



MAHARSHI DAYANAND UNIVERSITY ROHTAK

(A State University established under Haryana Act No.XXV of 1975)

'A' Grade University Accredited by NAAC

Scheme of Examination of Post Graduation Program

M.Ed. (Two Years) under Choice Based Credit System (CBCS) w.e.f. 2016-17

Program Specific Outcomes:

Students would be able to

- PSO1 Familiarize with the contribution of various Indian and Western Schools of Philosophy to the fields of Education. Understanding Educational Sociology, social organization, social change and social interaction.
- PSO2 Understand the educational Psychology, growth & Development and individual differences. Understand environment, mental health and hygiene.
- PSO3 Understand Educational Research, Identifying the research problems, review of related literature, hypothesis, tools and techniques of collection of data and types of sampling. Understanding different types of Statistical Measure and normal probability curve. Also Develop Understanding research design, preparation of research synopsis and writing of research report.
- PSO4 Understand comparative education, educational systems of various countries, important principles of curriculum construction and researches in the area of curriculum. Analysis challenges facing Indian Education and contemporary issues in Indian Education
- PSO5 Provide Understanding of Educational Technology, skill of framing educational objectives, designing instructional system, Programme Learning and use of Educational Technology for improving teacher's behaviour. Also Provide Understanding towards educational management and planning and organizing supervisory programmes in educational institutions.

The duration of the course leading to the Degree of M.Ed. shall be of Two Years consisting of Four Semesters. In the second semester there will be Foundation Elective and Open

elective –I and in the third semester Open elective-II to be chosen from the basket of the papers Provided by the university.

Internal assessment of 20 marks will be based on class test of 5 marks, task and assignment of 10 marks and 5 marks for attendance as per Universityrules.

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in threehours.

M.Ed. 1stSemester(Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
I	16MED21C1	Psychology of Learning and Development	04	80+20
II	16MED21C2	Historical, Political and Economic foundations of Education	04	80+20
III	16MED21C3	Educational Studies	04	80+20
IV	16MED21C4	Introduction to Educational Research	04	80+20
V	16MED21CA1	Internship: Teacher Education Institute (Phase-I, Three Weeks)	02 01	50+25+25=100
	16MED21CA2	Communication and Expository Writing	01	
	16MED21CA3	Self-Development		
Total			20	

Note: Viva-Voce for Course V-A ,V -B and V-C will be conducted by the external Examiner at the end of the first semester

M.Ed. 2ndSemester(Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
VI	16MED22C1	Philosophical Foundations	04	80+20

		of Education		
VII	16MED22C2	Sociological foundations of Education	04	80+20
VIII	16MED22C3	Curriculum Studies	04	80+20
IX	16MED22C4	Pre-Service & In-service Teacher Education	04	80+20
X	16MED22CA1	Internship : Teacher Education Institute (Phase-II, Three Weeks)	02	50+50=100
	16MED22CA2	Academic Writing	02	
		Foundation Elective (To be chosen from the basket of Foundation Elective Provided by the University)	02	
		Open Elective-I (To be chosen from the basket of Open Elective Provided by the University)	03	
Total			25	

Note: Viva-Voce exam for Course X-A and X-B will be conducted by the external Examiner at the end of the second semester.

M.Ed. 3rd Semester (Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
XI	17MED23DA1	Specialization of Course-I Choose any one of the following:	04	80+20

	17MED23DA2	Institutional Planning and Management (Elementary Level) Institutional Planning and Management (Secondary Level)		
XII	17MED23DB1 17MED23DB2	Specialization of Course-II Choose any one of the following: Issues, curriculum and Assessment (Elementary Level) Issues, curriculum and Assessment (Secondary Level)	04	80+20
XIII	17MED23C1	Advanced Educational Research	04	80+20
XIV	17MED23C2	Perspectives Research and Issues in Teacher Education	04	80+20
X V	17MED23C3	Internship in Specialized Area (In School: 28 Days)	04	100
		Open Elective-II (To be chosen from the basket of Open Elective Provided by the University)	03	
Total			23	

