, Social Empathy in teaching profession	6
3	Dealing with Self esteem and self confidence	5
4	Developing Thinking: Features of six levels of Thinking as per Revised Bloom's Taxonomy	5
5	Life Skills and Selected yoga practices for holistic health purposes	5
6	Development of qualities, like to work in a team, cooperation, sense of responsibility, team work process etc.	5

List of Practicals / Tutorials:

1	Each student has to prepare two write ups from the concerned syllabus suggested by the faculty members.
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Reference Books:

1	Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2	Stephen P. Robbins and Timothy A. Judge(2014), Organizational Behavior 16th Edition: Prentice Hall.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/
6	Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi. Tata McGraw-Hill 1988.
7	Heller, Robert. Effective leadership. Essential Manager series. Dk Publishing, 2002

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to develop SWOT analysis skills	20
CO-2	Students will be able to understand developmental skills	20
CO-3	Students will be able to deal with the self-esteem and self confidence	20
CO-4	Students will be able to understand the levels of thinking	20
CO-5	Students will be able to apply the skills in their life	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310201
Course Title:	Introduction to Philosophical Foundation of Education
Course Group: Core Course	
Course Objectives: To enable students to	
1. to get acquainted with principles of different philosophies	
2. to learn Eastern philosophies and their educational perspectives	
3. to develop knowledge about principles and educational importance of Western philosophies	
4. to develop understanding about educational aims of different philosophies	
5. to acquire knowledge about views of different educational thinkers about education	
6. to evaluate significance of different philosophies in the field of education	
7. to critically analyse and differentiate between different philosophies for their educational concern	
8. to evaluate educational significance of different philosophies	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION a) Understanding the concept of philosophy, educational philosophy, nature and scope of educational philosophy b) Concepts of metaphysics, epistemology and Axiology in Philosophy c) Main Features of National Education Policy 2019 related with aims of teaching d) Relevance of Different Philosophical perspectives in Modern Age	16



2	UNIT II: WESTERN SCHOOLS OF PHILOSOPHY a) Existentialism: Principles, educational practices and aims of education b) Idealism: Concept, Types, Aims of Education, Teaching Method, Role of Teacher & Educational Implications in idealism, c) Pragmatism: principles and core beliefs and concerns of education about Aims of education, Teaching Method, Role of Teachers, Classroom Practices d) Naturalism: its principles and core beliefs and concerns of education about Aims of education, Teaching Method, Role of teachers, Classroom Practices	16
3	UNIT III: INDIAN SCHOOLS OF PHILOSOPHY a) Main Principles and Features of Buddhism and their educational perspectives b) Main Principles and Features of Jainism and their educational perspectives c) Indian Philosophies of Nyaya, Sankhya: Main characteristics and their Educational Significance d) Shanker Vedant and its educational implications	16
4	UNIT IV EDUCATIONAL THINKERS a) J. Krishna Murti's educational Philosophy about holistic development of child through education b) Gandhi's educational Philosophy c) Tagore's educational Philosophy about relation of nature and education d) Swami Vivekanand's views about man making education	16

List of Practicals / Tutorials:

1	Compare views and educational practices of Realism and Pragmatism
2	Compare educational practices of idealism and pragmatism

Reference Books:

1	Aggarwal, J. C. (2004). <i>Teacher and Education in a Developing Society</i> . New Delhi: Vikas Publishing House Pvt. Ltd
2	Baker, M. C. (1966). <i>Foundations of John Dewey's Education Theory</i> , New York: Atherton Press
3	Broudy, H. (1965). <i>Building a Philosophy of Education</i> , New Delhi, Prentice Hall
4	Butler, D. (1968). <i>Four Philosophies in Education</i> , New York, Harper and Row
5	Chinmayananda, S. (2004). <i>Aitareya Upanisad</i> . Mumbai: Central Chinmaya Mission Trust
6	Chisholm, R. M. (1994). <i>Theory of Knowledge</i> , New Delhi, Prentice Hall
7	Kabir, H. <i>Indian Philosophy of Education</i> , New York, Asia Publishing House
8	Kilpatrick, W. H. <i>Philosophy of Education</i> , New York, Asia Publishing House
9	Mathur V. S., <i>A Sociological Approach to Indian Education</i> , New Delhi, Sterling Pub
10	Michel Foucault, <i>Archeology of Knowledge</i> , Roulledge and Kegan Paul.
11	Michel Foucault, <i>Madness & civilization</i> . Roulledge& Kegan Paul
12	Mitra, S. K. (1945). <i>An Introduction to the Philosophy of Sri Aurbindo</i> , Benares, Benares University Press
13	Mohanti J. (1994). <i>Indian Education in the Emerging Society</i> , New Delhi, Sterling Pub.
14	Peters R. S. (ed.). (1973). <i>The Concepts of Education</i> , Landon, Roulledge and Kegan Paul



CVM UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd.1945)

15	Rolland, R. (2010). The Life of Vivekananda and the Universal Gospel. Kolkata: Advaita Ashrama
16	Rousseau, J. J. (1943). Emile, London, J. M. Dent and Sons Ltd.
17	Satre, J. P. (1928). Existentialism and Human Emotions, New York, George Putnam Sons
18	Sozman H. and Craver S. L. (1981). Philosophical Foundations of Education, Ohio, Charles Merrill & Co.
19	Taneja, V. R. and Taneja, S. (1980). Educational Thinkers, New Delhi, Atlantic Publishers
20	Wynne, J. P. (1964). Theories of Education, New York, Harper & Row
21	દવેજયેન્દ્રશાસ્ત્રીશિક્ષણ દર્શન પરિભાષા કોર્ષ સરદાર પટેલ યુનિવર્સિટી ; વલ્લભ વિદ્યાનગર .1978 :કેળવણીના તાત્વિક આધારો, તૃતીય સંસ્કરણ યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ), અમદાવાદ: .1998- ભારતીય ચિંતકોનું શિક્ષણ ચિંતન, યુનિવર્સિટી ગ્રંથ નિર્માણ બોર્ડ, અમદાવાદ1990-

Supplementary learning Material:

1	https://egyankosh.ac.in/bitstream/123456789/46968/1/Unit-3.pdf
2	https://egyankosh.ac.in/bitstream/123456789/46498/3/Unit-10.pdf
3	https://egyankosh.ac.in/bitstream/123456789/43497/1/Unit-5.pdf
4	https://egyankosh.ac.in/bitstream/123456789/42012/1/Unit-2.pdf
5	https://www.mooc.org/
6	http://www.ignou.ac.in/
7	https://www.coursera.org/in
8	https://swayam.gov.in/
9	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will understand the concept of education philosophy.	25
CO-2	Students will be able to understand western school of philosophy.	25
CO-3	Students will be able to draw conclusions of various Indian schools of philosophy	25
CO-4	Students will be able to compare, criticize and analyze the educational thoughts of educational thinkers	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310202
Course Title:	Introduction to Sociological Foundation of Education
Course Group: Core Course	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand the education and society as the two sides of a single coin 2. develop analytical and creative perspectives for sociology 3. establish critical attitude to understand and rationalise educational and social issues 4. review the social and educational contribution of social thinkers 5. experience social and educational practices 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I: EDUCATION AND SOCIETY: CONCEPT AND BASICS a) Concept, Features and scope of sociology of education in Indian Society b) Needs & Importance of knowledge of Sociology for Students c) Roles and Challenges of Social institutions for Education and Social Development d) Education as Social Institute its Evaluation, Historical and Contemporary Forms	16
2	UNIT II: SOCIO-CULTURAL PROCESS AND IMPLICATIONS a) Culture: Concept, Types, Features and Difference between Culture and Civilization b) Process of Socialization: Nature of Man and Society: socialization and development of self. c) Education and Social Stratification & Social Process d) Social Change: Concept, Characteristics and Factors affecting	16



3	UNIT III: DEMOCRACY AND EMERGING TRENDS a) Ideas on Feminism and Women Empowerment b) Fundamental rights in Indian constitution and importance for democratic life c) Concept, Origin, Needs and importance of Human Rights d) Modernization & Post Modernization: Concept, Principles, Merits and Demerits	16
4	UNIT IV: IMPLICATIONS AND CONTRIBUTION OF SOCIAL THINKERS a) Max Weber and August Comte's Western views b) Habermas c) Dr. B. R. Ambedkar d) Savitri Bai Phule	16

List of Practicals / Tutorials:

1	Survey of Educational Status in a Particular Community or Village
2	Review of any original work of sociologist

Reference Books:

1	Aggrawal, J. C., Education for environment and human rights, Shipra Publications, New Delhi.
2	Broudy, H. (1975). Building a philosophy of education, Prentice Hall New Delhi
3	Gupta, Babita and Jha, Avdhes S. (2013). <i>Self- Confidence and its Correlates- Basics and Concepts</i> Germany: Lap Lambert Germany
4	Mathur V. S. : A sociological approach to Indian Education, Sterling publication, New Delhi
5	Mohanti J. Indian Education in Emerging Society, sterling publication, new delhi.
6	Ozman H. And Craver S. L Philosophical Foundations of Education, Charles Marriell 1981.
7	Peters R. S. (1973). The concept of education, Routledge and Kegan Paul, London.
8	Taneja V. R. &Taneja S., Educational Thinkers, Atlantic Publishers

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of education and society	25
CO-2	Students will study and apply the socio-cultural process and its significance.	25
CO-3	Students will compare the prevailing democratic status of the society in compare to the other countries.	25
CO-4	Students will explore their ideas and thoughts while studying the views of social thinkers.	25

Curriculum Revision:

Version:	
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Last Reviewed on (Month-Year):	June 2024
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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310203
Course Title:	Curriculum Studies and Development
Course Group: Core Course	
Course Objectives: To enable students to <ol style="list-style-type: none"> 1. understand the concept of curriculum and syllabus. Domains and principles of curriculum 2. learn foundations of the curriculum in context to philosophical, sociological, psychological and historical perspectives 3. understand concept of instruction, instructional design and approaches for curriculum transaction 4. acquaint with qualities, competencies of a teacher and role of communication in curriculum transaction 5. analyse determinants of curriculum in context to Learner's growth and development, Nature of subject matter/content, Revolutionary change in Society, ICT and value system 6. identify and employ suitable techniques to evaluate designed curriculum 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CURRICULUM - MEANING AND FOUNDATIONS a) Concept of Curriculum, syllabus, domains of curriculum, curriculum objectives, course content, teaching learning experiences, evaluation b) Foundations of the curriculum: philosophical, sociological, psychological, and historical. c) Principles of Curriculum Development d) Curriculum change (Determinants and the role of a teacher).	16



2	UNIT II CURRICULUM PLANNING AND DEVELOPMENT a) Curricula objectives: Sources and Formulation, Curriculum Planning Framework: Need and Relevance (2005) b) Brief overview of Curriculum Planning Frameworks in India with reference to NCTE Regulations 2014 c) Approaches to Curriculum Development-Subject centred, Learner centred, Community centred. d) Models of curriculum development-inductive and deductive.	16
3	UNIT III CURRICULUM TRANSACTION a) Concept of instruction, instructional design and instructional media. b) Role of Communication in Effective Curriculum Transactions (Verbal and Non Verbal). & Qualities and Competences of a Teacher to engage as a critical Pedagogue. c) E-curriculum Transaction: Webinar, Zoom, Google classroom, Developing e - content, social media based teaching and learning (Seminar & Project Presentation and discussion, Panel group work, dialogue method). d) Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching.	16
4	UNIT IV ASSESSMENT AND EVALUATION a) Curriculum Evaluation: Concept and Purpose b) Methods of curriculum Evaluation: Check list, Rating scale and Questionnaire c) Models for Curriculum Evaluation: Tyler's Objectives Centered Model, Stufflebeam's Context, Input, Process, Product Model, Scriven's Goal Free Model, Davis, Process Model d) E - Tools of Curriculum Assessment and Evaluation (i). e - Portfolios (ii). Rubrics & Online Methods of Assessment: Video conferencing, Online Presentation using M - apps, OMR Sheet, OBEX, Google form	16

List of Practicals / Tutorials:

1	Prepare article on approaches to curriculum development
2	Develop tool of curriculum assessment and evaluation prescribed in the syllabus (Any 1).

Reference Books:

1	Arora, G. L. (1984). Reflections on Curriculum. NCERT.
2	Dewey, J. (1966). The Child and the Curriculum. The University of Chicago Press.
3	Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4	Diamond Robert M. (1986). Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
5	Joseph, P. B. et al; (2000). : Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
6	McKernan, J. (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U. K.



7	NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
8	NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
9	Oliva, Peter F. (1988). Developing the Curriculum. Scott, and Foresman and Co.
10	Reddy, B. (2007). : Principles of curriculum planning and development.

Supplementary learning Material:

1	https://jeremiahkimaublog.wordpress.com/2015/10/07/curriculum-development-notes-faculty-of-education/comment-page-1/
2	https://physicscatalyst.com/graduation/curriculum-development-need-importance/
3	https://www.unom.ac.in/asc/Pdf/CURRICULUM%20DESIGN%20AND%20DEVELOPMENT-1.pdf
4	http://www.wbnsou.ac.in/online_services/SLM/MED/B9_ID.pdf
5	https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%209%20Knowledge%20&%20Curriculum%20(English%20Version).pdf
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the meaning and foundation of curriculum	25
CO-2	Students will familiarize with Curriculum planning and development	25
CO-3	Students will be able to understand about curriculum transaction	25
CO-4	Students will be able to evaluate and assess the curriculum	25



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Aegis: Charutar Vidya Mandal (Estd.1945)

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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310204
Course Title:	Introduction and Prospects of Teacher Education
Course Group: Core Course	
Course Objectives: To enable students to <ol style="list-style-type: none">1. get sensitized to the aims and development of teacher education in India2. develop an understanding of the teacher education curriculum in India3. Acquaint with the competencies essential for a teacher for effective transaction.4. Get equipped with the skills to become effective and efficient teachers and teacher-educators.5. gain insight and reflect on the concept of teaching and the status of teaching as a profession, understand the roles and responsibilities of teachers and teacher educators6. prepare teachers for reflective teaching & use various methods of teaching for transacting the curriculum in schools7. critically examine the role and contribution of various regulating bodies and support-institutions for improving quality of teacher's education	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I TEACHER EDUCATION IN INDIA: HISTORICAL PERSPECTIVE <ol style="list-style-type: none">a) Teacher Education – Concept, aims and scope; Need and significanceb) Aims & Objectives of Teacher Education at various levelsc) Teacher Education in the Post-Independence Period: National Commission on Teachers (1983-85), Kothari Commission (1964-1966) and National Policy on Education 1986 Revised POA (1992), Teachers in India: The changing profile; changing roles and responsibilities of teachers.d) Approaches to Teacher Education & Recent Trends in Teacher Education and present scenario.	16



2	UNIT II TEACHER EDUCATION PROGRAMMES AND INSTITUTIONS IN INDIA a) Overview of Teacher Education Programmes in India b) Agencies of teacher education for monitoring and implementation: SCERT, UGC, NCTE & NCERT c) Pre-service and In-service Teacher Education in India: Need, concept & objectives d) Concept and nature of teaching, reflective teaching: concept and strategies for making teachers as reflective practitioners	16
3	UNIT III TEACHER EDUCATION CURRICULUM, TRANSACTION & EVALUATION PRACTICES a) Analysis of Teacher Education Curriculum at different stages Pre-primary, Primary, Secondary and Higher Education: Approaches to Teacher Education- consecutive and integrated. NCFTE (2009). as prescribed by NCTE. b) Mode of Curriculum Transaction: Knowledge based, Competency based, Skill Oriented c) Evaluation Practices in Teacher Education: Formative and summative evaluation, evaluation of school experience/internship programmes. d) Recognition, assessment and accreditation of Teacher education Institutions: Role of NCTE & NAAC.	16
4	UNIT IV TEACHER EDUCATOR & PREPARATION OF TEACHER a) Teacher educator: Roles and responsibilities of teacher educators, preparation of teacher educators and teaching as a profession b) Characteristics (Cognitive, affective and cognitive correlates of effective teacher educators – Intelligence, Skill, Personality, Values and Attitudes c) Approaches to Teaching-learning: Behavioristic approach, cognitivistic approach and constructivist approach. d) Concept of Profession: Service conditions of school teachers and professional ethics for teachers.	16

List of Practicals / Tutorials:

1	Review & Compare NCTE Regulations 2014 and 2019 with respect to various domains
2	Study and review of NAAC Assessment Guidelines for Teacher Education Institution
3	Enhancing the efficacy of the Teacher Education in the Teacher Educators

Reference Books:

1	Gupta, A. K. (1984). Teacher Education: Current & Prospects New Delhi, Sterling Publications India, Ministry of Education; Report of the Education Commission (1964-66). Education & National development New Delhi publication division 1966.
2	Kochar S. K. (1985). Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi, Sterling Publishers.



