



**UNIVERSITY OF JAMMU, JAMMU**  
(NAAC ACCREDITED 'A+' GRADE UNIVERSITY)

**NOTIFICATION**  
**(18/July/Adp/44)**

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

Subject	Semester	For the examinations to be held in the year
M.Ed. (Non-CBCS)	Semester-I	Dec. 2018, 2019 and 2021
	Semester-II	May 2019, 2020 and 2021
	Semester-III	Dec. 2019, 2020 and 2021
	Semester-IV	May 2020, 2021 and 2022

The Syllabi of the courses is available on the University website: [www.jammuuniversity.in](http://www.jammuuniversity.in)


Sd/-  
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/18/7883 - 7902

Dated: 26-7-2018

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. C.A to the Controller of Examinations
8. I/c Director, Computer Centre, University of Jammu
9. Asst. Registrar (Conf./Exams. PG/ Inf./Pub.)
10. Incharge, University Website for necessary action please.

  
Assistant Registrar (Academic)

18  
28/7/18  
25/7/18



MED-206	Teaching Specialization (General Science/Social Science/ Language)	4	4	60	10	10	20	10	10	20	40	100
MED-207	Internship	4	Continued and Combined Internship									100
<b>Total</b>		<b>28</b>										<b>700</b>

**Third Semester**

Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				Theory	Internal							Total
					Test1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 301	Methodology of Core Practices	4	4	60	10	10	20	10	10	20	40	100
MED- 302	Advanced Communication Skills	4	4	60	10	10	20	10	10	20	40	100
MED- 303	Health and Yoga Education	4	4	60	10	10	20	10	10	20	40	100
MED- 304	Dissertation	4	4									<b>100</b>
MED- 305	Internship	4	Continued & Combined Internship									<b>100</b>
MED- 306	Environmental Education	4	4	60	20			20				<b>100</b>
<b>Total</b>		<b>24</b>										<b>600</b>

**Fourth Semester**

Course No.	Subject/course Component	Credits	Instructional Hour/Wk	Marks								
				Theory	Internal							Total
					Test1	Sessional	Internal 1	Test 2	Sessional	Internal 2	Total	
MED- 401	Inclusive Education	4	4	60	10	10	20	10	10	20	40	100
MED- 402	Dissertation Viva- Voce	4			10	10	20	10	10	20	40	100
MED- 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / ICT in Education	4	4	60	10	10	20	10	10	20	40	100

MED- 404	Internship	4	Continued & Combined Internship								100
MED- 405	Project Work	4	From I Semester onwards								100
MED-406	Curriculum Development	4		60	10	10	20	10	10	20	100
	Total	<b>24</b>									<b>600</b>

### Splitting of Semester Credits and Marks:

1<sup>st</sup> Semester            24 Credits            600 marks

2<sup>nd</sup> Semester            28 Credits            700 marks

3<sup>rd</sup> Semester            24 Credits            600 marks

4<sup>th</sup> Semester            24 credits            600 marks

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100 Credits            2500 marks

## MASTER OF EDUCATION (M.Ed)

### Semester I

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

**Course No. : MED-101**

**Title: Philosophical Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit-I**

##### **Basic Western Schools of Thought**

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

#### **Unit-II**

##### **Western Thinkers**

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

#### **Unit-III**

##### **Groundwork of Theory in Practice**

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

#### **Unit IV**

##### **Social Philosophical Issues**

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the

difficulties in the classrooms & the strategies) Multicultural Education, Feminism in Education; Changing notions of Moral and Moral Education.

### **Sessional Work**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended & Web Resources:**

Ball Deborah Loewenberg and Forzani Francesca M The Work of Teaching and the Challenge for Teacher Education, 60(5) 497-6511 Journal of Teacher Education SAGE Publications 2009.

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

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

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

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

Fundamentals of Indian Philosophy-R. Puligandla.

History of Philosophy Bertrand Russell.

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

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

Philosophical & Sociological Basis of Education óV R Taneja.

Philosophical & Sociological Foundations of Education óRajesh R Sharma

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

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

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

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

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

[http://www.researchgate.net/profile/Robert\\_Floden/publication/265080547\\_PHILOSOPHICAL\\_INQUIRY\\_IN\\_TEACHER\\_EDUCATION\\_1/links/54ca42e20cf22f98631acddb.pdf](http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acddb.pdf)

[http://www.abdn.ac.uk/develop/documents/21\\_March\\_2013\\_Hilary\\_Homans\\_PCM\\_logframe.pdf](http://www.abdn.ac.uk/develop/documents/21_March_2013_Hilary_Homans_PCM_logframe.pdf)

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

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

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

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

[http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14\\_chapter5.pdf](http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14_chapter5.pdf)