M.Ed. 4th semester (Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
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XVI	17MED24DA1	Specialization of Course-I: Choose any one of the following at Elementary or Secondary Level: Advanced Curriculum	04	80+ 20
	17MED24DA2	Theory Pedagogy of Science Education		
	17MED24DA3	Pedagogy of Mathematics Education		
	17MED24DA4	Pedagogy of Language Education		
	17MED24DA5	Pedagogy of Social Science Education		
	17MED24DA6	Approaches to Assessment		
XVII	17MED24D1	Specialization of Course-II: Educational Policy, Economics & Planning (Elementary or Secondary Level)	04	80+ 20
XVIII	17MED24DB1	Specialization of Course-III Choose any one of the following at Elementary or Secondary Level: Educational Management, Administration & Leadership	04	80+ 20
	17MED24DB2	Information, Communication & Educational Technol		
	17MED24DB3	ogy		
	17MED24DB4	Guidance and Counselling Inclusive Education		
XIX	17MED24C1	*Dissertation and Viva-Voce	08	15 0+ 50

Total			20	
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*Dissertation will be jointly evaluated by the external and internal Examiners at the end of the Fourth semester

Note:

- i) EDUC represents Core Papers (Compulsory) and EDUD represents Discipline Specific (Optional) Papers in Education.
- ii) Core papers are mandatory for M.Ed. students.
- iii) Discipline Specific papers are optional papers for M.Ed. students which students can opt. as per their choice.

INTERNSHIP PROGRAMME

Internship should be organized in such a way that involves all students' engagement for continuous period in a teacher education institute for field experience associated with the specialization that students choose.

Paper V - A

Internship Programme (Semester-I) Teacher Education Institute (21 days)

PAPER CODE (16MED21CA1)

Duration: 3 weeks Max. Marks: 50

Credit: 2

Note: Do any two activities from the following:

- 1) Design a curriculum and Develop teaching-learning material on any subject. (25marks)
- 2) Suggest some new research studies to be undertaken in field of education. (25marks)
- 3) Working with community based on any project of social welfare. (submission of activity report) (25 marks)
- 4) Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged. (25marks)

Paper X – A

Internship Programme (Semester-II) Teacher Education Institute (21 days)

PAPERCODE (16MED22CA1)

Duration: 3weeks Max.Marks:50

Credits:2

Note: Do any two activities from the following

- 1) Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas.(25 marks)
- 2) Analyze any one course curriculum/textbook in the light of reflecting sensitivity to gender, caste and class parity, peace, health (25Marks)
- 3) Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment (25Marks)

Paper XV (Semester-III)

Internship Programme Specialized Area in School (28 days) PAPER CODE

(17MED23C3)

Duration: 4weeks Max. Marks: 100

Credit: 4

Group-A: Mandatory for all Students (Max. Marks: 40)

Note: For internship the student will be engaged in the schools for a continuous period of 28 days. During this period he will perform the following activities and prepare a report of it.

- 1) A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (20 marks)
- 2) Make lesson plans using different methods. Student should Develop their own method (fusion based) with the help of teacher educator. (20 marks)

Group-B: Do Any Three Activities from the following: (Max. Marks: 60)

- 1) Analysis of any text book from peace perspective (20Marks)

- 2) Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (20Marks)
- 3) Develop an achievement test on any subject and standardize it. During this process itemAnalysis, reliability, validity and norms are to be computed(20marks)
- 4) Administration, scoring and interpretation of any two psychological tests: (20Marks)
- 5) Students will observe/ Analyze the classroom teaching learning behaviour of four teachers through Flanders's interaction Analysis system and prepare a report on it. (20marks)
- 6) Preparation, administration and Analysis of diagnostic test (s) followed by remedial teaching. (20Marks)

**Syllabus (Post Graduate Program)
FOR M.Ed. (TWO YEARS) COURSE
TO BE IMPLEMENTED FROM
Session- 2016-18
M.Ed. SEMESTER-1st Paper- I - EDUC11
PSYCHOLOGY OF LEARNING AND DEVELOPMENT (16MED21C1)**

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

CO1Acquaint with the process of Development and assessment and its implication in teaching learning process. Develop an Understanding of different stages of growth and Development

CO2Explain the Piaget's concept of cognitive Development, Kohlberg's theory of moralDevelopment and Erikson theory of psycho-social Development

		of Education		
VII	16MED22C2	Sociological foundations of Education	04	80+20
VIII	16MED22C3	Curriculum Studies	04	80+20
IX	16MED22C4	Pre-Service & In-service Teacher Education	04	80+20
X	16MED22CA1	Internship : Teacher Education Institute (Phase-II, Three Weeks)	02	50+50=100
	16MED22CA2	Academic Writing	02	
		Foundation Elective (To be chosen from the basket of Foundation Elective Provided by the University)	02	
		Open Elective-I (To be chosen from the basket of Open Elective Provided by the University)	03	
Total			25	

Note: Viva-Voce exam for Course X-A and X-B will be conducted by the external Examiner at the end of the second semester.