3	Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press. Linda Darling Hammond & John Bransford (ed). (2005).: Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
4	Martin, D. J. & Kimberly S. Loomis (2006). Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
5	NCF (2000), NCF (2005). NCERT Publication, New Delhi.
6	NCFTE (2009). NCTE Publication, New Delhi.
7	NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi
8	UNESCO (1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok.
9	UNESCO (1981). A System approach to teaching & learning procedures a guide for teacher Educators, Paris: UNESCO.
10	Upasani N. K. (1988). Effective college Teaching, Mumbai S. N. D. T Women's University.
11	Upasani N. K. (1988). Planning for better learning Mumbai, SNDT Women's University.

Supplementary learning Material:

1	https://archive.mu.ac.in/myweb_test/ma edu/Teacher Education - IV.pdf
2	Teacher Education Unit 1 - DDCE, Utkal University
3	EDCN-906E-Teacher Education.pdf (tripurauniv.ac.in)
4	Teacher Edu_content (lpude.in)
5	M.Ed_2017-18.pdf (annamalaiuniversity.ac.in)
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will develop an understanding of the teacher education curriculum in India	25



CO-2	Students will explain the teacher institution programme and institutions in India	25
CO-3	Students will enhance the understanding of teacher education curriculum, transaction & evaluation practices	25
CO-4	Students will study, develop and apply the roles and responsibilities of teachers and teacher educators	25

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Next Review on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310205
Course Title:	Dissertation
Course Group: Practical	
Course Objectives: To enable student teachers to	
1. study various past research	
2. understand the research procedure and practices	
3. prepare the research tools and validate them	
4. develop research attitude through reviewing the contents	
5. develop research language writing skills	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	1	1	2	-	-	20/50	-	20/50

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Study the information related to your research	7
2.	Review the past research studies and write the implications	7
3.	Prepare chapter 1 and 2 for the research dissertation	6
4.	Review various research tools and procedure of executing research	6
5.	Review and prepare various research articles to develop research language skills	6

List of Practicals / Tutorials:

1	Submission of the Research Proposal and Presentation
2	Submission of Chapter-1 and 2



Reference Books:

1	Best, J.W. and Kahn, J (1997) Research in Education (7th Ed) New Delhi: Prentice-Hall of India Ltd.
2	Borg. B.L. (2004) Qualitative Research Methods. Boston: Pearson. 337
3	Bogdan, R.C. and Biklen, S.K. (1998) Qualitative Research for Education: An Introduction to Theory and Methods. Boston MA: Allyn and Bacon.
4	Bryman, A. (1988) Quantity and Quality in Social Science Research. London: Routledge.
5	Charles, C.M. and Merton, C.A. (2002) Introduction to Educational Research. Boston: Allyn and Bacon.
6	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
7	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
8	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
9	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
10	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
11	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will develop the theoretical background of the study	20
CO-2	Students will be able to read, review and report the past research studies	20
CO-3	Students will enhance the research attitude and professional research ethics	20
CO-4	Students will be able to review various research tools	20
CO-5	Students will be able to review and publish research article	20



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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 2
Course Code:	105310206
Course Title:	Internship in a TE1
Course Group: Practice Teaching	
Course Objectives: To enable students to	
1. expose for real life classroom experiences under the supervision of professional teachers	
2. provide the forum for students to translate educational theories and principles into practice	
3. develop advanced teaching skills to teach the pre service teachers	
4. participate in various curricular and co-curricular activities at the institute	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	4	4	-	-	40/100	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Study any 5 College Records/Documents	
2.	Case Study of the teacher education college & Two Co-curricular activities OR Community Development Activities (Any 5).	
3.	Lesson Planning, Observation Sheet Each one will have to give 4 lessons. One in Method and 3 in Core papers. All the lessons should be observed by the practicing college teachers/ college mentor.	
4.	Letter of Successful Completion & Submission of Write up on Experience of Internship Programme.	

List of Practicals / Tutorials:

1	
2	

Reference Books:

1	
2	



Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to develop the skills of teaching to the pre service teachers	20
CO-2	Students will be able to plan teaching and evaluation	20
CO-3	Students will develop competencies to carry out co curricular activities	20
CO-4	Students will evaluate and assess the performance of the students	20
CO-5	Students will be sensitive towards teacher training and community needs	20

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Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310301
Course Title:	Introduction to Elementary Education in India
Course Group: Elective 01 Group A1	
Course Objectives: To enable students to	
1. understand basics of elementary education	
2. relate thoughts of Educational thinkers in quality elementary education	
3. study the documents and understand the significance of elementary education	
4. get acquainted with objectives and challenges of UEE	
5. learn various strategies and programmes in elementary education	
6. understand the significance of curriculum and evaluation in elementary education	
7. get aware with competency based curriculum and MLL approach	
8. prepare different types of teaching learning materials	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I DEVELOPMENT OF ELEMENTARY EDUCATION a) Elementary Education: Concept, Need and Significance b) Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education c) Constitutional provision for education and Directive Principles related to elementary education and their implications as highlighted in NPE 1986 & NCF 2005 d) UEE: Concept, Objectives, Significance & challenges	16



2	UNIT II ELEMENTARY SCHOOL ORGANISATION AND MANAGEMENT a) Concept of planning and management b) Panchayatraj and community involvement in educational planning and management related issues c) Planning of timetable, library and games/sports & facilities d) Organising student activities & Classroom management in general and with reference to special needs	16
3	UNIT III CURRICULUM TRANSACTION IN ELEMENTARY EDUCATION a) Concept, Principles and Core elements of Curriculum b) Types of curriculum: activity based, experience centred and subject centred c) Teaching skills: blackboard writing, explaining, dramatization, stimulus variation, reinforcement, illustrating with examples, multi-grade teaching d) Minimum Levels of Learning and Learner Centered Approach	16
4	UNIT IV EVALUATION PATTERNS IN ELEMENTARY EDUCATION a) Continuous comprehensive evaluation: Concept and Procedure b) Types of evaluation: summative and formative, norm-referenced and criterion reference testing c) Achievement tests: Concept & Types of Questions d) School examinations: oral and written Student records: cumulative records, progress reports of children.	16

List of Practicals / Tutorials:

1	To review the documents NPE 1986 & NCF 2019 and suggest educational implications
2	To prepare Cumulative Record / Progress Reports of children

Reference Books:

1	Hayes, D. (2008). Primary Teaching Today: An Introduction. Routledge Publications, U. K.
2	Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
3	Kabra, K. M. (1977). Planning Process in a District, New Delhi: Indian Institute of Public Administration.
4	Kurrian, J. (1993). Elementary Education in India, New Delhi: Concept Publication.
5	Lewis, R. (2008). Understanding Pupil Behaviour. Routledge Publications, U. K.
6	Mohanty, J. N. (2002). Primary and Elementary Education. Deep & Deep Publications, New Delhi National Curriculum Framework (NCF). -2005 NCERT, New Delhi.
7	Rao, V. K. (2007). Universatisation of Elementary Education. Indian Publishers, New Delhi.
8	Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
9	Sharma, R. (2002). Indian Education at the cross road. Shubhi Publications.
10	Singhal, R. P. (1983). Revitalizing School complex in India, New Delhi.
11	Tilak, J. B. (1992). Educational Planning at gross roots, New Delhi.



Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to know the development of elementary education	25
CO-2	Students will be able to understand the concept and structure of elementary school organization and management	25
CO-3	Students will be able to apply the knowledge to understand the curriculum transaction in elementary education	25
CO-4	Students will be able to analyze the curriculum pattern in elementary education	25

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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310302
Course Title:	Modernization of Elementary Education
Course Group: Elective 02 Group A1	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand school effectiveness and quality concern in elementary education 2. identify problems of wastage and stagnation in school and suggest remedies 3. handling variety of educational technology for effective teaching learning process 4. aware with innovative projects, schemes and programmes for modern elementary education 5. understand significance of guidance for personal and social adjustment of a child 6. use of child centered approach to provide effective guidance to a child 7. designing Action Research and use of its implications in school 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I ELEMENTARY SCHOOL EFFECTIVENESS AND QUALITY CONCERN a) Availability and Management of Resources: - Physical, Human and Financial Resource Management b) School Effectiveness: Parameters and Quality concern: Role of the School Head and Teachers in creating a Joyful learning environment c) Identification of problems of wastage and stagnation in school and suggestive remedies d) School Supervision: Need, Purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision	16
2	UNIT II EDUCATIONAL TECHNOLOGY IN ELEMENTARY EDUCATION a) Educational Technology: Meaning, Purpose and Scope b) Preparation of Institutional materials, learning packages. c) Educational broadcasts for elementary schools; ETV programmes for children. d) Handling of AV equipment of various types	16



3	UNIT III INNOVATIVE PROJECTS, SCHEMES AND PROGRAMMES a) Scheme of Operation Blackboard, DIET, Non-formal Education, Total Literacy Campaign b) DPEP, LokJumbish and ShikshaKarmi Project, SSA c) E. C. C. E. Program (Early child education programme). & National Programme for Nutritional Support d) Programme of mass orientation for school teacher (P-MOST). & Special orientation for primary teacher (SOPT).	16
4	UNIT IV GUIDANCE AND RESEARCH PRACTICES IN ELEMENTARY EDUCATION a) Guidance for personal-social adjustment of a child b) Dealing with problems of children & Child centred approach in guidance c) Guidance to parents for children growth d) Designing action research projects & implications of relevant Indian studies	16

List of Practicals / Tutorials:

1	Preparation of Learning Package and Institutional Materials
2	To carry out Action Research on classroom problem

Reference Books:

1	Ayyar R. V. V (1996). Educational Policy, Planning & Globalisation, Elserjer Sc. Ltd. Britai.
2	Chopra R. K (1993). Status of teachers in India, NCERT New Delhi.
3	In-service Teacher Education Package for Primary and Secondary Teachers (1988). Volume I & II, NCERT, New Delhi.
4	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
5	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
6	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
7	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
8	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
9	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge
10	MHRD (1953). Secondary Education Commission Report GOI, New Delhi.
11	MHRD Indian Education Commission (1964-66). Report, GOI, New Delhi.
12	NCERT (1992). Fifth All Indian education survey.
13	NCTE (1998). Policy perspective in teacher education, New Delhi.
14	Peters R. S (1971). Ethics & Education George allen Unwin Ltd. London
15	Petty, W. T (1978). Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in



4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the elementary school effectiveness and quality concern	25
CO-2	Students will be able to apply educational technology in elementary education	25
CO-3	Students will be able to conduct innovative project, scheme and programmes in elementary education	25
CO-4	Students will be able to provide guidance regarding elementary education and conduct research	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310303
Course Title:	Introduction to Secondary Education in India
Course Group: Elective 01 Group B1	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand the theories of secondary teacher education 2. study the issues, practices and patterns of secondary education 3. develop skills and expected qualities for secondary education 4. understand roles and responsibility of secondary education in context to dimensions of Teacher Education 5. develop insight over rationale practices for quality improvement in secondary education 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT 1: FUNDAMENTALS OF SECONDARY TEACHER EDUCATION a) Concept, Features, Principles of Secondary Teacher Education b) Changing Scenario of Teacher Education at local and global level c) Existence of (STE). during the post independence Era d) Roles and Functions of Various Agencies associated with Secondary Teacher Education	16
2	UNIT 2: KNOWLEDGE OF PRE-SERVICE AND IN-SERVICE EDUCATION OF SECONDARY TEACHERS a) In-service and Pre-service Education: Concept, Needs and Importance of secondary Teachers b) Continuing Professional Development: Concept, Needs and Practices c) Aspects of Secondary Teacher Education: – duration of the course, admission criteria, enrolment, building and equipments, examination and certification d) Current Practices, Trends and Issues in Planning and Organizing School Programmes	16



3	UNIT 3: FUNCTIONS AND ORGANIZATION OF SECONDARY TEACHER EDUCATION a) Organizational Structure of Secondary Teacher Education in India: b) Major Functions of Secondary Teacher Education: Merits and Demerits c) Concept, Need and Importance of Universalisation of Secondary Education d) Factors affecting the Quality of Pre and In-service education of Secondary School Teachers	16
4	UNIT 4: ISSUES, RESEARCH AND FUTURISTIC VISION OF SECONDARY TEACHER EDUCATION a) Problems and Issues of Secondary Teacher Education in India b) Review Past Research Studies to know the Status on Quality Improvement of STE in India c) Status of STE in Future with reference to Aims, Practices, Evaluation, Importance d) Role of STE in various Dimensions of Teacher Education	16

List of Practicals / Tutorials:

1	A Case study of any two STE institutions
2	Article on Continuing Professional Development

Reference Books:

1	Anderson, L. W. International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford. 1995.
2	Arora G. L. Teachers & their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
3	Chandravadan C. Shah (1976). Higher Secondary Education in Gujarat (Gujarati). Bal
4	Cohen L & Manion L. (1977). A Guide to Teaching Practice. Methuen: London. Commission A. R. Sheth Company - Ahmedabad (1973).
5	Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003
6	Desai Dhanvant Kelavani nu Navnirman (Guj). Recommendation of Kothari
7	Desai Dhanvant, Bhartiya Shokshan Na Vartman Prashno (Guj.). A. R. Sheth
8	Dr. M. M. Patel, Dr. J. K. Dave Shikshanni Vistarti Kshitijo, and other B. S. Shah
9	Govind Prakashan, Ahmedabad
10	Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and
11	Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989
12	Janhari and Pathak, Bhartiya Shikshaka Itihas (Hindia). Vinod Pustak Mandir, Agra
13	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
14	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
15	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
16	Longford G. Teaching as a Profession. Manchester University Press. 1978
17	Madhyamik Shiksha Abhiyan
18	Major Changes in School Education (1975). Ministry of Education and Social welfare
19	McClelland V. A. & Varma V. P. (1989). Advances in Teacher Education. Routledge: London



20	Mohanty J. (1988). Indian Education in the Emerging Society: Staerling Publishers Pvt. Ltd., New Delhi
21	Mohanty S. B. (1987). Student Teaching. Ashok Publishing House: New Delhi.
22	National Policy on Education (1986). MHRD: Government of India, New Delhi (1986).
23	NCERT. National Curriculum Framework. NCERT: New Delhi. 2005
24	NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
25	NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
26	NizamElahi. Teacher Education in India. APH: New Delhi. 1998.
27	Panda B. N. and Tewari A. D. (1997). Teacher Education. APH: New Delhi.
28	Policy perspectives in Teacher Education: Gitique and Documentation, NCTE, New Delhi (1998). First edition Prakashan 2000
29	Programme of Action MHRD: Government of India, New Delhi
30	Ramdas V. Developing Training Competence of DIET and BRC Personnel through Teleconferencing. RIE: Mysore.
31	Reports of the MHRD for Secondary higher secondary education and Rashtriya
32	Sharma M. L. (2001). Educating the Educator. The Indian Publications: Ambala
33	Singh L. C. & Sharma P. C. (1997). Teacher Education and the Teacher. Vikas: New Delhi.
34	Tiwari D. (1971). Methods of Teaching Education. Crescent: New Delhi. 2006
35	Walker R & Adelman C. (1990). A Guide to Classroom Observation. Routledge: London

Supplementary learning Material:

1	M.Ed_2017-18.pdf (annamalaiuniversity.ac.in)
2	C:\website\atulbackup\docfiles\ (niti.gov.in)
3	Microsoft Word - Teacher Education Book (ddceutkal.ac.in)
4	Unit-2.pdf (egyankosh.ac.in)
5	Paper-4-TY-Edu-Indian-Education-System-E-Rev.pdf (mu.ac.in)
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of secondary teacher education	25
CO-2	Students will be able to develop knowledge of Pre-Service and in-Service Teacher Education	25
CO-3	Students will be able to understand functions and organization of Secondary Teacher Education	25
CO-4	Students will be able to develop understanding about issues, research and futuristic vision of Secondary Teacher Education	25

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Version:	
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310304
Course Title:	Modernization of Secondary Education in India and Policy Perspectives
Course Group: Elective 02 Group B2	
Course Objectives: To enable students to	
1. understand the need and importance of modernization in secondary education	
2. study the views and perspectives of various commissions	
3. develop insights for quality sustenance at Secondary Education	
4. enhance professional attitude and skills for secondary education	
5. understand the recommendations and experience its applicability	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT-I FIVE YEAR PLAN AND SECONDARY EDUCATION a) History of Secondary Education in India before Independence b) Recommendations of Kothari Commission for Secondary Education c) Niti Ayog: Concept and Functions d) Problems and Issues of Secondary Education	16
2	UNIT-II UNDERSTANDING POLICY PERSPECTIVE ON SECONDARY EDUCATION a) Patterns of Education 10+2: Need and Importance, Merits and Limitations b) 5+3+3+4; NEP 2020: Need and Importance c) Recommendations of Ishwarbhai Patel Committee d) Recommendations of Dr. Malcom Adisheshaiyah Committee	16



3	UNIT-III SECONDARY EDUCATION: BRIDGE FOR HIGHER EDUCATION AND PRIMARY EDUCATION a) Secondary education: Bridge between Primary and Higher Education b) Rashtriya Madhyamik Shiksha Abhiyan: Concept, Aims and Importance c) Roles and Responsibility of Associated Agencies for Quality Secondary Education d) Aspects of Quality Concerns for Secondary Education	16
4	UNIT-IV STATUS OF SECONDARY EDUCATION ACROSS THE STATE a) Concept, Objectives, Features and major Practices of CBSE b) Major Functions of GSEB c) Objectives and Functions of ICSE Board d) Universalization of Secondary Education: Needs and Challenges	16

List of Practicals / Tutorials:

1	Prepare a seminar paper on any one educational commissions
2	Prepare an interview schedule to measure the quality of secondary schools

Reference Books:

1	Anderson, L. W. (1995). International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford.
2	Arora G. L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
3	Chandravadan C. S. (1976). Higher Secondary Education in Gujarat (Gujarati). Bal
4	Cohen L & Manion L. (1977). A Guide to Teaching Practice. Methuen: London.
5	Commission A. R. Sheth Company - Ahmedabad (1973).
6	Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi (1998). First edition Delhi. 2003 Delhi. 2008.
7	Desai Dhanvant Kelavani nu Navnirman (Guj). Recommendation of Kothari
8	Desai Dhanvant, Bhartiya Shikshan Na Vartman Prashno (Guj.). A. R. Sheth
9	Dr. M. M. Patel, Dr. J. K. Dave Shikshanni Vistarti Kshitijo, and other B. S. Shah Govind Prakashan, Ahmedabad
10	Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and
11	Hitchcock G. & Hughes D. (1989). Research and the Teacher. Routledge: London.
12	Janhari and Pathak, Bhartiya Shikshaka Itihas (Hindia). Vinod Pustak Mandir, Agra
13	Longford G. Teaching as a Profession. Manchester University Press. 1978 Madhyamik Shiksha Abhiyan
14	Major Changes in School Education (1975). Ministry of Education and Social welfare
15	McClelland V. A. & Varma V. P. Advances in Teacher Education. Routledge: London.
16	Mohanty J. (1988). Indian Education in the Emerging Society: Staerling Publishers
17	Mohanty S. B. (1987). Student Teaching. Ashok Publishing House: New Delhi.
18	National Policy on Education (1986). MHRD: Government of India, New Delhi
19	NCERT. National Curriculum Framework. NCERT: New Delhi. 2005
20	NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006



21	NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
22	NizamElahi. Teacher Education in India. APH: New Delhi. 1998.
23	Panda B. N. & Tewari A. D. (1997). Teacher Education. APH: New Delhi.
24	Policy perspectives in Teacher Education: Gitique and Documentation, NCTE, New Prakashan (2000).
25	Programme of Action MHRD: Government of India, New Delhi Pvt. Ltd., New Delhi
26	Ramdas V. Developing Training Competence of DIET and BRC Personnel through
27	Reports of the MHRD for Secondary higher secondary education and Rashtriya Reports of the state and MHRD and websites to be accessed
28	Sharma M. L. (2001). Educating the Educator. The Indian Publications: Ambala.
29	Singh L. C. & Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi.
30	Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Teleconferencing. RIE: Mysore.
31	Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006 Unwin: London. 1971
32	Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.

Supplementary learning Material:

1	https://egyankosh.ac.in/bitstream/123456789/46997/1/Unit-7.pdf
2	https://www.egyankosh.ac.in/bitstream/123456789/46593/1/Unit-16.pdf
3	https://egyankosh.ac.in/bitstream/123456789/8340/1/Unit-2.pdf
4	https://egyankosh.ac.in/bitstream/123456789/8315/1/Unit-10.pdf
5	https://www.mooc.org/
6	http://www.ignou.ac.in/
7	https://www.coursera.org/in
8	https://swayam.gov.in/
9	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.



Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand five year plan of secondary education	25
CO-2	Students will be able to understand the policy perspective in secondary education	25
CO-3	Students will be able to understand the role and responsibilities of associated agencies	25
CO-4	Students will be able to explain the need and challenges of secondary education	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310305
Course Title:	Introduction to Advanced Research Methodology in Education
Course Group: Core Course	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand different types of tools and techniques used for data collection 2. learn various types of educational research 3. identify types of data and scales of measurement 4. differentiate between one tailed and two tailed test and types of errors 5. use various techniques to analyse the collected data 6. write research report on research carried out 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I TOOLS & TECHNIQUES FOR DATA COLLECTION a) Observation, interview, questionnaire, scale: Concept, Types, Uses, Advantages and Limitation b) Inventory, checklist, Opinionnaire, Rating Scale, Focus Group Discussions: Concept, Types, Uses, Advantages and Limitation c) Techniques of qualitative data analysis: Content analysis, logical and inductive analysis d) Characteristics of the tools, reliability, validity and usability	16
2	UNIT II TYPES OF EDUCATIONAL RESEARCH a) Survey: Concept, Significance and Steps b) Case Study and Ethnography: Concept, Steps & Significance c) Experimental: Concept. Significance, Steps & Research Design d) Correlational: Concept, Significance & Steps	16



3	UNIT III DATA ANALYSIS&INTERPRETATION a) Data and its types, Scales: Nominal, Ordinal, Interval and Ratio, Data tabulation, Frequency distribution, and Graphical Representation b) Inferential Statistics: Concepts and Techniques of statistical inference, testing of Hypotheses, levels of significance, two types of error, one and two tailed tests, degrees of freedom. c) Testing significance of difference between means and other statistics, t-test, ANOVA (One Way). Chi Square Test, Spearman Correlation d) Techniques of Qualitative Data Analysis: Categorization, and Percentage Analysis, Content Analysis	16
4	UNIT IV WRITING A RESEARCH REPORT a) Reporting a Research and Types of Report: Points for consideration b) Style of Reporting a Research: APA c) Bibliography/Referencing Appendix d) Evaluating your Research Report	16

List of Practicals / Tutorials:

1	Preparation of Research Tools for your research study
2	Writing a report of your Research Study

Reference Books:

1	Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
2	Best J. W. (2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
3	Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
4	Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
5	Fraenkel, J. R., Wallen, N. E. (1983). How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc.
6	Gravetter. F. J. & Wallanau, C. B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition). Australia, Wodsworth.
7	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
8	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
9	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
10	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
11	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
12	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge
13	Kerlinger, F. N. (1973). Foundations of Behavioural Research, New York: Holt
14	Leary, M. R. (2004). Introduction to Behavioural Research Methods (4th edition). Boston: Pearson Prentice Hall.
15	Rinehart & Winston. Kaul, Lokesh (2005). Methodology of Educational Research, New Delhi: Vikas Publications.



16	Srivastava, G. N. P. (1994). Advanced Research Methodology, New Delhi: Radha Publications.
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Supplementary learning Material:	
1	Research Methodology_Final MBA-202.pdf (subhartidde.com)
2	https://archive.mu.ac.in/myweb_test/ma edu/Research Methodology - III.pdf
3	Block_1 (egyankosh.ac.in)
4	EIE 510 LECTURE NOTES first.pdf (lmu.edu.ng)
5	(44) Notes on Educational Research Dr. VISHAL VARIA - Academia.edu
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

Pedagogy:
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand about tools and techniques for data collection	25
CO-2	Students will be able to understand types of educational research	25
CO-3	Students will be able to develop skill of data, analysis and interpretation	25
CO-4	Students will be able to develop the skill of writing research report on research which they carried out	25

Curriculum Revision:	
Version:	
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310306
Course Title:	Introduction to Pre-service Teacher Education
Course Group: Core Course	
Course Objectives: To enable students to	
1. to acquire knowledge about paradigms for research on teaching	
2. to learn about Concept, nature, objectives and scope of Pre-service teacher education	
3. to get knowledge about organization, transaction and evaluation of different components of teacher education curriculum	
4. to get acquainted with School based experiences for orientation and professional practice	
5. to get an understanding about Transactional approaches for the foundation courses	
6. to evaluate practices of pre-service teacher education programme	
7. to critically analyse different approaches to teacher education	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I PRE-SERVICE TEACHER EDUCATION: STRUCTURE, MODELS AND CURRICULUM a) Concept, nature, objectives and scope of Pre-service teacher education b) Components of pre-service teacher education: Foundation courses, Methods and pedagogy Special fields School based practicum and internship c) Pre-service teacher education for Primary and Secondary: nature and differences d) Approaches to teacher education - knowledge based approach, job-oriented approach and competency based approach	16



2	UNIT II FOUNDATION AND COMPETENCY DEVELOPMENT COURSES: ORGANIZATION AND EVALUATION a) The student teacher, as an adult learner - characteristics. The concept of Andragogy and its principles b) Organisation, transaction and evaluation of different components of teacher education curriculum - existing practices c) Transactional approaches for the foundation courses - Expository, Participatory, Collaborative for organization and evaluation d) Use of ICT and multimedia technologies in transaction of curriculum	16
3	UNIT-3: SCHOOL BASED PRACTICUM AND INTERNSHIP a) Concept and scope of school based practicum and internship b) Simulated and actual classroom teaching c) Planning and transacting a lesson - need for a relationship with school curriculum, Formats of a lesson plan. Criteria for evaluation. Issue of number of practice lessons required for effective performance. Social, psychological, cultural and institutional factors influencing organization of practice lessons. d) School based experiences for orientation and professional practice	16
4	UNIT-4 ISSUES, TRENDS OF RESEARCH AND PRACTICE IN PRE-SERVICE TEACHER EDUCATION a) Paradigms for research on teaching - Gage b) Research on Teaching: Doyle and Shulman. c) Methodological issues of research in teacher education - direct versus indirect inference, general disability of findings, laboratory versus field research, scope and limitations of classroom observation d) Issue of duration, commercialization, irrelevance and poor quality in teacher education, curriculum renewal	16

List of Practicals / Tutorials:

1	Students will evaluate school practices and records.
2	Students will review NCTE 2014 B. Ed. Regulations in context to components of Pre-service Teacher Education.