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

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

[http://archive.org/stream/cu31924032702981/cu31924032702981\\_djvu.txt](http://archive.org/stream/cu31924032702981/cu31924032702981_djvu.txt)

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

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

[http://diffractions.net/documentos/Recensao4\\_Giroux.pdf](http://diffractions.net/documentos/Recensao4_Giroux.pdf)

[http://www.ncsall.net/fileadmin/resources/teach/authentic\\_overview.pdf](http://www.ncsall.net/fileadmin/resources/teach/authentic_overview.pdf)

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

[http://www.researchgate.net/profile/Mohammad\\_Aliakbari/publication/266224451\\_Basic\\_Principles\\_of\\_Critical\\_Pedagogy/links/5488a7c40cf2ef344790a286.pdf](http://www.researchgate.net/profile/Mohammad_Aliakbari/publication/266224451_Basic_Principles_of_Critical_Pedagogy/links/5488a7c40cf2ef344790a286.pdf)

[http://www-personal.umich.edu/~dball/presentations/091312\\_CAEP.pdf](http://www-personal.umich.edu/~dball/presentations/091312_CAEP.pdf)

[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)

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

[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)

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

[http://sitemaker.umich.edu/ltp/files/lampert\\_m\\_beasley\\_h\\_ghousseini\\_h\\_et\\_al\\_2010\\_using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m_beasley_h_ghousseini_h_et_al_2010_using_designed_instructional_activities_to_enable_novices.pdf)

[http://en.wikipedia.org/wiki/Constructivism\\_\(philosophy\\_of\\_education\)](http://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))

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

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

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

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

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

[http://www.mu.ac.in/myweb\\_test/MA%20Education-Philosophy/Chapter-16.pdf](http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-16.pdf)

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

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

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

## **MASTER OF EDUCATION (M.Ed)**

### **Semester I**

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

**Course No. : MED-102**

**Title : Psychological Foundations of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

### **Course Objectives:**

**To enable the pupil teachers to-**

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

### **Unit-I**

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

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

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

### **Unit-II**

Learning óConcept, Factors affecting learning.

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

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

### **Unit-III**

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

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



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

#### **Unit-IV**

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

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

#### **Sessional Work:**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### **Books Recommended:**

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

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

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

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



## MASTER OF EDUCATION (M.Ed)

### Semester I

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

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

#### Course Objectives:

- (1) To gain understanding of the concepts and methods used in Statistical analysis of test scores.
- (2) To gain idea about the concept of qualitative and quantitative data.
- (3) To understand the concept and use of Inferential and Descriptive Statistics.
- (4) To develop skill for computations through statistical techniques.

#### Unit-I

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

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

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

#### Unit-II

Hypothesis Testing :

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

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

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

#### Unit - III

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

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

Regression equation: Concept.

### Unit IV

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

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

**Sessional Work:**

Use of excel sheets for computation of statistics.

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

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

## MASTER OF EDUCATION (M.Ed)

### Semester I

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

**Course No. : MED-104**

**Title: Methodology of Educational Research**

**Duration of Exam.: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

### Unit-I

#### **Research in Education**

Educational Research-Meaning, nature and scope

Areas of Educational Research: Philosophical, Psychological and Sociological.

Scientific enquiry and theory development.

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

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

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

### Unit-II

#### **Research Problem**

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

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

### Unit-III

#### Sampling

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

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

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

Characteristics of a good sample.

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

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

Reliability and validity of various tools.

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

### Unit-IV

#### Methods:

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

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

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

Internal and External Validity of Results in Experimental Research.

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

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

Primary and Secondary sources of Data

External and Internal Criticism of the Source

#### Concept and uses of following methods:

- (i) Ex-Post-Facto;
- (ii) Laboratory experiment;
- (iii) Field Studies and Field Experiment
- (iv) Ethnographic and Documentary Analysis.

**Writing Research Report:** Concept, Purpose and Steps.

**Sessional Work:**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

- |                       |  |
|-----------------------|--|
| 1. Anastasi, Annie    | Psychological Testing., Prentice Hall, 1997              |
| 2. Best, J.W.         | Research in Education. Pearson, 2005                     |
| 3. Freeman, Frank, S. | Theory and practice of Psychological Testing., Holt 1953 |
| 4. Good, C.V.         | The Methodology of Educational Research., New York, 1971 |
| 5. Hayman, J.L.       | Research in Education. Ohio, 1966                        |
| 6. Mouly, G.J.        | The Science of Education Research. Boston, 1978          |
| 7. Sukhia & Mehrotra  | Introduction to Education Research. Bombay, 1966         |
| 8. Travers, M.W.R.    | Introduction to Education Research. Macmillan & Co, 1969 |