M.Ed. 3rd Semester (Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
XI	17MED23DA1	Specialization of Course-I Choose any one of the following:	04	80+20

	17MED23DA2	Institutional Planning and Management (Elementary Level) Institutional Planning and Management (Secondary Level)		
XII	17MED23DB1 17MED23DB2	Specialization of Course-II Choose any one of the following: Issues, curriculum and Assessment (Elementary Level) Issues, curriculum and Assessment (Secondary Level)	04	80+20
XIII	17MED23C1	Advanced Educational Research	04	80+20
XIV	17MED23C2	Perspectives Research and Issues in Teacher Education	04	80+20
X V	17MED23C3	Internship in Specialized Area (In School: 28 Days)	04	100
		Open Elective-II (To be chosen from the basket of Open Elective Provided by the University)	03	
Total			23	

M.Ed. 4th semester (Scheme of Examination)

Paper No.	Code	Nomenclature	Credit	Max. Marks
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- CO4 Analyze academic sources and how to refer them.
CO5 cite a source, paraphrase and acknowledge the source & edit one's own writing.

SEMESTER-III

X – EDUD31 (i): INSTITUTIONAL PLANNING & MANAGEMENT (ELEMENTARYLEVEL)

Paper Code (17MED23DA1)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Contribute to strengthen elementary education system
- CO2 Make a critical review policies and programmes related to elementary education
- CO3 Understand structure and system of elementary education
- CO4 Understand monetary, planning and management of elementary education at national, state & local level
- CO5 Read and Understand global reports on elementary education and review state policies in the light of global trends.

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Introduction Elementary Education

- Indigenous system of Elementary Education.
- Objectives of Elementary Education – Elementary, Upper Elementary.
- Elementary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and centre-state relationship in India.

- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – ‘1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee andNCF-2005.

UNIT – II

Structure of Elementary Education in India:

- Structure of Elementary education in India andRajasthan.
- Governance and administration of Elementary Education in India.
- Legal & InstitutionalFramework.
- UEE, District Elementary Education Programme& RTEAct.
- EFA Global Monitoring Report (UNESCO, 2005:142)
- Education in facilitating change and Development in society (Dreze and Sen, 1995,2002)
- Education reform and reform-oriented statepolicies.
- NIOS,International schools,Islamic schools(*Madrasah*) & Autonomousschools.

Institution Planning

- Concept, scope and nature of InstitutionPlanning
- Need and importance of InstitutionPlanning
- Types of InstitutionPlanning
- Process of Institution Planning inIndia.
- Characteristics, - SchoolCalendar.
- Evaluation of Institutional Planning.

UNIT –III

Educational Management at elementary level

- NationalLevel
 - i. Ministry of Education(MHRD)
 - ii. CABE-NCERT-RIE NIEPA, NCTE,CIET
- StateLevel
 - i. Ministry of SchoolEducation
 - ii. Directorate of SchoolEducation

- iii. Board of Education
- iv. SCERT – SSA – SIET – SRC –SIEMAT
- District Level:
 - i. District Education Administration –DEO, Dy. E.O (ZP), DPO(SSA)
 - ii. Sub-district Level :URC/BRC/BEO, Representatives from CRCs, innovative teachers.

UNIT-IV

Planning Process in Elementary Education:-

- Concept of planning.
- Micro Level, Decentralized planning,
- Macro level planning & school mapping
- School plant – meaning, site, area, design and dimensions.
- Institutional Planning – Meaning, scope, Steps, Characteristics, - School Calendar.
- Evaluation of Institutional Planning.
- Rajasthan District Elementary Education Project
- Planning of technical Education and Training Education Planning at District Level.
- Rajasthan district elementary education project
- Planning of technical education and training Educational planning at district level.