Reference Books:

1	Anderson, L. W. (1995). International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford
2	Arora G. L (2002). Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi
3	Cohen L & Manion L. (1977). A Guide to Teaching Practice. Methuen: London.
4	Dash B. N. (2003). Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi.
5	Hilliard F. H. (1971). Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London



6	Hitchcock G. & Hughes D. (1989). Research and the Teacher. Routledge: London
7	McClelland V. A. & Varma V. P (1989). Advances in Teacher Education. Routledge: London
8	NCERT. (2005). National Curriculum Framework. NCERT: New Delhi.
9	NCERT. (2006). Teacher Education for Curriculum Renewal. NCERT: New Delhi.
10	NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi
11	Walker R and Adelman C. (1990). A Guide to Classroom Observation. Routledge: London.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand structure, model and curriculum of pre-service teacher education	25
CO-2	Students will be able to understand foundation and competency development courses	25
CO-3	Students will be able to understand about school based practicum and internship	25
CO-4	Students will be able to identify issues and trends of research and apply it.	25

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310307
Course Title:	Dissertation
Course Group: Practical	
Course Objectives: To enable students to <ol style="list-style-type: none">1. review the past research tools2. understand the research procedure3. plan and execute the research experiment or study the core areas of research4. collect the data and analyse5. interpret and organize the data for deriving educational implications and findings	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	1	1	2	-	-	20/50	-	20/50

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Review or Preparation of the New Research Tools	6
2.	Validating and planning and the research	6
3.	Organizing and collecting the information from the field	5
4.	Data collection and interpretation	5
5.	Interpretation of data for Educational Implications	5
6.	Listing the Findings and suggestions for the further studies	5

List of Practicals / Tutorials:

1	Submission of Research Tools
2	Submission of Chapter-3 along with detail description of planning and execution of research



Reference Books:

1	Best, J.W. and Kahn, J (1997) Research in Education (7th Ed) New Delhi: Prentice-Hall of India Ltd.
2	Borg. B.L. (2004) Qualitative Research Methods. Boston: Pearson. 337
3	Bogdan, R.C. and Biklen, S.K. (1998) Qualitative Research for Education: An Introduction to Theory and Methods. Boston MA: Allyn and Bacon.
4	Bryman, A. (1988) Quantity and Quality in Social Science Research. London: Routledge.
5	Charles, C.M. and Merton, C.A. (2002) Introduction to Educational Research. Boston: Allyn and Bacon.
6	Jha, Avdhesh S. (2011). <i>Educational Research</i> Germany: VDM s
7	Jha, Avdhesh S. (2011). <i>Research Methodology</i> New Delhi: APH Publishing Corporation
8	Jha, Avdhesh S. (2014). <i>Social Research Methods</i> New Delhi: McGraw Hill Book
9	Jha, Avdhesh S. (2010). <i>Educational Research</i> Agra: Agrawal Publications
10	Jha, Avdhesh S. (2014). <i>Handbook of Research Methodology</i> New Delhi: APH Publishing Corporation
11	Jha, Avdhesh S. (2023). <i>Social Research Methodology</i> London: Routledge

Supplementary learning Material:

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2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to prepare research tools	20
CO-2	Students will be able to validate research tools	20
CO-3	Students will be able to organize and collect the data	20
CO-4	Students will be able to interpret the data for educational implications	20
CO-5	Students will be able to write the findings of the research	20



CVM
UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd.1945)

Curriculum Revision:	
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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 3
Course Code:	105310308
Course Title:	Internship (Specialization in School)
Course Group: Practice Teaching	
Course Objectives: To enable students to	
1. To expose student-teachers to real life classroom experiences under the supervision of professional teachers.	
2. To provide the forum for student-teacher to translate educational theories and principles into practice.	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	4	4	-	-	40/100	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Prepare a school profile including the academic and administrative details of the schools such as history of the school, teachers details, students strengths, activities, achievements etc. (1500words).	
2.	Each one has to give 8 lessons in English and 2 lessons on any of the areas such as activity, yoga, community work, sports, life skills, or fine arts. You are also going to observe any five lessons of school teachers and similarly school teachers will also observe any five lessons of yours. Use the format given below for observation.	
3.	Write a report on any two school documents such as Attendance register, progress report, dead stock register, in-ward /outward register, general register, time table etc. (500 words).	
4.	Letter of Successful Completion & Write up on Experience of Internship Programme.	



List of Practicals/ Tutorials:

1	
2	

Reference Books:

1	
2	
3	
4	
5	

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach were used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to develop the skills of teaching to the pre service teachers	20
CO-2	Students will be able to plan teaching and evaluation	20
CO-3	Students will develop competencies to carry out co curricular activities	20
CO-4	Students will evaluate and assess the performance of the students	20
CO-5	Students will be sensitive towards teacher training and community needs	20



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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310401
Course Title:	Introduction to Inclusive Education
Course Group: Group A Inclusive Education	
Course Objectives: To enable students to	
1. acquire knowledge and understanding of the needs and challenges faced by children with diverse needs.	
2. learn about strategies for inclusion of differently abled students.	
3. get acquainted with learning environment in varied school settings.	
4. appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,	
5. develop skills to seek parental and community support for utilizing available resources for education in inclusive settings.	
6. critically analyse effectiveness of different Inclusive strategies	
7. be sensitive about roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I INCLUSION OF DIVERSE LEARNERS a) Inclusion of learners with diverse needs in mainstream classrooms with normal children b) Challenges and Solutions of inclusive education in Indian situation c) Inclusive educational strategies such as enrichment, cluster grouping, mixed ability grouping d) Implications and Effectiveness of Inclusive strategies such as, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism	12



2	UNIT II CURRICULUM ADAPTATIONS AND EVALUATION FOR CHILDREN WITH DIVERSE NEEDS a) Need for curriculum adaptations for children with different special abilities like sensory (hearing, visual and physically). challenged b) Need for curriculum adaptations for children with different special abilities like intellectually gifted, talented and mentally challenged children c) Different developmental disabilities (autism, cerebral palsy, learning disabilities)., social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems and need for curriculum adaptations for these differently abled children d) Children belonging to other marginal groups-ST, SC, Minorities, Women: Environmental/ecological difficulties	13
3	UNIT III GUIDELINES FOR TEACHER PREPARATION FOR INCLUSIVE EDUCATION a) Guidelines to be followed in inclusive settings for teaching/practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts theatre, drama etc b) Importance of records/ case profiles for identification, assessment, and intervention of special children c) Importance of Techniques and methods for adaptation of content, laboratory skills and play material for Differently abled d) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators	13
4	UNIT IV SUGGESTIONS OF EDUCATIONAL COMMISSIONS FOR INCLUSIVE EDUCATION a) Present educational programmes (general, special education). in India: their review and suggestions b) Professional Skills and competencies of teachers and teacher educators for teaching in inclusive classrooms c) Importance of N. C. F 2005 for guidance, preparation and transaction modes of teachers and teacher educators d) Suggestions of various commissions (Indian Education Commission, NEP 2019 for inclusive education	13



5	UNIT V ROLE OF SPECIAL EDUCATORS, DOCTORS, SOCIAL WORKERS, COMMUNITY AND THERAPISTS IN INCLUSIVE CLASSROOMS a) Role of special educators for guiding in inclusive classrooms b) Inclusive classrooms and role of doctors, social workers, community and therapists to provide guidance c) Need of change of perspective and attitude for inclusive classrooms and mainstreaming d) Need of special schools for extreme cases, Resources required in special schools	13
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List of Practicals / Tutorials:

1	Students will study some schools having inclusive education practices and write report of that
2	Article on Inclusive Education

Reference Books:

1	Barton, H. (1947). Psychiatric Examination of the School Child, London, Edward Arnold
2	Bentley, J. E. (1937). Superior Children, New York, W. W. Norton
3	Burt, C. (1950). The Backward Child, London, London, University of London Press
4	Government of India (1952). Report of Secondary Education Commission, New Delhi
5	Government of India (1964-66). Report of Education Commission, New Delhi
6	Heck, H. O. (1953). The Education of Exceptional Children, New York McGraw-Hill
7	Hegarty and AlurMithu (2002). Education and Children with Special Needs
8	MacMillan, D. L. (1962). Mental Retardation in School and Society, Boston, Little Brown
9	Pasricha, P. (1963). Educational Psychology, , Delhi, University Publishers
10	Shanker, U. (1958). Problem Children, Delhi, Atmaram& Sons
11	Sumption, M. R. and Lucking, E. M. (1960). Education of the Gifted, New York, Ronald Press
12	Teennenbaum, A. J. (1983). Gifted Children Psychological and Educational Perspectives, New York: Macmillan
13	Terman, L. M. & Oden, M. H. (1947). The Gifted Child Grows Up, Stanford, California Stanford University Press
14	Tredgold, A. F. & Shoddy, K. (1956). Mental Deficiency, Baltimore, William & Wilkins
15	Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School - (Red-black line).
16	Wortis, J, Mental Retardation and Developmental Disorders, New York, Brunner Mazel

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/



Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the inclusion of diverse learner	20
CO-2	Students will be able to understand the diverse need of curriculum and its evaluation	20
CO-3	Students will be able to understand the role, responsibilities and professional ethics of an Inclusive education teachers	20
CO-4	Students will be able to analyze the educational commissions for Inclusive Education	20
CO-5	Students will be able to develop the perspective and attitude towards inclusive education	20

Curriculum Revision:

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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310402
Course Title:	Orientation of Inclusiveness of Children with Special Educational Needs
Course Group: Group A Inclusive Education	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. to acquire knowledge about strategies for Inclusion of gifted and talented multi intelligence and Creative students. 2. to learn about multi-intelligence and inclusion of students having multi-intelligence. 3. to develop understanding about nature of difficulties encountered by these children and need for developing curricular skills. 4. to be acquainted with mental retardation and mental illness. 5. to understand implications of special education, integrated education, mainstream and inclusive education practices. 6. to acquire knowledge and apply their understanding in adapting instructional materials and methods for teaching in inclusive schools. 7. to evaluate different strategies for inclusion of specially abled children. 8. to critically analyse need of inclusion of differently abled . 9. to prepare/create learning material/ programmes and strategies for specially abled children. 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I INCLUSION OF GIFTED AND TALENTED MULTI INTELLIGENCE AND CREATIVE STUDENTS a) Characteristics of gifted, talented multi intelligence and creative children b) Challenges and Issues in inclusion of gifted, talented multi intelligence and creative children c) Education programmes and learning materials for gifted, talented, multi intelligence and creative children in inclusive classroom teaching d) Role of teachers in inclusive classrooms having gifted, talented multi intelligence and Creative children	12



2	UNIT II EDUCATION OF CHILDREN WITH MENTAL RETARDATION AND MENTALLY ILL a) Characteristics and reasons of mental retardation and mental illness b) Levels of mental retardation and their educability c) Challenges of Inclusion of borderline cases, strategies and learning materials for their inclusion d) Role of teachers in inclusive classrooms having mentally retarded children, Life skill education/ Strategies for Extreme Cases	13
3	UNIT III INCLUSION OF PHYSICALLY CHANGED CHILDREN a) Characteristics and degrees of hearing and visually challenged individuals b) Strategies/ programmes and learning material for inclusion of Hearing and visually challenged individuals at secondary level and secondary-teachers' role c) Challenges in inclusion of hearing and visually challenged individuals d) Special role of teachers in inclusive classrooms having hearing and visually challenged individuals	13
4	UNIT IV INCLUSION OF CHILDREN WITH DEVELOPMENTAL AND MULTI DISABILITIES a) Characteristics of children with Physical and learning disabilities b) Strategies / programmes and learning material for children with Physical and learning disabilities c) Challenges and problems for inclusion of children with Physical and learning disabilities in classrooms d) Role of teachers in inclusion of these children	13
5	UNIT V IMPORTANCE OF INCLUSION a) Inclusion and main streaming of specially abled to promote democratic values like equity and equality in education b) Inclusion of gifted and high achievers for leadership, innovations and progress of the country c) Inclusion of hearing and visually impaired to promote their experiences and mainstreaming them d) Inclusion of children with Physical and learning disabilities in classrooms for their normalization	13

List of Practicals / Tutorials:

1	Students will prepare learning material for any group of specially abled children
2	Prepare a seminar paper on Children with mentally retarded

Reference Books:

1	Bentley, J. E. (1937). Superior Children, New York, W. W. Norton
2	Barton, H. (1947). Psychiatric Examination of the School Child, London, Edward Arnold



3	Burt, C. (1950). The Backward Child , London, London, University of London Press
4	Heck, H. O. (1953). The Education of Exceptional Children , New York McGraw-Hill
5	MacMillan, D. L. (1962). Mental Retardation in School and Society , Boston, Little Brown
6	Pasricha, P. (1963). Educational Psychology , Delhi, University Publishers
7	Shanker, U. (1958). Problem Children , Delhi, Atmaram & Sons
8	Sumption, M. R. and Lucking, E. M. (1960). Education of the Gifted , New York, Ronald Press
9	Teennenbaum, A. J. (1983). Gifted Children Psychological and Educational Perspectives , New York: Macmillan
10	Terman, L. M. & Oden, M. H. (1947). The Gifted Child Grows Up , Stanford, California Stanford University Press
11	Tredgold, A. F. & Shoddy, K. (1956). Mental Deficiency , Baltimore, William & Wilkins
12	Wortis, J. Mental Retardation and Developmental Disorders , New York, Brunner Mazel

Supplementary learning Material:

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3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the characteristics of diverse learner	20
CO-2	Students will be able to understand the challenges of diverse learner and find its solution	20
CO-3	Students will be able to develop the skills of special teachers for inclusive education	20
CO-4	Students will be able to understand the problems and challenges of inclusion of children	20



CO-5	Students will be able analyse and evaluate the prospective aspects of Inclusive education	20
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Curriculum Revision:	
Version:	
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310403
Course Title:	Inclusive Education: Policy Perspectives
Course Group: Group A Inclusive Education	
Course Objectives: To enable students to	
1. understand the policies relating to inclusive education	
2. find out the gap between policies and practices with critical awareness	
3. refer to the additional information from the other sources	
4. get mastery over resource management and optimal use of resources	
5. cultivate sensitivity for inclusive education in terms of equality and education to all	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I INCLUSIVE EDUCATION: GLOBAL AND INDIAN INITIATIVE IN THIS DIRECTION a) Guidelines by The Indian Education commission 1964-66). for Inclusive Education b) Inclusive Education: Directives by National policy on education (1986-92). and 2019 c) Directives for inclusive education in The convention on the Rights of the Child (Article 23, 28, 29, 92, 3, 6 and 10 and12). and their implications for Inclusive Education d) Guidelines for Inclusive Education in the world declaration on education for all and its frame work for action to meet basic Learning needs - 1990 (Article 3 Clauses).	12



2	UNIT II GUIDELINES FOR INCLUSION OF PERSONS WITH DISABILITIES a) Rehabilitation council of India Act -1992 to promote Inclusion b) Initiative for Inclusion through The world declaration on the survival, protection and Development of children and the plans of action: major aspects (UNICEF world summit for children: 1990 c) Promoting Inclusion through the persons with disabilities Act: Equal opportunities, protection & rights and full participation (1995). d) Developing Inclusion through The National Trust for the welfare of persons with autism, cerebral palsy, mental reformation Act -1999	13
3	UNIT III UTILIZATION OF RESOURCES FOR INCLUSION a) Special needs of gifted, talented, creative, multi-intelligence children and resources required for their Inclusion b) Special needs of mentally retarded children and resources required for their Inclusion c) Special needs of visually handicapped children and resources required for their Inclusion d) Special needs of hearing handicapped children and resources required for Inclusion	13
4	UNIT IV VARIOUS RESOURCES FOR INCLUSION a) Role of teachers to manage resources for Inclusion of different groups of specially abled b) Importance of doctors, special educators and physiotherapist for Inclusion of different groups of specially abled c) Utilization of community resources: Parents, Social workers and NGOs of different groups of specially abled d) Significance of human and material resources for Inclusion of different groups of specially abled	13
5	UNIT V INCLUSIVE EDUCATION AND CONCERNS a) Inclusive education and social and national concerns b) Inclusive education: Main streaming and normalization of different specially abled children c) Need of public awareness, sensitivity and empathy for inclusive education d) Inclusive strategies for different groups of specially abled children	13