## MASTER OF EDUCATION (M.Ed)

### Semester I

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

**Course No. : MED-105**

**Title: Educational Technology**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit I**

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

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

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

#### **Unit II**

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

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

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

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

#### **Unit III**

Educational Technology in relation to open distance learning (ODL)

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

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



## Unit IV

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

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

Recent innovations in the area of Educational Technology

### Sessional Work:

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended

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

**Web-References**

[www.emrc.org/](http://www.emrc.org/)

[www.ciet.nic.in/](http://www.ciet.nic.in/)

[www.ignou.ac.in/](http://www.ignou.ac.in/)

[www.cec.nic.in/](http://www.cec.nic.in/)

[www.avrc.ucsd.edu/](http://www.avrc.ucsd.edu/)

[www.ugc.ac.in](http://www.ugc.ac.in)

[www.amm-mrc.org/](http://www.amm-mrc.org/)

[www.siethp.in](http://www.siethp.in)

## MASTER OF EDUCATION (M.Ed)

### Semester I

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

**Course No: MED-106**

**Title: Internship**

**Total Marks: 100**

**Credit : 04**

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

#### Visits cum Observation (10 days)

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

## MASTER OF EDUCATION (M.Ed)

### Semester II

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

<b>MED201</b>	<b>Title: Sociological Foundations of Education</b>	
<b>Duration of Exam: 3 Hrs.</b>		<b>Total Marks: 100</b>
<b>Credit: 04</b>		<b>Internal Test-I: 20</b>
		<b>Internal Test-II: 20</b>
		<b>External Test: 60</b>

#### Course Objectives:

To enable the pupil teachers to-

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

#### Unit-I

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

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

#### Unit-II

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

#### Unit-III

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

#### Unit-IV

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

### **Sessional work**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended:**

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

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

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

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

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

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

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

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

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

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

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

Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>  
<http://www.jstor.org/stable/3195586> <http://en.wikipedia.org/wiki/Postmodernism>  
<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETR Y=0>  
<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>  
<http://en.wikipedia.org/wiki/Feminism> [http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

## MASTER OF EDUCATION (M.Ed)

### Semester II

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

**Course No. : MED202**

**Duration of Exam.: 3 Hrs.**

**Credit: 04**

**Title : Qualitative Research**

**Total Marks : 100**

**Minor Test-I : 20**

**Minor Test-II : 20**

**Major Test. : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit-I**

**Qualitative Research:** Concept, Characteristics, Purposes, and advantages

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

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

#### **Unit-II**

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

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

#### **Unit-III**

**Analysis in Qualitative Research:** themes, analytic induction, constant comparative method, Data Analysis with the help of computers. Uses of Non-Parametric tests (Chi Square, Median test, Run test, sign test, U test & K.S test.)

#### **Unit-IV**

**Report Writing:** Ethics of Writing (Plagiarism and Copy Rights), Styles of Presentation, Criteria for Evaluating Writing, systematic discussion of results, References (APA, MLL & CMS).

**Sessional Work:**

Write a Research Proposal based on Qualitative Research.

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

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

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

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

**Web References:**

www.situedurnd .org/eie

[www.grca.org](http://www.grca.org)

[www.qualitative-research.net](http://www.qualitative-research.net)

[www.tandonline.com](http://www.tandonline.com)

www.academia.edu

## **MASTER OF EDUCATION (M.Ed)**

### **Semester II**

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

**Course No. : MED-203**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title : Comparative Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

##### **General Introduction**

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

#### **Unit-II**

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

#### **Unit-III**

##### **Comparative Education Research**

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



## Unit-IV

### Systems of Education

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

### Sessional Work

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended & Web Resources:

Comparative Education Aggarwal & Biswas

Comparative Education Chaube And Chaube ,Vikas Publishing House ,Delhi

Comparative Education Sharma YK

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

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

Haq & Haq Human Development in South Asia ó OUP Karachi

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

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

Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Meher Rizvi, Asia-Pacific Journal of Teacher Education,Taylor & Francis,London  
Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 101ó112

[http://147.8.214.206/f/acadstaff/376/Bray\\_PFIE\\_1\\_2.pdf](http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf)

Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below ,Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 3626376,  
<http://www.bris.ac.uk/education/people/academicStaff/edsIr/publications/14ird>  
[http://www.analytrics.org/Documents/International\\_Handbook\\_of\\_Cultures\\_of\\_Teacher\\_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).  
<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>  
<http://cmods.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>  
[http://edb.org.hk/hkrc/download/journal/j1/1\\_1.5.pdf](http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf)  
<http://www.jstor.org/stable/1188108>  
[http://www.edu.uwo.ca/faculty\\_profiles/cpels/larsen\\_marianne/documents/CompEdPostmodernity.pdf](http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf).  
<http://www.tandfonline.com/doi/abs/10.1080/0261976032000065661?journalCode=cete20>  
<http://lakk.bildung.hessen.de/netzwerk/faecher/bilingual/lehrer/ausb/mat/HowtobecomeateacherinGermany.pdf>.  
[http://www.helsinki.fi/luma/eutrain/outputs/teacher\\_education\\_germany.pdf](http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf)  
<https://ala.asn.au/about-us/>  
[http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5\\_latin\\_america-and%20the-caribbean\\_country\\_reports/5a\\_%20Country\\_report\\_Brazil/Report\\_BRAZIL\\_ENG.pdf](http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf)  
[http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1\\_3\\_%20brazil%20short%20version\\_en.pdf](http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1_3_%20brazil%20short%20version_en.pdf)  
<http://www.educationuk.org/global/sub/higher-education/>  
[http://www.ecctis.co.uk/europass/documents/ds\\_description.pdf](http://www.ecctis.co.uk/europass/documents/ds_description.pdf).  
<http://www.ajal.net.au/>  
<http://hrd.apec.org/images/f/f7/88.3.pdf>  
<http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf>  
<http://nces.ed.gov/pubs/web/95024-2.asp>  
<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>  
[http://www.unevoc.unesco.org/up/India\\_Country\\_Paper.pdf](http://www.unevoc.unesco.org/up/India_Country_Paper.pdf).  
<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>.  
[http://www.germ-a.com/wp-content/uploads/2014/06/International\\_Handbook\\_of\\_Comparative\\_Education\\_\\_Springer\\_International\\_Handbooks\\_of\\_Education\\_.pdf](http://www.germ-a.com/wp-content/uploads/2014/06/International_Handbook_of_Comparative_Education__Springer_International_Handbooks_of_Education_.pdf)

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2019, 2020 & 2021)****Course No. : MED-204****Duration of Exam.: 3 Hrs.****Credit: 04****Title : Teacher Education****Total Marks : 100****Internal Test-I : 20****Internal Test-II : 20****External Test. : 60****Course Objectives:****To enable the pupil teachers to-**

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

**Unit-I****Development of Teacher Education**

Teacher Education: Importance, programmes and perspectives

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

Historical development of Teacher Education in Jammu and Kashmir State

**Unit-II****Student Teaching**

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

Components and importance of Pre-service and In-service teacher education

Internship: concept, planning and organization

**Unit-III****Instructional Designs and Techniques for Higher Learning**

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

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

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

## Unit-IV

### Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept óDeterminants, Identification, Characteristics

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

Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii)

Modification of Teacher Behaviour iv) Student teaching

#### Sessional Work:

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books Recommended:

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

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

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

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

MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi

MHRD (1992): Programme of Action, Department of Education, Govt. of India, New Delhi

MHRD (1990): Towards an Enlightened and Humane Society; (Rama Murthi Committee Report), Department of Education, Govt. of India, New Delhi

Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi

NCERT (1987): In service Training Package for Secondary Teachers MHRD, New Delhi

NCTE (1998): Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi

Saxena, N.R., Mishra, B.K., & Mohanty, R.K.(1999-2000) *Teacher Education*, Surya publications: Meerut

Sharma, S.P. (2009) *Teacher Education, principles, theories and practices*, Kanishka Publishers: New Delhi

Singh, L. C.& Sharma, P. C. (1995) *Teacher Education and the Teacher*, New Delhi: Vikas Publishing House

Singh, R. P. (1990) *Studies in Teacher Education*, New Delhi: Bahri Publication

Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing

Singh, L.C. et al. (1990) *Teacher Education in India*, New Delhi, NCERT.

Singh, T. (1978) *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharati Prakashan.

Verma, M.(2006) *Teacher Education*, Murari Lal & Sons: New Delhi-110002

[www.ncte-india.org/](http://www.ncte-india.org/)

[www.aiaer.net](http://www.aiaer.net)

[www.ripublication.com](http://www.ripublication.com)

<http://teachingcommons.stanford.edu>

[www.researchgate.net](http://www.researchgate.net)

[www.facultyfocus.com](http://www.facultyfocus.com)

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2019, 2020 & 2021)****Course No. : MED-205****Title: Dissertation****Credit : 04****Total Marks: 100**

1. Dissertation
  - a) selection of topic
  - b) Review of Related Literature
  - c) Preparation of Synopsis
  - d) Development/ Procurement of Tools

## MASTER OF EDUCATION (M.Ed)

### Semester II

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

**Course No. : MED-206**

**Title : Teaching of General Science**

**Duration of Exam.: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II : 20**

**Major Test. : 60**

#### Course Objectives:

To enable the pupil teachers to-

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

#### Unit-I

Concept of General Science. Need and objectives of general science in school curriculum, Role of school and teacher in teaching of general science. Qualities of a science teacher.