Tasks and Assignment: Any Two of the Following: (10marks)

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.
- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- After surveying a Govt & private school, prepare a report on how the nation and state agencies are really working for their betterment?
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities.
- Prepare a yearly plan for school after reviewing all the activities of the school.

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
- Design an instructional plan of a unit in a subject at elementary level.

Suggested Readings:

- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication.Montreal.
- Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol.I.
- Government of India (1986). National Policy on Education, New Delhi:MHRD.
- Government of India (1987). Programme of Action, New Delhi:MHRD
- Government of India (1987). Report of the Committee for Review of National Policy on Education, New Delhi: MHRD.
- Hayes, Denis (2008). Elementary Teaching Today: An Introduction. RoutledgePublications,
- U.K. Hurlock, E. (1995). Child Development. USA Kabra:McGraw Hill BookCompany.
- K.M. (1977). Planning Process in a District, New Delhi: Indian Institute of PublicAdministration.
- Kurrian, J. (1993). Elementary Education in India, New Delhi: ConceptPublication.
- Lewis, Ramón (2008). Understanding Pupil Behaviour.U.K: RoutledgePublications.
- Mohanty, J. N. (2002). Elementary and Elementary Education. Deep & Deep Publications. NewDelhi
- National Curriculum Framework (NCF)-2005 NCERT NewDelhi.
- Rao, V.K. (2007). Universalization of Elementary Education.New Delhi: IndianPublishers.
- Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. David FultanPublishers.
- Singhal, R.P. (1983). Revitalizing School complex in India, NewDelhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. ShubhiPublications.
- Tilak, J.B. (1992) Educational Planning at gross roots, NewDelhi.
- NCERT (1987): In-service Teacher Education Package for Elementary School Teachers, New Delhi. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, NewDelhi.
- NCERT (2005): National Curriculum Framework, NewDelhi.
- NCTE, (2004). Teacher Education Curriculum, NewDelhi.

- Singh, L.C. (Ed.) (1987). *Teacher Education – A Resource Book*, NCERT, NewDelhi.
- The Study of Elementary Education – A Source Book, Volume I & II, 1984 Victor & Learner (1971): *Readiness in Science Education for the Elementary School*, McMillan Co., N.Y.

SEMESTER-III

XI – EDUD31 (ii): INSTITUTIONAL PLANNING & MANAGEMENT (SECONDARYLEVEL)

Paper Code (17MED23DA2)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Acquaint with the need, scope and purpose of educational planning in terms of national and community needs
- CO2 determine and implement objectives of planning on the basis of individual needs of the students
- CO3 Develop the skills in planning and implementing conventional administrative procedures
- CO4 Develop the skills and attitudes to utilize human energy in getting the maximum work done
- CO5 Understand the recommendations of different education commissions regarding secondary education commissions

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Introduction to Secondary & Senior Secondary Education

- Meaning, aims ,objective of secondary & Senior Secondaryeducation
- Purpose, function & Indigenous system of Secondaryeducation.
- Secondary Education in India – Historical Perspective, pre andpost-independence.
- Constitutional Provisions and centre-state relationship inIndia.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA andNCF-2005.
- Constitutional obligations related to secondaryeducation.

UNIT - II

Structure and issues of secondary Education in India:

- Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India (equalisation of educational opportunity, wastage and stagnation in secondary school level)- Nature and forms of inequality including dominant and minor groups, gender inequality in schooling, public- private schools, rural-urban-tribal schools) Vocationalisation of secondary education in India (the efforts, present status, problems and prospects)

Institution Planning

- Concept, scope and nature of InstitutionPlanning
- Need and importance of InstitutionPlanning
- Types of InstitutionPlanning
- Process of Institution Planning inIndia.
- Characteristics, - SchoolCalendar.
- Evaluation of Institutional Planning.

UNIT -III

Principles and techniques of Educational Planning

- Formulation of aims andobjectives.
- Methods and techniques ofplanning.
- Approaches to Educational Planning. Social demand approach, Man-power approach, Return of Investmentapproach
- Concepts
 - i. OptimalAnalysis

- ii. Input and output
- iii. Marginal Analysis
- iv. Programming
- Target and control figures
- Tools for Planning
- New approach to planning
 - i. Planning
 - ii. Adoption
 - iii. Execution

UNIT - IV

Educational Management

- Meaning, Concept and need for management at secondary to senior secondary school level..
- Management at Nation : MHRD, CIBE, NCERT
- State, District, Sub-district level.
- Management of educational Institution at secondary school level.
- Type of Management, Effective management, Co-ordination, Supervision & Inspection.
- Techniques & Skill for effective management in secondary school.