List of Practicals / Tutorials:

1	Students will take interview of a person engaged in teaching specially abled. They have to prepare a report on that basis.
2	Write a seminar paper on Awareness of Inclusive Education



Reference Books:

1	Barton, H. (1947). Psychiatric Examination of the School Child , London, Edward Arnold
2	Bentley, J. E. (1937). Superior Children , New York, W. W. Norton
3	Burt, C. (1950). The Backward Child , London, London, University of London Press
4	Heck, H. O. (1953). The Education of Exceptional Children , New York McGraw-Hill
5	MacMillan, D. L. (1962). Mental Retardation in School and Society , Boston, Little Brown
6	Pasricha, P. (1963). Educational Psychology , , Delhi, University Publishers
7	Shanker, U. (1958). Problem Children , Delhi, Atmaram & Sons
8	Sumption, M. R. and Lucking, E. M. (1960). Education of the Gifted , New York, Ronald Press
9	Teennenbaum, A. J. (1983). Gifted Children Psychological and Educational Perspectives , New York: Macmillan
10	Terman, L. M. & Oden, M. H. (1947). The Gifted Child Grows Up , Stanford, California Stanford University Press
11	Tredgold, A. F. & Shoddy, K. (1956). Mental Deficiency , Baltimore, William & Wilkins
12	Wortis, J, Mental Retardation and Developmental Disorders , New York, Brunner Mazel

Supplementary learning Material:

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2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the global and Indian initiative towards inclusive education	20
CO-2	Students will be able to explain the guidelines for inclusion of person with disabilities	20
CO-3	Students will be able to use the resources for inclusive education	20



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CO-4	Students will be able to manage the resources for inclusive education	20
CO-5	Students will be able to use different strategies for inclusive education	20

Curriculum Revision:	
Version:	
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Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310404
Course Title:	Basics of Guidance and Counselling
Course Group:	Group B Guidance and Counseling
Course Objectives:	To enable students to <ol style="list-style-type: none">1. understand the concept, meaning and nature of guidance and counselling2. study the principles and various methods of counselling3. develop affective domain for enhancing professional skills of counselling4. practice various types of counselling

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I FUNDAMENTALS OF GUIDANCE <ol style="list-style-type: none">a) Guidance: Concept and Featuresb) Guidance: Objectives, Needs and Importancec) Guidance: Types, Principles and Natured) Guidance Services for Self-Development	12
2	UNIT II TYPES OF GUIDANCE AND GROUP GUIDANCE SERVICES <ol style="list-style-type: none">a) Understanding the Types of Guidance Services: Educational, Vocational and Personalb) Individual and Group Guidance: Concept, Merits and Limitationsc) Techniques of Group Guidance at School: Types and Importanced) Techniques of Individual Guidance at School: Types and Significance	13
3	UNIT III FUNDAMENTALS OF COUNSELLING <ol style="list-style-type: none">a) Concept, Meaning and Features of Counsellingb) Scope and Principles of Counsellingc) Goals of Counselling: Behaviour, Mental Health, Resolution of Problemsd) Desirous Skills and Qualities of Counsellor	13



4	UNIT IV UNDERSTANDING PROFESSIONAL ETHICS FOR COUNSELLORS a) Understanding and Practicing various Stages of Counselling Process b) Therapy of Counselling: Cognitive behavior Therapy, Rational Emotive Behaviour Therapy and Psychoanalytic therapy. c) Strategies of Counselling: Cognitive, Behavior and Systematic Intervention d) Professional Ethics for Counsellors	13
5	UNIT V THEORIES & PRACTICES OF TYPES AND AREAS OF COUNSELING a) Types Counselling Services: Direct, Non-Directive and Eclectic: Significance and Limitations b) Systematic Process of Counselling c) Areas of Counselling: Family, Parental, Adolescent, Counselling of Girls, Children belonging to Special Groups d) Peer Counselling: Concept, Features, Merits and Demerits	13

List of Practicals / Tutorials:

1	Identify the case and provide counselling: Prepare a Report
2	Preparing Article on Theories of Guidance and Counselling

Reference Books:

1	Bhatnagar, Asha & Gupta, Nirmala (Eds). (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
2	Bhatnagar, Asha & Gupta, Nirmala (Eds). (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
3	Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3 Rd Ed. Belmont: Calif-Brooks Cole.
4	Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
5	Dave I. (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
6	Egan, G. (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
7	Gazda George R. M. (1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
8	Gibson, R. L. & Mitchell, M. H. (1986). Introduction to Guidance. New York: McMillan.
9	Gladding, S. T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
10	Mallon, B. (1987). An Introduction to Counseling Skills for Special Educational Needs-Participants Manual. Manchester: Manchester University Press, UK.
11	Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
12	Pietrofesa, J. J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
13	Rao, S. N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
14	Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counselors. New Delhi" NCERT.



Supplementary learning Material:

1	https://www.mooc.org/
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Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the basic concept of guidance	20
CO-2	Students will be able to explain the types of individual and group guidance services	20
CO-3	Students will be able to study, interpret and review the basic concept of counselling	20
CO-4	Students will be able to develop the professional ethics of counsellor	20
CO-5	Students will be able to evaluate theories and practices of counselling	20

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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310405
Course Title:	Career Guidance and Counselling
Course Group: Group B Guidance and Counseling	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand career guidance and counselling services 2. study and practice resources required and their optimum use in managing a school guidance programme 3. aware of the constitution, role and function of the school guidance committee, 4. develop professional guidance and counselling competencies 5. develop understanding to various fields and areas of careers for quality guidance and counselling 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I- FUNDAMENTALS OF GUIDANCE AND EDUCATION a) Understanding Relationship between Guidance and Education b) Needs of Guidance Services at various school Problems c) School Guidance: Concept, Functions of School, Teachers and Community d) Planning and Organisation of Guidance programmes in schools: Practice	12
2	UNIT II- UNDERSTANDING ESSENTIAL SERVICES IN GUIDANCE PROGRAMME a) Types of Guidance Services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation b) Types and Importance of Resources required for Organizing Guidance Services c) School Guidance Committees: Constitution, Roles and Functions d) Guidance Services: Placement, Research and Evaluation	13



3	UNIT III- RELATIONSHIP OF GUIDANCE AND CURRICULUM IN EDUCATION a) Needs and Importance of Integration of Guidance and Curriculum b) Review Curriculums based on Guidance c) Duties and Qualities of Experts in Designing Guidance based Curriculum d) Roles of Principal and Teachers in Guidance Programmes at school	13
4	UNIT IV GUIDANCE SERVICES FOR THE STUDENTS WITH SPECIAL NEEDS a) Nature and Causes of Behavioural Problems and Underachievement b) Problems at School: Discipline, Violence, Bullying, Drug abuse, Truancy, and Dropout. c) Practices and Importance of Guiding students having behavioural problems d) Developing Coping Skills: Types, Nature, Causes and Consequences	13
5	UNIT V- GUIDANCE OF STUDENTS WITH SPECIAL ABILITIES AND NEEDS a) Facilities and Promoting Psychological well-being and peace through school based programmes b) Students with special abilities and needs-concept and identification process. c) Delinquency among Students-Causes, Identification and Guidance d) Guidance for gifted and creative students, socially and economically disadvantaged students, physically and intellectually challenged students.	13

List of Practicals / Tutorials:

1	Study any research on exceptional children and Guidance services
2	Carry out Action research on children requiring Guidance with special needs

Reference Books:

1	Bhatnagar, Asha & Gupta, Nirmala (Eds). (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
2	Bhatnagar, Asha & Gupta, Nirmala (Eds). (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
3	Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
4	Mathewson, R. H. (1962). Guidance Policy and Practice, 3 rd Ed. New York: Harper and row.

Supplementary learning Material:

1	https://egyankosh.ac.in/handle/123456789/46257
2	Guidance Counselling in Education _ MAEdu _2nd Sem _805E English_21072017.pdf (tripurauniv.ac.in)
3	BESE-132B1E.pmd (egyankosh.ac.in)
4	a-EPA2003-fauxtitre-ang.ind (oecd.org)
5	lehe108.pdf (ncert.nic.in)
6	https://www.mooc.org/
7	http://www.ignou.ac.in/
8	https://www.coursera.org/in
9	https://swayam.gov.in/
10	https://diksha.gov.in/

**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of Guidance and counselling and differentiate between them.	20
CO-2	Students will be able to be familiar with principles and types of guidance at various stages	20
CO-3	Students will be able to develop professional guidance and counselling competencies	20
CO-4	Students will be able to understand qualities and role of counsellor for effective Career Guidance and counselling	20
CO-5	Students will be able to develop perspectives to various fields and areas of careers for quality guidance and counselling	20

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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310406
Course Title:	Issues and Practices on Guidance and Counseling
Course Group: Group B Guidance and Counseling	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand the concept and theories of career development 2. study the utility in understanding Career behavior of students 3. practice and enhance knowledge and skills of collecting, compiling and disseminating career information 4. develop insights into the complexities involved in the choice of career in view of clients' personal characteristics 5. identify a typical development pattern in a particular socio-cultural context 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I FUNDAMENTALS OF UNDERSTANDING CAREER DEVELOPMENT a) Career Development: Needs and Importance at All the Stages b) Career Development and Guidance: Influence and Role c) Meaning of Work: Physical, Psychological and Sociological d) Factors affecting in Career Development	12
2	UNIT II THEORIES AND PERSPECTIVES ON CAREER DEVELOPMENT a) Various Theories of Career Development (Concepts, Applicability and Limitations). b) Concept: Features and Importance of Trait Factor Theory c) Roe's theory of personality development and career choice d) Holland's career theory of personality types and work environment & Super's life span/life space approach to career development	13



3	UNIT III KNOWLEDGE OF CAREER INFORMATION a) Significance of Career Information; Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc. b) Sources of Information; Primary and Secondary for Career Development c) Dissemination of career information: Group techniques-objectives, advantages and limitations. d) Importance and Practices of Group Activities	13
4	UNIT IV CAREER PATTERNS IN EDUCATION a) Concept and Features of Career Patterns b) Meaning and Significance of Career Awareness c) Practices of Career Exploration and Career Preparation d) Career pattern of Men and Women and Implications for Counselling.	13
5	UNIT V KNOWLEDGE OF CAREER ADJUSTMENT AND MATURITY a) Career Adjustment: Issues and Suggestions b) Economic Development and Career Opportunities c) Meaning, Features and Importance of Career Maturity d) Assessment of career maturity and Factors affecting career maturity	13

List of Practicals / Tutorials:

1	Prepare a Career Information Activities for primary, upper primary, secondary and higher secondary school stages.
2	Design a questionnaire to know the problems and issues of school children in developing career

Reference Books:

1	Gupta, N. (1991). Career maturity of Indian school students. New Delhi: Anupam Publications.
2	Isaacson, L. E. & Broen, D: Career information, career counseling and career development (5 th ed.). Boston: Allyn & Bacon.
3	Joneja, G. K. (1997). Occupational Information in Guidance. New Delhi: NCERT.
4	Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi: Vikas Publishing House.
5	Mohan, S. (Ed.). (1998). Building personal and career consciousness in girls. New Delhi: Vikas publishing house.
6	Osipow, S. H. & Fitzgerald, L. F. (1996). Theories of Career Development. (4 th ed.). Boston: Allyn and Bacon.
7	Saraswat, R. K. & Gaur, J. S. (1994). Manual for Guidance Counsellors. New Delhi: NCERT.
8	Schmitt, R. E. & Silbereisen, R. K. (1998). Career maturity determinants: individual development, social context perspective. The Career Development Quarterly, 47, 16 – 31.
9	Sharf, R. S. (2005). Applying career development theory to counseling. Wads worth publishing co.



10	Swanson, J. L. & Fouad, N. A. (1999). Career theory and practiced; Learning through case studies. Sage Publications.
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Supplementary learning Material:

1	https://egyankosh.ac.in/bitstream/123456789/46266/1/BESE-132B1E.pdf
2	https://egyankosh.ac.in/bitstream/123456789/43392/1/Unit-3.pdf
3	file:///C:/Users/my/Downloads/Block-4.pdf
4	https://egyankosh.ac.in/bitstream/123456789/58743/1/Unit5.pdf
5	https://www.mooc.org/
6	http://www.ignou.ac.in/
7	https://www.coursera.org/in
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9	https://diksha.gov.in/
10	https://www.mooc.org/

Pedagogy:

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the importance of subject guidance and counseling.	20
CO-2	Students will be able to remember the important components of guidance and counseling.	20
CO-3	Students will be able to analyze the issues of guidance and counseling.	20
CO-4	Students will be able to develop the career pattern for counselling	20
CO-5	Students will be able to develop the skills for career adjustment and maturity	20

Curriculum Revision:

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Last Reviewed on (Month-Year):	June 2024
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Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310407
Course Title:	Measurement and Evaluation
Course Group: Group C Educational and Psychological Measurement & Statistics	
Course Objectives: To enable students to	
1. understand and differentiate between measurement, assessment, testing and evaluation	
2. Establish relationship between educational objectives and learning experiences	
3. Understand essential characteristics of measuring tools	
4. Learn various types of tests used for measurement and evaluation	
5. Use appropriate measures of central tendency for collected data	
6. Differentiate between measures of variability	
7. Construct and administer self-constructed test	
8. Get acquainted with innovative evaluation reforms	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I BASICS OF MEASUREMENT & EVALUATION a) Concept, meaning, types and importance of measurement and evaluation. b) Differentiation between measurement assessment testing examination c) Evaluation and trends of educational measurement d) Relationship between educational objectives learning experiences and evaluation.	12



2	UNIT II FUNCTIONS AND TOOLS OF EVALUATION a) Functions of evaluation – placement, classifications, feedback and motivation prognosis, diagnosis certification assessment. b) Essential characteristics of Measuring Tools: Validity, Reliability, Objectivity and Practicability c) Performance Tests: Oral test, Practical test (merits, limitations). d) Written test: Essay type and Objective type (merits, limitations).	13
3	UNIT III MEASURES OF CENTRAL TENDENCY AND VARIABILITY a) Measurement of Central tendency from grouped and ungrouped data: Concept, assumptions and its applications b) Measures of Variability: Range, Quartile deviation, Standard deviation, Mean deviation: Concept & its applications c) Percentile and percentile ranks: Concept, applications and interpretation d) Standard Scores: Z Scores, T Scores & its significance in Education: Concept, applications and interpretation	13
4	UNIT IV NATURE AND ADMINISTRATION OF TESTS a) Concept & Types of tests : Psychological, diagnostic, Criteria of good test b) Steps of construction and administration of self-constructed test c) Standardization of test: Steps, advantages and limitations d) Administrative concerns of a test - Points to be consider while administering test, Item Analysis, Scoring Key and Weightage	13
5	UNIT V MEASUREMENT, INTERPRETATION AND REFORMS IN EVALUATION a) Concept, Characteristics and Significance of Normal Probability Curve b) Measure of Skewness and Kurtosis: Characteristics and its interpretation c) Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest and Skills d) Evaluation Reforms: Alternative assessment strategies viz. rubric, performance based assessment, Grading, Marking and Credit System, Online Assessment Tools	13