Technological interventions:

Knowledge forum

Virtual labs

Virtual science centres

e- learning

#### Unit II

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

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

Textbooks: Meaning and importance of textbooks in teaching of general science. Qualities of a good textbook of general science. Role of textbooks in teaching of science.

#### Unit III

Strategies for Science Education:

Techniques of teaching science-lecture cum Demonstration, Project method, Problem Solving, Heuristic method, Reflective methods (deductive and inductive), critical thinking methods (analytical and synthetic method)

Non-formal techniques of learning science- work experience, community resources, science exhibitions and fairs, science quiz, field trip, model-making,

#### Unit IV

Evaluation: Concept, formative and summative evaluation

Lesson planning: Meaning and importance of lesson plans, Steps for preparing lesson plans using RCEM and constructivistic approaches for teaching of general science.

Survey of recent researches in science education with special reference to:

- a) Science curriculum.
- b) New technology in science learning
- c) Evaluation in science education

**Sessional work**

- Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.
- Visit to science exhibition or a field visit and a report on it.
- Organization of a science quiz

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

1. Alexander, W.M., Saylor, The High School Today and Tomorrow  
J.G. & Williams, E.L. New York: Holt, Rinehart & Winston, 1971.
2. A.M.A., A.S.E., A.A.M The Teaching of Science in Secondary Schools,  
London: John Murray, 1970.
3. Clark American Secondary School Curriculum
4. Dixon, K. (Ed.) Philosophy of Education and the Curriculum.  
Oxford: Pergamon, 1972.
5. Falk, D.F. Biology Teaching Methods, New York: John  
Wiley & Sons, Inc., 1971.
6. Hund, P.D. New Directions in Teaching Secondary School  
Science., Chicago: Rand Mc Nally, 1971.
7. Joyce, B. & Weil, M. Models of Teaching, New Delhi  
Prentice Hall of India, 1985.
8. Michaelis, J.U., Grossmen, New Designs for Elementary Curriculum and  
R.H., & Scott, L.E. Instruction, New York: Mc Graw Hill, 1975.
9. Renner, J.W. & Stafford, Teaching Science in the Secondary School. New  
30D.G. York: Harper



## MASTER OF EDUCATION (M.Ed)

### Semester II

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

**Course No. : MED-206**

**Title: Teaching of Social Science**

**Duration of Exam: 3 Hrs**

**Total Marks: 100**

**Credit: 4**

**Minor Test I: 20**

**Minor Test II: 20**

**Major Test: 60**

#### Course Objectives:

##### To enable the Pupil teachers to:

- Develop the ability of critical and logical thinking
- Acquaint themselves with different methods, approaches and techniques of teaching social science
- Familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science
- Develop a broad understanding of social science

#### UNIT I

- ❖ Place of Social sciences in the present school curriculum at Secondary Stage
- ❖ Critical appraisal of the existing curriculum in Social Sciences; Suggestions for improvement
- ❖ Epistemological frame for Social Sciences envisage in NCF 2005
- ❖ Interactive, Critical pedagogy and Constructivist Strategies in Social Sciences

#### UNIT II

- ❖ Approaches of organizing Social Science Curriculum: Logical, Concentric, Spiral, And Chronological
- ❖ Methods of teaching Social science: Lecture method, Discussion method, Project method, Unit method, Problem method, Source method and Socialized Recitation method
- ❖ Technological Interventions: Knowledge Forum, Virtual Social Science Labs, Virtual Social Science Centers, e-learning

#### UNIT III

- ❖ Evaluation: Meaning, Need and Objectives of evaluation in Social Science
- ❖ Types of evaluation in Social Science
- ❖ Evaluation techniques: Oral test, Essay type test, Objective type test, Short-Answer type test
- ❖ New approaches to evaluation: Open-Book examination, Grading, Credit System
- ❖ Construction of Achievement test: Concept and Steps

#### UNIT IV

- ❖ Meaning, Importance and Steps of Pedagogical Analysis
- ❖ Pedagogical Analysis on the following topics:
  - First World War
  - Khillafat Movement
  - Non-Cooperation Movement
  - Civil Disobedience Movement
  - Salt Satyagraha
  - Quit India Movement
  - Fundamental Rights and Duties
  - Indian Foreign Policy and UNO
  - Employment and Output in Industry and Agriculture
  - Disaster management

#### **Sessional work:**

#### **Any one of the following:**

- ❖ Make an observation of a place of historical interest and prepare a report on it.
- ❖ Prepare a list of 10 books/Journals in social sciences with all bibliographic details for purchasing to the school library.