Tasks and Assignment: any two of the following: (10 marks)

- Study of Annual report of RMSA/NCERT or any Govt. agency to Identify issues of secondary education in India
- Prepare a report on major obstacles and challenges in universalization of secondary education.
- Prepare a blue print of Process of Institution Planning in India. Present it in seminar.
- Prepare an annual school calendar for secondary/senior secondary school.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary schools.
- Organize a Debate on the best approach to planning and Skill for effective management in secondary school.
- Any other suggested by teacher educator

Suggested Readings:

- Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- Mohanty Jagannatu, (1990), "Educational Administration, supervision and school Management, Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110.

M.Ed. SEMESTER-III

XII – EDUD32 (i): ISSUES, CURRICULUM AND ASSESSMENT (ELEMENTARYLEVEL)

Paper Code (17MED23DB1)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Define curriculum, Identify the components of curriculum and Describe various principles of curriculum.
- CO2 Explain various determinants of curriculum, and compare the types of curriculum
- CO3 Explain various tools used in curriculum evaluation
- CO4 Identify the various stages of programme evaluation Describe issues in curriculum evaluation
- CO5 Understand the nature and uses of different types of tools and techniques of evaluation in curriculum assessment.

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Nature, Principles and Determinants of Curriculum

- Meaning and Concept of Curriculum;
- Components of Curriculum: objectives, content, transaction mode and evaluation
- Principles of Integration

- Theories of Curriculum Development
- Types of Curriculum Development-Subject Centered, Core Curriculum, Learner Centered and Community Centered
- Determinants of Curriculum at Elementary Level

UNIT-II

Models of Curriculum Development at Elementary Level

- Tyler's-1949 Model
- Hilda Taba 1962 Model
- Nicholls and Nicholls-1972 Model
- Willes and Bondi-1989 Model
- Need Assessment Model
- Futuristic Model
- Vocational/Training Model

(With special reference to Analysis of needs, selection of objectives, selection and organization of content/learning experience and evaluation)

UNIT-III

Curriculum and Assessment

- Concept of assessment
- Nature and importance of assessment
- Curriculum Development and teaching-learning process
- Implementation of course-Full time, Part time, Correspondence, Open University, No-Formal and Continuing Education
- Curriculum Process and Assessment-Curriculum change, factors affecting curriculum change, futuristic curriculum

UNIT-IV

Curriculum Assessment- Tools and Techniques

- Meaning, Nature and Function of Evaluation, Difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of Evaluation- Formative, Diagnostic and Summative evaluation. Continuous and Comprehensive Evaluation, Testing and Non-Testing Tools of evaluation-essay types, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest

inventories, socio-metric, techniques anecdotal records, question bank,grading.

Task and Assignment: any two of the following (10 marks)

- Prepare a report on theories of curriculum Development
- Prepare a report on factors affecting curriculum change.
- Prepare a report on different types of tools and techniques of evaluation at elementary level
- Any other activity assigned by the institute

Suggested Readings:-

- Aggarwal, Deepak (2007). Curriculum Development Concept, Methods and Technique. New Delhi. Book Enclave.
- CIET(2006). The Process of Making National Curriculum Framework-2005:A Video documentary both in Hindi and English.New Delhi: CIET, NCERT.
- CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, New Delhi:CIET,NCERT.
- Collin J Marsh (2004). Key Concepts for Understanding Curriculum,London: Routledge Fuller,
- Erickson, H.L(2002). Concept Based Curriculum and Instruction; Teaching beyond the facts.California :Corison Press, INC (A Sage Publication Company) Thousand Oaks.
- Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching, New York:Routledge:
- McKernan, James (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K: Routledge.
- NCERT (2005). National Curriculum Framework-2005 NCERT, New Delhi:SriAurobindo Marg.
- NCERT (2006). Systematic reforms for Curriculum Change. New Delhi.
- NCTE(2009). National Curriculum Framework of Teacher Education, New Delhi.
- Taba Hilda (1962). Curriculum Development, Theory and Practice, New York: Harcourt Brace and World Inc.
- Williams H Schubert (1986). Curriculum Perspective, Paradigm and

Possibility, New York :McMilan PublishingCompany.