List of Practicals / Tutorials:

1	Construction of Achievement Test
2	Preparation of a Rubric to evaluate students' performance in Achievement Test

Reference Books:

1	Anastasi, A. (1988). Psychology testing: Macmillan. New York
2	Asthan, B., "Measurement and Evaluation in Psychology and Education" Vinod Pustak Mandir, Agra (2000).
3	Bruce W. Turkman Brace, Jovanovich Measuring Learning, Outcomes
4	D. C. Dasgupta. Educational Psychology of Ancient Hindus (1949).
5	Frank S. Freeman, Holt Rinehart and Winston, Theory and practices of Psychological Testing – New York



6	Gronland, N. F & Lion R. L. (1990). Measurement and evaluation in Teaching, Macmillan, New York
7	Marshall & Hales, Addison Wesley, Classroom Test Construction (1971). – Publishing Company, London.
8	Patel R. N. (2004). Educational Evaluation -Theory and Practice, Himalaya Publication
9	Rath R. K. (2004). Fundamental of Educational Statistics and Measurement. Taratarini Pustakalya, Berhampur.
10	Satpathy, M. C. & Sarangi, (1987). Evaluation Measurement and Statistics Books and Books, Cuttack
11	Thomdike Hegen, John Wiley and Sons Measurement and Evaluation in Psychology and Education -, London, New York.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
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Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand basic concept of measurement and evaluation	20
CO-2	Students will be able to explain the functions of the evaluation tools	20
CO-3	Students will be able to measure the central tendency and variability of the given data	20
CO-4	Students will be able to administer the test and evaluate it.	20
CO-5	Students will be able to measure different types of test and evaluate it accurately	20



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Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310408
Course Title:	Introduction to Psychological Measurement
Course Group: Group C Educational and Psychological Measurement & Statistics	
Course Objectives: To enable students to	
1. Understand the meaning and nature of Psychological testing underlying principles	
2. Clarify intelligence, types of intelligence and its measurement	
3. Get familiar with concept of aptitude, special abilities and other professional aptitudes and its testing	
4. Establish relationship between interest and aptitude	
5. Learn concept of interest, personality, attitude and its measuring tools	
6. Understand concept, theories of creativity and qualities of a creative person	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I UNDERSTANDING BASICS OF PSYCHOLOGICAL MEASUREMENT / TESTING a) Psychological Measurement /Testing: Meaning Nature and Definition b) Individual vs. Group Test: Concept, its Uses and differences c) Norm reference vs. Criterion referenced, Paper- Pencil test and performance test: Concept, its Uses and differences d) Mis-use of Psychological Tests and Safeguards for avoiding misuses	12
2	UNIT II EMOTIONAL & MULTIPLE INTELLIGENCE & ITS TESTING a) Intelligence: Concept, Nature, Significance and Types of Intelligence b) Guilford Structure of Intellect Theory: Concept, Structure, Applications and Principles c) Emotional Intelligence: Concept of EI, Types of EI and Measurement of EI d) Multiple Intelligence: Concept of MI, Types of Intelligence and Measurement of MI	13



3	UNIT III APTITUDE & ITS TESTING a) Aptitude: Concept & types of Aptitude b) Aptitudes Test: Multifactor Test Batteries: DAT, GATB c) Other Aptitude tests of special abilities and professional aptitudes d) Aptitude Testing and its Utility	13
4	UNIT IV INTEREST, ATTITUDE AND PERSONALITY: a) Interest: Concept & Nature of Interest, kinds of interest, different approaches for the assessment of interest, b) Relation between interest and aptitude, Brief overview of Interest inventories c) Measurement of Attitude: Methods of constructing attitude scales, Likert, Thurston and Guttman, Merit & Limitation of each method. d) Measurement of Personality: Different views about the concept of personality. Projective techniques – information about Rorschach and TAT & Situational tests	13
5	UNIT V MEASURING CREATIVITY a) Creativity: Concept, Nature & characteristics of Creativity b) Theories of Creativity, Investigating Creativity, Qualities of Creative Person c) Creativity Tests, Nurturing and Stimulation of Creativity d) Use of special techniques to foster creativity	13

List of Practicals / Tutorials:

1	To administer any one Psychological Test in the classroom
2	To interpret various psychological tests

Reference Books:

1	Anastasia A: Psychological Testing, New York, Macmillan Publishing Co. (7 th ed.).
2	Buros, E. K. The Seventh Mental Measurement Year Book Highland Park, N. J.
3	Cronbach, L. J. (1982). Essential of Psychological Testing New York, Harper, (3rd ed.).
4	Freeman, F. S. (1972). Theory and Practice of Psychological Testing New Delhi: Oxford
5	Garrett, H. E. (1980). Statistics in Psychological and Education Bombay: Vakils, Feffer and IBH Co. Simons Pvt. Ltd
6	Helmstaller, G. C. (1966). Principals of Psychological Measurement London: Methuen Co., Ltd.
7	Long, L. & Mehta, P. H. : The First Measurement Handbook for India New Delhi,
8	Nunnally, L. C. : Psychometric Theory New York, Mc-Graw Hill Book op. Inc., 1967 NCERT, 1966.
9	Nunnally, J. C. : Educational Measurement and Evaluation New York, Mc-Graw Hill 1972

Supplementary learning Material:

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3	https://www.coursera.org/in
4	https://swayam.gov.in/



5 | <https://diksha.gov.in/>

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the measurement of psychological tests	20
CO-2	Students will be able to conduct emotional and multiple intelligence test and measure it accurately	20
CO-3	Students will be able to study, conduct aptitude tests and measure it accurately	20
CO-4	Students will be able to understand, conduct interest, attitude and personality tests and measure it accurately	20
CO-5	Students will be able to review and develop creativity test and measure it accurately	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310409
Course Title:	Statistical Methods of Educational Research
Course Group: Group C Educational and Psychological Measurement & Statistics	
Course Objectives: To enable students to	
<ol style="list-style-type: none"> 1. understand the meaning and development of statistics and its significance in educational research 2. differentiate between parametric and non-parametric test 3. learn different forms and types of t- test, Analysis of Variance and Covariance & its applications 4. understand various non-parametric tests and its applications 5. calculate correlation and regression of the collected data 	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				Total
Lecture	Tutorial	Practical		Theory		J/V/P*		
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I STATISTICS IN EDUCATIONAL RESEARCH a) Statistics: Development, Meaning & Definitions, Uses b) Statistics in Educational Research: Concept, Significance c) Statistical Term: Ungrouped data, Grouped data, d) Concept and use of Range, Class Intervals, Frequency	12
2	UNIT II PARAMETRIC & NON- PARAMTERIC TEST a) Paramteric Test: Concept, Types, Merits and Demerits b) Non-Parametric Test: Concept, Types, Merits and Demerits c) Difference Between Parametric and Non-Parametric Test d) Uses of Parametric & Non-Parametric Tests	13



3	UNIT III PARAMETRIC TEST AND ITS APPLICATIONS a) Forms and Types of t-test Concept and its Applications b) One way Analysis of Variance: Concept & its Applications c) Two way Analysis of Variance: Independent and Correlated Groups (Concept & its applications). d) Covariance of Analysis: Concept, applications and its utility	13
4	UNIT IV NON –PARAMETRIC TEST & ITS APPLICATIONS a) Chi-square, Sign test and Median Test: Concept and its applications b) Mann whitney U test: Concept and its applications c) Wilcoxon matched pair sign rank test: Concept and its applications d) Kruscal-wallis test Friedman test: Concept and its applications	13
5	UNIT V CORRELATION AND REGRESSION a) Pearson Product method & Spearman's Rank-difference methods of correlation: Concept and its applications b) Biserial Point & biserial Tetrachoric: Concept and its applications c) Phi Multiple: Concept and its applications d) Partial correlation Regression and Prediction: Concept and its applications	13

List of Practicals / Tutorials:

1	Practice of various parametric statistics in solving problems
2	Practice of various non - parametric statistics in solving problems

Reference Books:

1	Academic Research Methods—Sharin and Shashikala, Vinod Pustak Mandir.
2	Academic Research work procedure—L. Kaul, Vikas Publishing.
3	Academic Technique and Assessment—Dr Rampal Singh, Bhatt Brothers.
4	Academic Technique Management and Assessment—J. C. Agrawal, Bhatt Brothers
5	Edwards, A. L. Statistical Methods for the behavior Science, New York: Holt
6	Gattert, H. E. & Woodworth, R. S. (1979). Statistics in Psychology and Education, Bombay: Vakils, feffer& Simons Pvt. Ltd.
7	Guilford, J. P. (1965). Fundamental Statistics in Psychology and Education New York: McGraw Hill
8	Hyas, A. K. & May S. T. (1980). Statistcal Methods in Education & Psychology New Delhi: Marosa Publishing House.
9	Rinchar, Winstons& Ferguson, G. A. (1967). Statistical Analysis in Psychology & Education New York: McGrew Hill Co. Inc.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept statistics in education	20
CO-2	Students will be able to explain the difference between parametric and non-parametric test	20
CO-3	Students will be able to analyze the parametric test	20
CO-4	Students will be able to analyze the non-parametric test	20
CO-5	Students will be able to find out the correlation and regression of given data	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310410
Course Title:	Basics of Educational Management and Organization
Course Group: Group D Educational Management	
Course Objectives: To enable students to	
1. Understand concept, objectives and scope of educational management	
2. Adopt approaches and principles of Educational Management	
3. Perform their roles and functions as an educational manager	
4. Develop effective communication	
5. Understand needs of resource management and develops managerial skills	
6. Differentiate between various management styles and theories of management	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CONCEPTUAL UNDERSTANDING OF EDUCATIONAL MANAGEMENT a) Educational Management: Concept & Needs b) Objectives and Scope of Educational Management c) Approaches and Principles of Educational Management d) Concept of Educational Management Human Beings as inputs, Process & Product inputs	12



2	UNIT II PERSONNEL ROLES AND FUNCTIONS a) Educational Manager: Functions & Roles, Skills & Competencies b) Managerial Creativity, Managerial Ethics c) Role and functions of Headmaster / Principal: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management d) Role and functions of Teacher: Planning, Organizing, Directing and Controlling in Managing School Activities	13
3	UNIT III COMMUNICATION IN EDUCATIONAL MANAGEMENT a) Types & Methods of Communication in Educational Management b) Various effective Communication devices used in Educational Management c) Selection of Appropriate Communication Strategies d) Barriers in Communication	13
4	UNIT IV RESOURCE MANAGEMENT a) Nature and characteristics of Resource in Education b) Need for Resource Management in Education c) Types & Procurement: Materials Financial & Human Resources d) Utilization and Maintenance of Resources: Materials Financial & Human Resources	13
5	UNIT V SKILLS, STYLES & THEORIES OF MANAGEMENT a) Management Skills: Meetings, Time Management, Presentation and Team Building b) Management Styles & Principles: Autocratic, Democratic, Laissez faire styles & Principles of Henry Fayol and F. W. Taylor. c) Theories of Management: Bureaucratic Management, Scientific Management Theories X & Y, Human Relations Theory d) Implications of Theories of Management in Education	13

List of Practicals / Tutorials:

1	Review theories of management in context to present scenario
2	Study Roles & Functions of Head Master/ Principal & Teacher for effective educational management

Reference Books:

1	K. Sujatha and P. G. Rani, Management of Secondary Education in India NUEPA Publication 2911 New Delhi.
2	M. Narula, (2010). Quality in School Education Secondary Education & Education Board, A NUEPA publication, New Delhi.
3	Mohanty, J., (2010). School Administration, Supervision and School Organization. New Delhi.
4	Rajivir, S. T. (2010). Administration & Management in School Education, New Delhi.
5	S. Gupta & J. C. Aggarwal (2010). School Management, New Delhi.



6	S. K. Bhatia Training and Development: Concepts and Practices, Deep & Deep Publications Pvt. Ltd., New Delhi
7	T. K. D. Nair (2009). School Planning and Management, New Delhi.
8	Yazali, J. (2010). School Resource Planning and Management, NUEPA, New Delhi.
9	Yazali, J. (2010)., School Resource Planning and Management, New Delhi.

Supplementary learning Material:	
1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of Educational Management	20
CO-2	Students will be able to explain the role & function of Headmaster	20
CO-3	Students will be able to use the communication skills in day to day life	20
CO-4	Students will be able to explain the need of resource management	20
CO-5	Students will be able to implement the theories of Management in Education	20

Curriculum Revision:	
Version:	
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310411
Course Title:	Components of Educational Organization
Course Group: Group D Educational Management	
Course Objectives: To enable students to	
1. understand the concept and significance of educational organization	
2. distinguish between types of culture	
3. find relevance of using teaching method for a particular content	
4. develops LOTs and HOTs through curriculum	
5. adopt strategies to inculcate values through curriculum	
6. learn types of learning environment & ways to create it	
7. understand performance management system	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I EDUCATIONAL ORGANIZATION AND ITS CULTURE a) Educational Organization: Concept and its Significance b) Structure of Educational Organization c) Types of Culture: Strong & Weak (Nature, advantages and disadvantages). d) Strategies for Creating and Maintaining Organizational Culture	12
2	UNIT II TEACHER & TEACHING METHOD a) Teacher: Concept, Roles and significance of a Teacher b) Personal and Professional Qualities of a Teacher c) Teaching Method: Relevance to the content and its utility d) 21 st Century Teaching Methods relevance to the content and its utility	13



3	UNIT III EDUCATIONAL CONTENT a) Curriculum: Concept, nature Significance and types of activities b) Skill Development: LOTs & HOTs c) Values its types and strategies to inculcate d) Preparation of various activities to inculcate values among students	13
4	UNIT IV LEARNING ENVIRONMENT a) Learning Environment: Concept and Significance b) Types of Learning Environment: Learner Centered, Knowledge Centered and Assessment Centred c) Ways to create learning environment d) Review and compare learning environment of GSEB and CBSE schools	13
5	UNIT V PERFORMANCE MANAGEMENT SYSTEM a) Components of Performance Management b) Monitoring Performance: Performance Appraisal of Teachers c) Scientific Principles of management-PERT, CPM, PPBS system approach; d) Legal, financial and administrative management of educational organization	13

List of Practicals / Tutorials:

1	A case study of Educational Organization
2	Preparation of various activities related to educational content

Reference Books:

1	C. Lakshman, Knowledge Leadership, Tools for Executive Leaders, Sage Publications, New Delhi
2	D. M. Pestonjee, Stress and coping, Indian Institute of Management of Ahmedabad (Sage Publications, New Delhi).
3	Fred Luthans, Organizational Behaviour Prentice all of India, New Delhi
4	Jai B. P. Sinha, Culture and Organizational Behaviour, Sage Publications, New Delhi
5	K. Harigopal, Management of Organizational Change, Sage Publication New Delhi
6	Manu Parasahar, 8 Steps to Building Innovating Organization, Sage Publications, New Delhi
7	Pierre R. Dasen, (Edi.). Educational Theory and Practices from the Majority world. Sage Publications, New Delhi.
8	Robert a Paton, Change Management, Sage Publications, New Delhi
9	V. Nilakant, Managing Organisational Change, Sage Publications, New Delhi
10	W. Genn Rowe, Cases in Leadershi - A south Asian Edition Sage Publication New Delhi

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/



Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the educational organization and its culture	20
CO-2	Students will be able to explain the teaching methods of 21 st century	20
CO-3	Students will be able to conduct activities for the skill development	20
CO-4	Students will be able to create healthy environment in the classroom	20
CO-5	Students will be able to monitor the performance of the peers	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310412
Course Title:	Total Quality Management in Education
Course Group: Group D Educational Management	
Course Objectives: To enable students to	
1. understand concept, principles, elements and significance of TQM	
2. aware about quality movement by different philosophical leaders and their contribution	
3. clarify understanding of benchmarking its types, benefits and drawbacks	
4. learn strategic quality management and its ways for evaluation	
5. become familiar with roles of various assessment and accreditation council for TQM	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CONCEPTUAL UNDERSTANDING OF TQM a) TQM: Meaning, Concept and Significance b) Needs & Principles of TQM c) Some misconceptions of TQM d) TQM elements for success	12
2	UNIT II HISTORY OF QUALITY MOVEMENT a) Philosophical Leaders for Quality Movement and their perspectives about Quality b) Deming's Contribution in TQM c) Juran's Top down Management and Technical Methods d) Present Quality Standards, Specific Principles & Processes that comprises TQM	13



3	UNIT III CONCEPTUAL UNDERSTANDING OF BENCHMARKING a) Concept & Types of benchmarking (Internal & Generic). b) Planning of benchmarking exercise for Quality Sustenance c) Set up of Benchmarking for Quality Sustenance d) Benefits and drawbacks of benchmarking	13
4	UNIT IV STRATEGIC QUALITY MANAGEMENT & ITS EVALUATION a) SWOT Analysis b) Developing Long term Institutional Strategies c) Quality Policy its monitoring and evaluation d) Quality Plan its monitoring and evaluation	13
5	UNIT V ACCREDITATION AND ASSESSMENT a) Quality framework: concept & components b) Applications of Quality framework c) Concept and quality indicators for self-assessment d) Accreditation and Assessment through Various Agencies for TQM in Teacher Education	13

List of Practicals / Tutorials:

1	To develop long term Institutional Strategies based on vision, mission and goals of institution
2	Review of NAAC manual for accreditation and assessment of Teacher Education

Reference Books:

1	Atkinson, T. (1990). Evaluating Quality Circles in a College of Further Education, Manchester Monographs, University of Manchester
2	Barlosky, M. & Lawton, S. (1995). Developing Quality Schools, Kodak Canada Inc and the Ontario Institute for Studies in Education, Toronto
3	Craft, A. (1992). Quality Assurance in Higher Education, The Falmer Press, London
4	Elton, Lewis & Partington, P. (1991). Teaching Standards and Excellence in Higher Education, Occasional Green Paper No 1, Committee of Vice-Chancellors and Principals of the Universities of the United Kingdom, Sheffield
5	Employment Department (1991). How Do We Measure Up? ED, Sheffield Fox Valley Technical College (1991). Quality First Process Model, 2nd ed., The Academy for Quality in Education, Fox Valley Technical College Foundation, Appleton, Wisconsin
6	Gray, L. (1992). Foreword to Edward Sallis and Peter Hingley, Total Quality Management, Coombe Lodge Report, vol 13, no 1, The Staff College, Blagdon, Bristol
7	Harvey, Lee & Green, Diana (1993). Defining Quality Assessment and Evaluation in Higher Education, vol 18, no 1
8	Kaplan & Robert (1992). Keynote Address, in Procter & Gamble Company, The Total Quality Forum: Forging Strategic Links with Higher Education, Report of the Proceedings August 1991, Procter & Gamble, Cincinnati, Ohio
9	Loder & Cari (1991). Quality Assurance and Accountability in Higher Education, Kogan Page, London



10	Murgatroyd, Stephen & Morgan, Colin (1993). Total Quality Management and the School, Open University Press, Buckingham and Philadelphia
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Supplementary learning Material:	
1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:
Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom’s Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept total quality management	20
CO-2	Students will be able to explain the history of quality movement	20
CO-3	Students will be able to use the setup of benchmarking for quality sustenance	20
CO-4	Students will be able to do the SWOT analysis	20
CO-5	Students will be able to explain the concept of accreditation and assessment through different agencies for TQM in teacher education	20

Curriculum Revision:	
Version:	
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Review on (Month-Year):	June 2022
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310413
Course Title:	Fundamentals of Curriculum
Course Group: Group E Curriculum and Curriculum Development	
Course Objectives: To enable students to 1. make students aware about concept of curriculum 2. make them acquainted with curriculum 3. learn about learning opportunities/experiences 4. make them analyse and critically evaluate different features and types of Curriculum 5. critically analyse issues in curriculum	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Unit-ICURRICULUM a) Concept of Curriculum b) Nature and form of Curriculum c) Area and Scope of Curriculum d) Need & Importance of Curriculum	15
2	UNIT II PERSPECTIVES OF CURRICULUM a) Principles of Curriculum b) Foundations of Curriculum c) Components and perspectives of Curriculum d) Types of curriculum	15
3	UNIT III CONSIDERATION FOR DESIGNING CURRICULUM a) Basic for Curriculum Development b) Aspects of Curriculum Development c) Need and Objective of Curriculum Development d) Stages of Curriculum Development	15



4	UNIT IV ORGANISATION OF CONTENT IN THE CURRICULUM a) Organisation of Content in a Curriculum b) Basis for organisation of Content in a Curriculum c) Characteristics of good Curriculum d) Evaluating the curriculum	15
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List of Practicals / Tutorials:

1	Review of Original Writing on Curriculum
2	Analysis of B.Ed. Curriculum of University

Reference Books:

1	A Systematic Approach, California, Jossey-Bass Inc. Publication.
2	Aggarwal, D. (2007). : Curriculum development: Concept, Methods and
3	Diamond R. M. (1986). Designing and Improving Courses in Higher Education:
4	Joseph, P. B. et al; (2000). : Cultures of Curriculum (studies in Curriculum Theory).
5	New York. Teacher College Press.
6	Oliva, Peter F. (1988). Developing the Curriculum. Scott, and Foresman and Co.
7	Pearson Publication.
8	Reddy, B. (2007). : Principles of curriculum planning and development.
9	Taba, H. (1962). Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
10	Techniques. New Delhi. Book Enclave.
11	Wiles, J. W. & Joseph B. (2006). : Curriculum Development: A Guide to Practice.

Supplementary learning Material:

1	CIET (2006). The Process of Making National Curriculum Framework-2005: A
2	Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
3	CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh.
4	RohitDhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
5	https://www.mooc.org/
6	http://www.ignou.ac.in/
7	https://www.coursera.org/in
8	https://swayam.gov.in/
9	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
20	20	20	20	15	5	



Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept of curriculum development	20
CO-2	Students will be able to explain perspectives of curriculum	20
CO-3	Students will be able to explain the consideration for designing curriculum	20
CO-4	Students will be able to explain the organization of content in the curriculum	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310414
Course Title:	Policy and Perspective on Curriculum Development
Course Group: Group E Curriculum and Curriculum Development	
Course Objectives: To enable students to	
6. make students aware about concept of curriculum development	
7. make them acquainted with models in curriculum development	
8. learn about learning opportunities/experiences	
9. make them analyse and critically evaluate different features and types of Curriculum	
10. develop skills for curriculum planning	
11. critically analyse issues in curriculum planning	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CONCEPT OF CURRICULUM DEVELOPMENT a) Main Features and Types of Curriculum b) Curriculum planning: Aims and Objectives c) Issues in Curriculum planning d) Cyclic process of Curriculum Development	12
2	UNIT II MODELS IN CURRICULUM DEVELOPMENT a) Futuristic Model b) Vocational/Training model c) Content driven curriculum d) Objective driven curriculum and Process driven curriculum	13



3	UNIT III CURRICULUM DEVELOPMENT: MODELS ADVOCATED BY EDUCATIONISTS a) Tylers-1949 model b) Hilda Taba 1962 model c) Nicholls and Nicholls-1972 model d) Willes and Bondi-1989 model	13
4	UNIT IV CURRICULUM DEVELOPMENT a) Formal Curriculum: Concept and Features b) Ideal Curriculum: Aims, Objectives and Characteristics c) Condensed, integrated Curriculum: Concept, Characteristics and Aims d) Hidden curriculum: Concept and Features	13
5	UNIT V LEARNING OPPORTUNITIES/EXPERIENCES AND CURRICULUM a) Principles of Developing Learning Opportunities b) Criteria for Developing Learning Opportunities c) Designing learning experiences: disciplinary and interdisciplinary d) Learning experiences through various co-curricular activities	13

List of Practicals / Tutorials:

1	Students will try to find out the ideal and hidden curriculum of a school of their choice.
2	Prepare an article on syllabus and curriculum: major components

Reference Books:

1	A Systematic Approach, California, Jossey-Bass Inc. Publication.
2	Aggarwal, D. (2007). : Curriculum development: Concept, Methods and
3	Diamond R. M. (1986). Designing and Improving Courses in Higher Education:
4	Joseph, P. B. et al; (2000). : Cultures of Curriculum (studies in Curriculum Theory).
5	New York. Teacher College Press.
6	Oliva, Peter F. (1988). Developing the Curriculum. Scott, and Foresman and Co.
7	Pearson Publication.
8	Reddy, B. (2007). : Principles of curriculum planning and development.
9	Taba, H. (1962). Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
10	Techniques. New Delhi. Book Enclave.
11	Wiles, J. W. & Joseph B. (2006). : Curriculum Development: A Guide to Practice.

Supplementary learning Material:

1	CIET (2006). The Process of Making National Curriculum Framework-2005: A
2	Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
3	CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh.
4	Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
5	https://www.mooc.org/
6	http://www.ignou.ac.in/



7	https://www.coursera.org/in
8	https://swayam.gov.in/
9	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept curriculum development	20
CO-2	Students will be able to explain the models of curriculum development	20
CO-3	Students will be able to analyze the different models of curriculum development advocated by educationalist	20
CO-4	Students will be able to explain types of curriculum and their characteristics	20
CO-5	Students will be able to get various experiences through organizing activities	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310415
Course Title:	Curriculum Transactions
Course Group: Group E Curriculum and Curriculum Development	
Course Objectives: To enable students to	
1. learn about curriculum transaction	
2. acquire knowledge about various methods/media for curriculum transaction	
3. be acquainted with role of ICT in curriculum transaction	
4. get knowledge about role of communication in transaction	
5. develop skills about use of various methods and media for curriculum transaction	
6. enhance communication skills for curriculum transaction	
7. develop skills to use ICT for curriculum transaction	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CURRICULUM TRANSACTION: MEANING a) Curriculum transaction: Meaning and purpose b) Importance of duration, intake, eligibility as minimum requirement for transaction of curriculum: c) Transaction of curriculum: Important aspects such as content, qualification of teaching staff, non-teaching staff, infrastructure facilities, Instructional, climate d) Use of ICT in Curriculum transaction	12



2	UNIT II CURRICULUM TRANSACTION: VARIOUS METHODS/MEDIA FOR TRANSACTION a) Curricular materials: Textbooks, presentation of Content, language, illustrations, episode, stories and practice exercise etc. b) Teacher's role in transaction of curriculum, features of effective transaction of curriculum c) Transaction of social issues like gender discrimination, value education/especially peace oriented values d) Transaction of national issues like environmental issues, terrorism, Internal Disturbance in the country	13
3	UNIT III APPROACHES FOR CURRICULUM TRANSACTION a) Effective curriculum transaction through Collaborative Learning b) Cooperative learning: Principles, aims and use in curriculum transaction c) Use of Mass media for effective curriculum transaction d) Use of Project work on experience for curriculum transaction	13
4	UNIT IV TECHNOLOGY IN CURRICULUM TRANSACTION a) Importance of ICT in transaction of curriculum and main ICT tools b) Transaction of curriculum through various modes of ICT (PLM, CAL, CAI). c) Role of ICT for transaction of curriculum of Science, Maths and Humanities d) Role of ICT for transaction of curriculum of Language, Commerce, Accountancy	13
5	UNIT V COMMUNICATION AND CURRICULUM TRANSACTION a) Effective Communication: Characteristics and need for transaction of curriculum b) Main Components and process of Communication c) Skills required for effective communication d) Importance of two way communication	13

List of Practicals / Tutorials:

1	Prepare a lesson using ICT for transaction of curriculum.
2	Seminar paper on Use of ICT in Curriculum

Reference Books:

1	A Systematic Approach, California, Jossey-Bass Inc. Publication.
2	CIET (1984). Krishan and the Magic Chariot: A Video documentary on school practices, New Delhi, CIET, NCERT, .
3	CIET (1988). Creative and Aesthetic Development: A video documentary on planning and organizing ECCE Curriculum, New Delhi, CIET, NCERT,
4	Diamond R. M. (1986). Designing and Improving Courses in Higher Education:
5	Erickson, H. L (2002). Concept Based Curriculum and Instruction: Teaching beyond the facts, California, Corsion Press, INC (A Sage Publication Company). Thousand Oaks:



6	Joseph, P. B. et al; (2000). : Cultures of Curriculum (studies in Curriculum Theory).
7	New York. Teacher College Press.
8	Oliva, Peter F. (1988). Developing the Curriculum, Scott, and Fores man and Co.
9	Pearson Publication
10	Reddy, B. (2007). : Principles of curriculum planning and development New Delhi. Book Enclave.
11	Srivastava, D. S and Sarita Kumari (2005). Curriculum and Instruction, Delhi, Isha Books, , D 43, Prithviraj Road, Adarsh Nagar
12	Taba, H. (1962). Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Techniques
13	Whecker D. K. (1967). Curriculum Process, London, University of London Press.
14	Wiles, J. W. & Joseph B. (2006). Curriculum Development: A Guide to Practice.