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Suggested Readings**

Bining & Binning. (1952). *Teaching of Social Studies in Secondary Schools*. New York, USA: Mc Graw Hills.

*Choudhury, K.P. (1975). The effective Teaching of History. New Delhi, India: NCERT.*

Dhamiaja Neelam.(1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi,India:Harmer Publishing House.

Kochhar, S.K. (1970). *Methods of Teaching Social Studies*. New Delhi, India: Sterling Publication.

Taneja, V.R.(1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.

Yagnik, K.S.(1966). *The Teaching of Social Studies in India*. Bombay,India: Orient Longman Ltd.

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2019, 2020 & 2021)****Course No. : MED-206****Duration of Exam. 3 Hrs.****Credit: 4****Title : Teaching of Language****Total Marks : 100****Minor Test-I : 20****Minor Test-II : 20****Major Test. : 60****Course Objectives:****To enable the pupil teachers to-**

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

**Unit-I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

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

### **Sessional Work**

Conducting of Observation in classroom teaching and learning of language(LI & LII);

Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts for the language acquisitions. Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language.

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended:**

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

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

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

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

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

**Web Resources**

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

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

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

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

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

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

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

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in the year 2019, 2020 & 2021)****Course No. : MED-207****Title: Internship****Total Marks: 100****Credit : 04**

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

Visits cum Observation **(16 days)**

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

## MASTER OF EDUCATION (M.Ed)

### Semester III

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

**Course No. : MED301**

**Title : Methodology of Core Practices**

**Duration of Exam.: 3 Hrs.**

**Total Marks : 100**

**Credit: 04**

**Minor Test-I : 20**

**Minor Test-II : 20**

**Major Test : 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit I**

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

#### **Unit II**

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

#### **Unit III**

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

#### **Unit IV**

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

#### **Sessional Work:**

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

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



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

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

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

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

#### Books Recommended & Web Resources:

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

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

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

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

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

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

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

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

Letter to a Teacher, Lorenzo Milani  
[https://www.academia.edu/1745940/Letter\\_to\\_a\\_Teacher\\_Lorenzo\\_Milanis\\_contribution\\_to\\_critical\\_citizenship](https://www.academia.edu/1745940/Letter_to_a_Teacher_Lorenzo_Milanis_contribution_to_critical_citizenship)

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

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

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

[https://caepnet.files.wordpress.com/2014/11/ets\\_embedding\\_high\\_leverage\\_practices.pdf](https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf)

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

[http://sitemaker.umich.edu/ltp/files/kazemi\\_et\\_al\\_merga\\_proceedings.pdf](http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf)

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

[http://sitemaker.umich.edu/ltp/files/lampert\\_m.\\_beasley\\_h.\\_ghousseini\\_h.\\_et\\_al.\\_2010\\_using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m._beasley_h._ghousseini_h._et_al._2010_using_designed_instructional_activities_to_enable_novices.pdf)

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

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

**MASTER OF EDUCATION (M.Ed)**

**Semester III**

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

**Course No. : MED-302**

**Title : Advanced Communication Skills**

**Duration of Exam.: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

**Course Objectives:**

**To enable the pupil teachers to-**

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

**Unit-I**

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

**Unit-II**

Models of communication ( Linear , Interactional )

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

**Unit-III**

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

**Unit-IV**

- 1) Listening and Speaking: Concept, Significance , Types and activities to develop listening and Speaking skills
- 2) Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)

- 3) Writing: Types of Composition (Guided, Free and Creative), Evaluating Compositions, Letter Writing (Formal, Informal) Supplementary Skills: Study Skills (Note Taking and Making), Reference Skills (Dictionary, Encyclopedia, Thesaurus)

**Sessional work:**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended**

A.L. Kohli (2001) *Techniques of teaching English in the New Millennium*, Dhanpat RAI publishing company

B.N.Dash (2007-2008) *Teaching of English*. Dominant Publishers and distributors, New Delhi, 110002

C.S. Rayudu (1998) *Communication*, Himalaya Publishing House, Mumbai-400004

K.Venugopal Rao (2002) *Methods of Teaching English*, Neel Kamal publications Pvt. Ltd. Sultan Bajar, Hyderabad

M.S. Sachdeva (2000-2001) A new approach to teaching of English in India, Tandon Publications Ludhiana

N.P. Pahuja (2004) *Teaching of English*, Anmol Publications Pvt. Ltd.

S.Venkateswaran (2000) *Principles of Teaching English*, Vikas publishing house pvt. Ltd.