- Wiles J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice: Pearson Publication.
- NCTE(2014). National Curriculum Framework-2014. NewDelhi

SEMESTER-III

XII – EDUD32 (ii): ISSUES, CURRICULUM AND ASSESSMENT (SECONDARY LEVEL)

Paper Code (17MED23DB2)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Define curriculum at secondary level
- CO2 Identify the components of curriculum at secondary level
- CO3 Describe the various principles of curriculum Development at secondary level
- CO4 Explain various determinants of curriculum at secondary level
- CO5 Explain and compare various types of curriculum

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT-I

Nature, Principles and Determinants of Curriculum at secondary level

- Meaning and Concept ofCurriculum;
- Components of Curriculum: objectives, content, transaction mode andevaluation

- Principles of Integration
- Theories of Curriculum Development
- Types of Curriculum Development-Subject Centered, Core Curriculum, Learner Centered and Community Centered
- Determinants of Curriculum at secondary level

UNIT-II

Models of Curriculum Development at Secondary Level

- Demonstration Model
- Tyler's-1994 Model
- Hilda Taba 1962 Model
- Nicholls and Nicholls-1972 Model
- System Analysis
- Willes and Bondi-1989 Model
- Need Assessment Model
- Futuristic Model
- Vocational/Training Model

(With special reference to Analysis of needs, selection of objectives, selection and organization of content/learning experience and evaluation)

UNIT-III

Curriculum and Assessment

- Concept of assessment
- Nature and importance of assessment
- Curriculum Development and teaching-learning process
- Implementation of course-Full time, Part time, Correspondence, Open University, No-Formal and Continuing Education
- Curriculum Process and Assessment-Curriculum change, factors affecting curriculum change, futuristic curriculum

UNIT-IV

Curriculum Assessment- Tools and Techniques

- Meaning, Nature and Function of Evaluation, Difference between

measurement, and evaluation, assessment, testing, appraisal and examination, Types of Evaluation- Formative, Diagnostic and Summative evaluation. Continuous and Comprehensive Evaluation, Testing and Non-Testing Tools of evaluation-essay types, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric, techniques anecdotal records, question bank,grading.

Tasks and Assignments: Any two of the following: (10 marks)

- Prepare a report on theories of curriculumDevelopment
- Prepare a report on factors affecting curriculumchange.
- Prepare a report on different types of tools and techniques of evaluation at secondarylevel
- Any other activity assigned by theinstitute

Suggested Readings:-

- Aggarwal, Deepak (2007). Curriculum Development Concept, Methods and Technique. New Delhi. Book Enclave.
- CIET(2006). The Process of Making National Curriculum Framework-2005:A Video documentary both in Hindi and English.New Delhi: CIET, NCERT.
- CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh. RohitDhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, , New Delhi:CIET, NCERT.
- Collin J Marsh (2004). Key Concepts for Understanding Curriculum,London: RoutledgeFuller,
- Erickson, H.L(2002). Concept Based Curriculum and Instruction; Teaching beyond the facts.California :Corison Press, INC (A Sage Publication Company) ThousandOaks.
- Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teachingand Learning about Teaching, New York:Routledge:
- McKernan, James (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K: Routledge.
- NCERT (2005). National Curriculum Framework-2005 NCERT, New Delhi :SriAurobindoMarg.
- NCERT (2006). Systematic reforms for Curriculum Change. NewDelhi.

- NCTE(2009). National Curriculum Framework of Teacher Education, NewDelhi.
- Taba Hilda (1962). Curriculum Development, Theory and Practice, New York: Harcourt Brace and WorldInc.
- Williams H Schubert (1986). Curriculum Perspective, Paradigm and Possibility, New York :McMilan PublishingCompany.
- Wiles J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice: Pearson Publication.
- NCTE(2014). National Curriculum Framework-2014. NewDelhi.