Supplementary learning Material:

1	CIET (2006). The Process of Making National Curriculum Framework-2005: A
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8	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach were used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the concept curriculum transaction	20
CO-2	Students will be able to explain various methods of curriculum transactions	20
CO-3	Students will be able use the approaches for the curriculum transactions	20
CO-4	Students will be able to explain the role of technology in curriculum transactions	20
CO-5	Students will be able to develop the skills for effective communications	20



CVM
UNIVERSITY

Aegis: Charutar Vidya Mandal (Estd.1945)

Curriculum Revision:	
Version:	
Drafted on (Month-Year):	June 2020
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310416
Course Title:	Basics of Educational Technology
Course Group: Group F Educational Technology	
Course Objectives: To enable students to	
1. understand theories and practices on educational technology	
2. analyze and apply educational technology in teaching learning	
3. enhance basic ICT in skills in education	
4. integrate ICT in various dimensions of teacher education	
5. integrate modalities of ICT in education and teaching	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				Total
Lecture	Tutorial	Practical		Theory		J/V/P*		
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I FUNDAMENTALS OF EDUCATIONAL TECHNOLOGY a) Educational Technology: Concept, Features and Needs b) Objectives and Scope of Educational Technology c) Forms of Educational Technology: Behavioural, Teaching and Instructional technology d) Components of Educational Technology (Hardware and Software).	12
2	UNIT II UNDERSTANDING SYSTEM APPROACH IN EDUCATION TECHNOLOGY a) Understanding Concept of System and System Approach b) Features and Nature of System Approach c) Components of System Approach: Goal setting, Task analysis, Content analysis, context analysis and Evaluation analysis d) Importance of System Approach in Classroom teaching learning and Autonomous learning	13



3	UNIT III LEARNING INSTRUCTIONAL DESIGN a) Concept and Features of Instructional Design b) Learning Process and Stages of Development of Instructional design c) Status of Instructional Design for competency based teaching d) Preparation and Try out of Self Learning Materials through Instructional Design	13
4	UNIT IV BASICS OF MODALITIES OF TEACHING a) Difference between Teaching and Instruction b) Difference between Conditioning and Training c) Stages of teaching – Pre-active, Interactive, and Post-active d) Learning Teaching at Different Levels – Memory, Understanding and Reflective	13
5	UNIT V INSTITUTIONS FOR EDUCATIONAL TECHNOLOGY AND RESEARCH a) Introduction to major Institutions of Educational technology in India: CET, EMRC, IGNOU b) Modification of teaching behaviour: Micro teaching c) Learning Flander’s Interaction analysis for Effective Teaching and Learning d) Review Related Past Studies for Quality teaching and Learning through Educational Technology	13

List of Practicals / Tutorials:

1	Prepare a Seminar paper on various approaches of Educational Technology in Teaching and Learning
2	Prepare an article on Instructional Design to teach through educational technology

Reference Books:

1	Gagne, R. M., & Driscoll, M. P. (1988). Essentials of learning for Instruction. (2 nd ed.). Englewood Cliffs, NJ: Prentice- Hall.
2	Gerlach, V. S. & Ely, D. P. (1971). Teaching and Media: A Systematic approach. Englewood Cliffs, NJ: Prentice - Hall.
3	Hackbarth, S. (1996). The Educational Technology Handbook. Englewood Cliffs, NJ: Educational Technology Publication.
4	Kumar, K. L. (1996). Educational Technology. New Delhi: New Age Int.
5	Percyiyal, F. & Ellington, H. (1984). A handbook of Educational Technology. London: Koran Page.
6	Richey, R. (1986). The Theoretical and Conceptual base of Instructional Design. London: Kogan Page.
7	Romiszowski, A. J. (1986). Developing auto-instructional material. London: Kogan Page.

Supplementary learning Material:

1	https://www.mooc.org/
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4	https://swayam.gov.in/
5	https://diksha.gov.in/

**Pedagogy:**

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the basics of educational technology	20
CO-2	Students will be able to explain the system approach in educational technology	20
CO-3	Students will be able to prepare self-learning materials through instructional design	20
CO-4	Students will be able to explain the stages of teaching	20
CO-5	Students will be able to analyze Flander's interaction model for effective teaching and learning	20

Curriculum Revision:

Version:	
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Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310417
Course Title:	Information and Communication Technology in Education
Course Group: Group F Educational Technology	
Course Objectives: To enable students to	
1. Study and understand the new horizons of ICT in Education and its applications	
2. understand concept and different contemporary systems of distance education	
3. know and apply the Evaluation Strategies and various methods of distance education	
4. study elements and designs of courseware	
5. design, study and use the e-content in teaching learning	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I FUNDAMENTALS OF ICT a) Concept and Feature of ICT b) Learning Recent Innovations in the area of ICT c) Review and Practice 3G Mobile technology & mobile learning d) National Mission on ICT in School: Practices and Facilities and Benefits	12
2	UNIT II BASICS OF DISTANCE EDUCATION AND ROLE OF ICT a) Online Learning Practices and Agencies: Merits and Limitations b) Use of Tele Conferencing, Video Conferencing, Country wide classroom and satellite based instruction c) Contemporary systems of Distance Education: Merits, Challenges d) Evaluation Strategies in Distance Education and Online Learning	13



3	UNIT III FUNDAMENTALS OF COURSEWARE IN EDUCATION a) Courseware: Concept and Major Elements b) Courseware design: Organizing the Contents, Organizing the Presentation in e-learning environment c) Implications of Psychological theories of learning on courseware d) Challenges and Possible Solutions of Learning through Courseware	13
4	UNIT IV STATUS OF ICT IN PROFESSIONAL DEVELOPMENT a) Types and Importance of ICT Tools in Professional Development b) Uses of ICT Tools in In- service and Pre-service c) Features of Major ICT Tools for Teachers d) Importance and Needs of Learning with Websites & Social Network	13
5	UNIT V RESEARCH AND E-TOOLS FOR SUPPLEMENTARY LEARNING a) ICT based Resources for Supplementary Learning: E-books, e-Journals. E-magazines b) Importance of ICT based Resources for Research: Thesis & Dissertation, c) Online survey of Educational research d) Counselling strategies through Online Tools	13

List of Practicals / Tutorials:

1	Study and use e-content in classroom teaching or professional development
2	Prepare a Seminar paper on Distance and open learning web tools and importance in education.

Reference Books:

1	Adam, D. M. (1985). : Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N. Y.
2	Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay - 04.
3	Behera, S. C. (1991). : Educational Television Programmes, Deep and Deep Publications, New Delhi.
4	Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
5	Coburn, P. and et. al. (1985). : Practical Guide to Computers in Education, Addison – Wesley Publishing Company, Inc.
6	Das, R. C. (1993). : Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd.
7	Dharma, OP and Bhatnagar O. O: Educational and Communication for Development, Oxford and IBG, New Delhi.
8	Evaut, M. The International Encyclopaedia of Educational Technology.
9	Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.
10	Graeme, K. (1969). : Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.
11	Haas, K. B. and Packer, H. Q. (1990). : Preparation and Use of Audio Visual Aids, 3 rd Edition, Prentice Hall, Inc.



12	HarunArrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
13	Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
14	Khanna S. D et. al (1984). Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, . Four Author: Technology of Teaching.
15	Kumar, K. L. (2008). : Educational Technology, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
16	Kumar, N. and Chandiram, J. (1967). Educational Television in India, New Delhi: Arya Book Depot.
17	Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi.
18	Mukhopadhyay, M. (1990). Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi.
19	Parmaji, S. (1994). Distance Education, New Delhi: Sterling Publishers.
20	Patel I. J and other: A Hand Book of Programmed Learning, CASE, Baroda.
21	Rana, S. (1994). Open Learning in India, Commonwealth Publishers, New Delhi.
22	Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
23	Ruhela S P (2001). Some Aspects of Educational Technology.
24	Sampath et. al. (1981). Introduction to Educational Technology, Sterling Publishers Pvt. Ltd.
25	Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
26	Sharma R. A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
27	Sharma, B. M. (1994). Distance Education, New Delhi: Commonwealth Publishers.
28	Sharma, B. M. (1994). Media and Education, New Delhi: Commonwealth Publishers.
29	Sharma, K. D. and Sharma, D. V. (1993). Open Learning System in India, Allied Publishers Ltd., New Delhi.
30	Venkataiah, N. (1996). Educational technology, New Delhi: APH Publishing Corporation.
31	Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A. V. Materials (5th Ed), Harper and Row Publishers, New York.

Supplementary learning Material:

1	https://www.mooc.org/
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4	https://swayam.gov.in/
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Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the fundamentals of Information Communication technology	20
CO-2	Students will be able to explain the different strategies in distance education and online learning	20
CO-3	Students will be able to understand and apply courseware design in education	20
CO-4	Students will be able to analyze the measure tools of ICT for teachers	20
CO-5	Students will be able to use e-tools for supplementary learning	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
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Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Effective from Academic Batch: 2024-25

Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310418
Course Title:	Practices and Innovations of ICT in Teacher Education
Course Group: Group Educational Technology	
Course Objectives: To enable students to	
1. understand various practices and innovation of ICT in education	
2. review and develop programmed instructional materials	
3. plan and use Models of teaching in teaching various school subjects	
4. review and practice various Multimedia	
5. constructive role of education technology for quality teaching learning	

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
4	1	1	4	12/30	28/70	-	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	UNIT I CLASSROOM PEDAGOGY AND ICT a) Pedagogy and Educational Technology: Nature and Importance b) Challenges and Possible Resolutions teaching through ICT in Classroom c) Review and Use: Audio, Video and Audio-Video images and Presentations Skills and Learners Involvement d) Preparation and Try out of Classroom Notes in Classroom	12
2	UNIT II MODELS OF TEACHING AS CLASSROOM PEDAGOGY a) Concept and Importance of Models of Teaching b) Information processing Model: Concept and Importance c) Inquiry Training Model: Concept, Features and Importance d) Concept Attainment Model and Synectics Model: Concept and Features	13



3	UNIT III PREPARATION AND TRY OUT OF INSTRUCTION SYSTEM a) Learning to Formulate of Instructional objectives: Task analysis b) Designing of Instructional Strategies such as Lecture, Team teaching, Discussion, Panel discussion, Seminars & Tutorials. c) Development of Evaluation tools for Classroom Teaching d) Practice and Review E-Tools for Classroom Teaching	13
4	UNIT IV STATUS OF AV-AIDS IN CLASSROOM TEACHING a) Audio-visual Media-Meaning, Importance and Various Forms b) Audio Media – Radio and Recording: Types and Importance in Learning c) Merits, Challenges of Learning Through AV Media d) Practice and Review the AV Aids in Classroom Teaching in various aspects such as planning teaching, examination preparation, evaluation planning etc.	13
5	UNIT V ICT FOR RESEARCH, CLASSROOM TEACHING AND EVALUATION a) Website and Readymade E-Tools for Evaluation and Assessment b) Preparations of E-Tools (questionnaire, checklist). for Data Collection c) E-Softwares for Quality Classroom Teaching and Learning: Google Classroom, Edmodo Picasa, vidmate, video cutter, Google translation, Lens, etc d) Research Areas for E-Tools, E-learning, e-assessment and e-resources	13

List of Practicals / Tutorials:

1	Preparation and try out of a multimedia package for developing learning
2	Study a research report on developing learning skills through multimedia or ICT Web tools

Reference Books:

1	Adam, D. M. (1985). Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., N. Y.
2	Anand Rao B. and Ravishankar: Readings in Educational Technology, Himala Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay - 04.
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28	Sharma, B. M. (1994). Media and Education, New Delhi: Commonwealth Publishers.
29	Sharma, K. D. & Sharma, D. V. (1993). Open Learning System in India, Allied Publishers Ltd., New Delhi.
30	Venkataiah, N. (1996). Educational technology, New Delhi: APH Publishing Corporation.
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Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.



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R	U	A	N	E	C	
10	20	20	20	15	15	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to understand the importance of pedagogy and technology in education	20
CO-2	Students will be able to use teaching models in classroom with the use of educational technology	20
CO-3	Students will be able to review and practice E-tools for classroom teaching	20
CO-4	Students will be able to review and practice Audio- visual aids for classroom teaching	20
CO-5	Students will be able to prepare E-tools for data collection	20

Curriculum Revision:

Version:	
Drafted on (Month-Year):	June 2020
Reviewed on (Month-Year):	June 2021
Review on (Month-Year):	June 2022
Last Reviewed on (Month-Year):	June 2023
Last Reviewed on (Month-Year):	June 2024
Next Review on (Month-Year):	June 2025



Programme:	Master of Education (M.Ed.) English Medium
Semester:	Semester 4
Course Code:	105310419
Course Title:	Dissertation
Course Group:	
Course Objectives:	To enable students to <ul style="list-style-type: none">• review the data collected through the research• understand the importance of final chapter and research implications• prepare the summary of the research• prepare the research report• present the research work for constructive discussion

Teaching & Examination Scheme:

Contact hours per week			Course Credits	Examination Marks (Maximum / Passing)				
Lecture	Tutorial	Practical		Theory		J/V/P*		Total
				Internal	External	Internal	External	
-	-	4	4	-	-	40/100	-	40/100

* J: Jury; V: Viva; P: Practical

Detailed Syllabus:

Sr.	Contents	Hours
1.	Review or Preparation of research report	11
2.	Interpretation and extracting findings of the research	11
3.	Data analysis and interpretation	11
4.	Organizing the contents in the research report	11
5.	Editing, Proof reading and re-editing	10
6.	Presentation of Research	10

List of Practicals / Tutorials:

1	Submission of Research Theses
2	Presentation of Pre Dissertation viva voce



Reference Books:

1	Best, J.W. and Kahn, J (1997) Research in Education (7th Ed) New Delhi: Prentice-Hall of India Ltd.
2	Borg. B.L. (2004) Qualitative Research Methods. Boston: Pearson. 337
3	Bogdan, R.C. and Biklen, S.K. (1998) Qualitative Research for Education: An Introduction to Theory and Methods. Boston MA: Allyn and Bacon.
4	Bryman, A. (1988) Quantity and Quality in Social Science Research. London: Routledge.
5	Charles, C.M. and Merton, C.A. (2002) Introduction to Educational Research. Boston: Allyn and Bacon.

Supplementary learning Material:

1	https://www.mooc.org/
2	http://www.ignou.ac.in/
3	https://www.coursera.org/in
4	https://swayam.gov.in/
5	https://diksha.gov.in/

Pedagogy:

Lecture Cum Discussion method, Group Discussion, Seminar presentation, Classroom Discussion, Question-Answer method, Power Point presentation, Inquiry Approach may be used to explain the contents.

Suggested Specification table with Marks (Theory) (Revised Bloom's Taxonomy):

Distribution of Theory Marks in %						R: Remembering; U: Understanding; A: Applying; N: Analyzing; E: Evaluating; C: Creating
R	U	A	N	E	C	

Note: This specification table shall be treated as a general guideline for students and teachers. The actual distribution of marks in the question paper may vary slightly from above table.

Course Outcomes (CO):

Sr.	Course Outcome Statements	%weightage
CO-1	Students will be able to review and prepare research report	15
CO-2	Students will be able to interpret the finding of the research	15
CO-3	Students will be able to analyze the data	15
CO-4	Students will be able to organize the content of research report	15
CO-5	Students will be able to edit the research report	15
CO-6	Students will be able to present the research report	25

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CVM
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Aegis: Charutar Vidya Mandal (Estd.1945)