**Web References**

[www.skillsyouneed.com/ips/barriers-communication.html](http://www.skillsyouneed.com/ips/barriers-communication.html)

[www.mentoring.org/downloads/mentoring\\_436.pdf](http://www.mentoring.org/downloads/mentoring_436.pdf)

[www.wikihow.com](http://www.wikihow.com)

[home.snu.edu/~jsmith/library/body/v25.pdf](http://home.snu.edu/~jsmith/library/body/v25.pdf)

[www.sagepub.in/upm-data/34371\\_1.pdf](http://www.sagepub.in/upm-data/34371_1.pdf)

[www.academia.edu/.../Concepts\\_and\\_Theories\\_of\\_Communication\\_MSJ...](http://www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...)

[www.12manage.com/i\\_cs.html](http://www.12manage.com/i_cs.html)

## MASTER OF EDUCATION (M.Ed)

### Semester III

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

**Course No. : MED-303**

**Duration of Exam.: 3 Hrs.**

**Credit: 04**

**Title : Health & Yoga Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

##### **About Health & Yoga Education**

Historical Development of Health & Yoga Education in India

Scope, need & importance of Health & Yoga education

Approaches to health education and Targets for health & Yoga education

#### **Unit-II**

##### **Nutrition & Nutritional Disorders**

Nutrition: Concept, Scope and importance

Factors influencing nutrition, Problems of Malnutrition and their Prevention

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

#### **Unit-III**

##### **Role & Responsibilities of Teacher**

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

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

Curriculum analysis with special reference to health & yoga education

## Unit-IV

### International & National Agencies

International and National Agencies connected with Health services:

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

Indian Red Cross Society- Concept, aims & objectives

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

### Sessional work

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended:

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

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

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

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

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

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

### Web References

[http://en.wikipedia.org/wiki/Health\\_education](http://en.wikipedia.org/wiki/Health_education)

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

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

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

[http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture\\_notes/health\\_extension\\_trainees/Intro\\_HealthEducation.pdf](http://www.cartercenter.org/resources/pdfs/health/ephti/library/lecture_notes/health_extension_trainees/Intro_HealthEducation.pdf)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester III**

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

**Course No. : MED-304**

**Title : Dissertation**

**Credit : 4**

**Total Marks : 100**

**Dissertation**

4

- a) Data Collection
- b) Analysis and interpretation of data
- c) Report Writing

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in the year 2019, 2020 & 2021)****Course No: MED-305****Title: Internship****Total Marks: 100****Credit : 04**

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

**Visits cum Observation (21 days)**

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



## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2020, 2021 & 2022)

**Course No. : MED-306**

**Title: Environmental Education**

**Duration of Exam.: 3 Hrs.**

**Total Marks: 100**

**Credit : 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit-I**

Environmental education-meaning, objectives, Importance

Difference between environmental education & environmental awareness

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

Formal & non-formal environmental education.

#### **Unit-II**

Man & environment relationship, man as a creator & destroyer

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

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

#### **Unit-III**

Concept and need of sustainable development

Challenges for sustainable development

Preservation of environmental & natural resources for sustainable development

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

#### **Unit-IV**

Concept and types of biodiversity

Strategies for conservation of bio-diversity-institution and ex-situ

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

environmental legislations in India:-

- a) the water Act-1977
- b) forest conservation Act-1980
- c) the air Act-1981
- d) Environmental Act-1986
- e) National environmental educational Act-1990

### **Sessional work:**

Environmental awareness campaigns (tree plantation & swatchta abhiyan)

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended:**

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

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

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

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

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

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

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

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

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2020, 2021 & 2022)

**Course No. : MED-401**

**Duration of Exam: 3 Hrs.**

**Credit : 04**

**Title : Inclusive Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### Course Objectives:

##### To enable the pupil teachers to-

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

### Unit I

#### Preparation for Inclusive Education

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

#### Current policy perspectives supporting inclusive education for children with diverse needs

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NPE (1986) and POA (1992).
- National Policy for Person with Disability (2006).
- The Rights of persons with Disabilities Act, 2016.

### Unit-II

#### Education of Gifted Children

- Concept
- Characteristics

- Criteria for identification
- Educational provisions

#### Education of Creative Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

### **Unit-III**

#### Education of Visually and Hearing Impaired

##### Concept of visually Impaired

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

##### Concept of Hearing Impaired

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

### **Unit-IV**

#### Education of orthopedically handicapped

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

#### Learning disabled children

- Concept
- Characteristics
- Identification, Prevention
- Educational programmes

#### **Sessional work:**

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

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

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2020, 2021 & 2022)****Course No. : MED-402****Title : Dissertation & Viva-voce****Total Marks: 100****Credit : 04****Dissertation: 75 Marks****Viva-voce: 25 (05+20) Marks**

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

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2020, 2021 & 2022)****Course No. : MED-403****Title : Advanced Statistics in Education****Duration of Exam.: 3 Hrs.****Credit : 04****Total Marks: 100****Internal Test-I: 20****Internal Test-II: 20****External Test: 60****Course Objectives:****To enable the pupil teachers to-**