M.Ed. SEMESTER-III

XIII – EDUC33: ADVANCED EDUCATIONAL RESEARCH

Paper Code (17MED23C1)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Understand the concept of research and educational research
- CO2 Understand the types and methods of educational research
- CO3 Understand the steps involved in educational research
- CO4 Develop inquisitive mind and spirit of inquiry
- CO5 Develop competency to plan, execute and report research in the educational field

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5 questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT – I

Methods of Research

- Descriptive Research
- Historical Research
- Experimental Research: Experimental Designs.
- Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing a Research Report and Research Paper

UNIT-III

Inferential Statistics (Parametric Tests)

- Meaning of parametric tests. Standard Error; Confidence Limits; Levels of Significance; Null Hypothesis; Large Sample & Small Sample; One tailed and two tailed test; Two types of Error
- Z-Test & t-Test: Concept, Assumptions, Computation and Uses
- ANOVA (One Way and Two Way): Concept, Assumptions, Computation and Uses.

UNIT – IV

Inferential Statistics (Non-Parametric Tests)

- Meaning of Non Parametric tests
- Concept, Computation and Uses of:
 - i) Chi-Square Test of Equality and Independence
 - ii) Median Test
 - iii) Sign Test
 - iv) Mann Whitney U Test

Tasks & Assignments: Any one of the following (10 marks)

- Administration and interpretation of any one tool i.e. psychological test,

questionnaire etc.

- Identify five research problems and prepare at least five research questions/hypotheses for each.
- Identification of variables of any research study and classification of them in terms of functions and level of measurement.
- Use of t-test in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation.
- Any other task/Assignment by the institution

Suggested Readings

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G.A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H.E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F. (1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxford and IBH publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.

- Mouly, A. J. (1963). The Science of Educational Research. New Delhi:Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn andBacon.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt.Ltd.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGrawHill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York:Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of ChicagoPress.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGrawHill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: PrenticeHall.

M.Ed. SEMESTER-III

XIV – EDUC34: PERSPECTIVES RESEARCH AND ISSUES IN TEACHER EDUCATION

Paper Code (17MED23C2)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

Course Outcomes:

Students would be able to

- CO1 Describe the need, concept and scope of teacher education and historical Development with special emphasis on different documents.
- CO2 Explain the agencies of in-service teacher training programme.
- CO3 have teaching profession and professional organization for various levels of teachers Development of teacher education curriculum in India.
- CO4 do research in various areas of teacher education.
- CO5 Understand the problems faced in the areas of teacher education.

Note: Paper Setter will set 9 questions in all, out of which students will be required to attempt 5questions

- Question no.1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Course Contents

UNIT – I

Perspectives and Policy on Teacher Education

- Teacher Development: Concept, Need & Factors influencing Teacher Development & Berliner's stages of Development of a teacher.
- Approaches to Teacher Development- Interdisciplinary Approach, Internship in Teaching, Community living, Workshops and Summer Institutes.
- In-service Teacher Education under DPEP, SSA and RMSA.
- Preparation of teachers for Art, Craft, Music, Physical Education and Special Education.
- National and State Policies on Teacher Education.
- National Curriculum Framework for Teacher Education.

UNIT-II

Structure and Management of Teacher Education

- Structure of Teacher Education System in India: Its Merits and Limitations.
- Professional Development of Teachers and Teacher Educators: Present Practices and Avenues.
- NCTE Models I and II
- Competency and Commitment based Teacher Education: Competencies needed for emerging role of teachers in 21st Century.
- Performance Appraisal of Teachers
- Universalization of Secondary Education at Secondary Level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Vertical mobility of a school teacher -avenues

UNIT-III

Research in Teacher Education

- Paradigms for research on teaching- Gagne, Doyle and Shulman.
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

UNIT-IV

Problems and Issues in Teacher Education

- Challenges in Professional Development of Teachers.
- Factors influencing the quality of pre and in-service education of Secondary School Teachers.
- Current Problems of Teacher Education and practicing Schools.
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education.
- Strengthening the Role of Teacher in a Changing World
- Single Subject versus Multiple Subject Teachers: Implications for subject combination in Initial Teacher Preparation.

Suggested Readings:

- NCTE(2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher: New Delhi.
- Mangla, Sheela(2000). Teacher Education: Trends and Strategies, New Delhi: Radha Publishing

- MHRD (1986). National Policy of Education and Programme of Action, New DELHI: Govt. of India.
- Devedi, P., (1980), Teacher Education-a Resource Book, N.C.E.R.T., New Delhi.
- Govt. of India (1966). Education and National Development. New Delhi: Report of Education Commission.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education, New Delhi: Kanishka Publisher.
- Udayveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Saxena N.R., Mishra B.K. and Mohanty R.K. (2008). Teacher Educator Meerut, R.Lall Book Depot.

M.Ed. SEMESTER-III

XV – EDUC35: INTERNSHIP IN SPECIALIZED AREA

(In School : 28DAYS)

Paper Code (17MED23C3)

Duration: 4WeeksMax.Marks:100

Credits: 4

Course Outcomes:

Students would be able to

- CO1 Understand Flander's interaction Analysis system and Problematic child.
- CO2 Acquaint with construction and standardization of test
- CO3 Analysis a book
- CO4 Understand the community in another way

Course Content

Group-A: note:

- i. The student will maintain a file of the record related to activities performed.
- ii. For internship the student will be engaged in the schools for a continuous period of 28 days. During this period he will perform the following activities and prepare a report of it.
- iii. Do Any Three Activities from the following:

- A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (20marks)
- Make lesson plans using 10- different methods. Student should Develop their own method (fusion based) with the help of teacher educator. (20 marks)

Group-B:Note:

- i. The student will maintain a file of the record related to activities performed.
- ii. Do Any Three Activities from the following: (Max. Marks:60)
 1. Analysis of any text book from peace perspective (20Marks)
 2. Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (20Marks)
 3. Develop an achievement test on any subject and standardize it. During this process item Analysis, reliability, validity and norms are to be computed (20marks)
 4. Administration, scoring and interpretation of any two of the following psychological tests: (20 Marks)
 - Intelligence Test
 - Teacher Effectiveness Scale
 - Personality Test
 - Study Habits Inventory
 5. Students will observe/ Analyze the classroom teaching learning behavior of four teachers through Flanders's interaction Analysis system and prepare a report on it. (20marks)
 6. Preparation, administration and Analysis of diagnostic test (s) followed by remedial teaching. (20 Marks)

SEMESTER-IV

SPECIALIZATION COURSE-I

XVI- EDUD41 (i): ADVANCE CURRICULUM THEORY

(ELEMENTARY LEVEL)

Paper Code (17MED24DA1)

Time:3Hrs.
Credit:04

Max. Marks:100
(Theory: 80, Internal:20)

M.A.(Sociology)
Semester-III
Open Elective Paper- 16/SOCO2
Indian Society

Maximum Marks: 100
Theory: 80
Internal Assessment: 20
Time : 3 Hours

Note:

3. Nine question would be set in all.
4. Question No. fifth shall be based on the entire syllabus and would be compulsory. It would contain eight short answer questions of two marks each.
5. There would be two questions (16 marks each) from each of the four units.
6. The candidate would be required to attempt four questions (one compulsory and other four questions selecting one from each unit).

Unit – I

Indian Society: Evolution of Indian Society: Socio- Cultural Dimensions; Unity in Diversity: Cultural, Linguistic, Religious and Tribal.

Unit – II

Social Stratification: Social Differentiation and Stratification. Forms of Stratification: Caste, Class and Gender.

Unit – III

Social Change: Development and Social Change, Processes of Change: Sanskritization, Westernization and globalization.

Unit – IV

Contemporary Issues: Status of Women: Demographic, Social, Cultural, Economic and Political Dimensions; Adverse Sex Ratio: Causes and Consequences.

References:

- Ahlawat, S.R and Neerja Ahlawat (2015) (ed.) Crises of Social Transformation in India, Rawat Publication, Delhi
- Ahlawat, Neerja (2012) "Political Economy of Haryana's Khaps", "Economic and Political Weekly, Vol - XLVII No. 47-48, December 01.
- Ahlawat, Neerja (2013), "Dispensable Daughters and Indispensable Sons: Discrete family Choice", Social Change, 43(3) PP-365-376
- Ahuja, Ram (2003) Society in India, Rawat Publications, Delhi
- Desai, Neera and Maithreyi Krishna Raj. (1987). Women and Society in India, New Delhi: Ajanta Publishers.