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

**Unit-I**

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

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

**Unit-II**

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

**Unit-III**

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

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

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

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

## Unit-IV

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

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

Hypothesis Testing

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

Sessional Work:

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

**Books Recommended:**

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



## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2020, 2021 & 2022)

**Course No. : MED-403**

**Title : Open and Distance Learning**

**Duration of Exam.: 3 Hrs.**

**Total Marks: 100**

**Credit : 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### Course Objectives:

**To enable the pupil teachers to-**

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

#### Unit –I

Growth and Philosophy of Distance Education

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

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

Correspondence and Open education: Development, objectives and modes

#### Unit –II

Communication Technology for Distance Education

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

#### Unit-III

Research for Distance Education

Curriculum Development for Distance Education

Distance Education: Economic Perspective

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

## Unit-IV

Learner Support Services

Management of Distance Education

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

### **Sessional Work:**

Survey of Distance and open learning centers.

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended:**

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

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2020, 2021 & 2022)

**Course No. : MED-403**

**Title : Peace Education and Human Rights**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit : 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

##### **To enable the pupil teachers to-**

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

#### **Unit-I**

##### **Peace: Concept, Sources & Classification**

Peace ó Nature and its relevance relating to the present global scenario

Different sources of peace: Philosophical, Religious, Social and Psychological

Classification of peace- Positive and negative peace, concept, characteristics

#### **Unit-II**

##### **Historical Perspective, Methods & Challenges**

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

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

Role of community, school and family in the development of values for Peaceful coexistence,

Role of different organizations like UNESCO in Peace Education.

#### **Unit-III**

##### **Human Rights: International & National Context**

Human Rights ó concept - at International and national context

Human Rights Education- Significance and Need

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

## Unit-IV

### Content & Pedagogy

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

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

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

### Sessional work

Case study on Role of school and community in Peace education

Design a self learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended:

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

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

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

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

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

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

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

### Web References

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

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

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

[http://www.unicef.org/publications/files/A\\_Human\\_Rights\\_Based\\_Approach\\_to\\_Education\\_for\\_All.pdf](http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf)

[http://www.eycb.coe.int/compasito/chapter\\_2/pdf/1.pdf](http://www.eycb.coe.int/compasito/chapter_2/pdf/1.pdf)

[http://www.ohchr.org/Documents/Publications/WPHRE\\_Phase\\_2\\_en.pdf](http://www.ohchr.org/Documents/Publications/WPHRE_Phase_2_en.pdf)

## **MASTER OF EDUCATION (M.Ed)**

### **Semester IV**

**(For the examination to be held in the year 2020, 2021 & 2022)**

**Course No: MED-403**

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

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

##### **ICT and Education**

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

#### **Unit-II**

##### **Software Applications Packages and Question Bank Development**

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

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

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

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

#### **Unit-III**

##### **Networking & Internet in Education**

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

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

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

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

## **Unit-IV**

### **Integrating Technology with Education**

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

### **Question Bank Development**

Developing Question Bank using multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

### **Sessional Work**

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

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### **Note for Paper Setters (External):**

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### **Books Recommended:**

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

Fun of computer - Singh and Sukhvir

ICT stragies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2020, 2021 & 2022)****Course No. : MED-404****Title: Internship****Total Marks: 100****Credit : 04**

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



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in the year 2020, 2021 & 2022)****Course No. : MED-405****Title: Project Work****Credit : 04****Total Marks: 100**

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression ( poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Portfolio of an adolescent 20 marks
3. Care of one tree on campus 20 marks
4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in the year 2020, 2021 & 2022)

**Course No. : MED-406**

**Title: Curriculum Development**

**Duration of Exam. 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

#### **Course Objectives:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

##### **Historical Growth of Curriculum**

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

Issues and trends in curriculum development

Defects of the existing curriculum and Remedial measures to overcome them

#### **Unit-II**

##### **Theories and Approaches of Curriculum**

Components of Curriculum

Theories of curriculum

- i. Instructional Theory
- ii. Supervisory Theory

Curriculum Approaches

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

#### **Unit-III**

##### **Models of Curriculum Development**

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

Curriculum Development Models

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

Suggestions and recommendation in curriculum development as per NCFTE-2009

## Unit-IV

### Support Material and Curriculum Evaluation

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

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

Support materials in Curriculum Planning, Implementation and Evaluation

### Sessional Work:

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

**Note:** There will be two Internal Tests. Each Internal Test will consist of 20 marks (a test of 10 marks in Internal Test-I from Unit-1 with Seminar of 10 marks and Internal Test-II from Unit-2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

### Note for Paper Setters (External):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

### Books Recommended:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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