



॥ सा विद्या या विमुक्तये ॥

**स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड**

‘ज्ञानतीर्थ’, विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

**SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED**

‘Dnyanteerth’, Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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प्रस्तुत विद्यापीठातील संकुल व सर्व  
संलग्नित महाविद्यालयातील आंतर  
विद्याशाखेमधील एम. एड. या विषयाचा  
अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२  
पासून लागू करण्याबाबत.

## प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक १७ नोव्हेंबर २०२१ रोजीच्या अंतरविद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे **M.Ed.** प्रथम वर्षा च्या अभ्यासक्रमास मा. विद्यापरिषदेच्या मान्यतेच्या आधिन राहून मा. कुलगुरू महोदयांनी मान्यता दिली आहे. त्या नुसार प्रस्तुत विद्यापीठातील संकुलात व सर्व संलग्नित महाविद्यालयातील पदव्युत्तर स्तरावरील **M.Ed.** प्रथम वर्षाचा सुधारित अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या [www.srtmun.ac.in](http://www.srtmun.ac.in) या संकेत-स्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.: शैक्षणिक-१/पदव्युत्तर/एम.एड.प्रथम वर्ष/अभ्यासक्रम/

२०२१-२२/३१४

दिनांक : १४.०२.२०२२.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. सहयोगी, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- ३) मा. कुलसचिव, यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य, सर्व संलग्नित समाजकार्य महाविद्यालये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.



स्वाक्षरित / -

**सहा.कुलसचिव**

शैक्षणिक (१-अभ्यासमंडळ) विभाग



# SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED



## STRUCTURE AND SYLLABUS

For award of degree

**Master of Education**

**(M.Ed.)**

Introduced from Academic Year 2021-22 with Choice Based Credit System

Subject to revise from time to time

**w.e.f. 2021-22**

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## **1. Preamble**

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in different fields of education.

## **2. Introduction:**

Education has vital responsibility in building emerging society and to locate an individual in it as a constructive, accountable, progressive citizen. In this regard teacher education programs at various levels must be molded in new fashion relevant to the modern context.

Swami Ramanand Teerth Marathwada University, Nanded through its Faculty of Education locating reforms in to practice by modification and updating curriculum. This particular revised syllabus is subjected for post graduate course Master of Education (M.Ed.) in the Faculty of Education from academic year 2009. It will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

## **3. The General Objectives of M.Ed.(Master of Education) Program:**

1. To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
2. To enable to understand, analyse, evaluate, criticise changes in education, Philosophical-Social- Economic-Cultural-Psychological concern of Education.
3. To prepare professional personnel required for staffing of the Colleges of Education.

4. To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
5. To prepare personnel for various educational services.
6. To enable to conduct research in different fields of education.
7. Advancement of specialized knowledge and understanding about the philosophical , sociological, Psychological, Historical, Political and Economic perspectives of education
8. To develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
9. To develop Worldwide perspective about educational theories and practices to enable the learners to visualize the inter-linkages different educational systems and educational phenomena
10. To enhance knowledge of ICTs and their application for empowerment of educational practices and research.
11. To enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
12. To develop research aptitude and skills to advance knowledge in the field of Education
13. To enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with modern educational practices and issues related to education.

#### **4. Program Outcomes (POs):**

Program Outcomes (PO) of the M.Ed. degree program of the S.R. T. M. University are given below.

**PO1. Professional Capacity Building:** Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.

**PO2. Academic Integrity and Professional Ethics:** Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.

**PO3. Resilience and cope up with Complex issues:** Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.

**PO4. Academic Administration and Management Capacities:** Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.

**PO5. Continuous Academic Development:** Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.

**PO6. Commitment towards Society and National Goals:** Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

**PO7. Sensitivity for Emerging Issues:** Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

**PO8. Research and Knowledge Creation:** Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

**PO9. Independent and Team Work Capacities:** Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

**PO10: Professional Communication Skills:** Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

## **5. Duration of the Program**

The Program for the M.Ed. Degree in Regular shall be of two academic years. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

## **6. Eligibility for Admissions:**

- a. Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes:
  - (i) B.Ed.
  - (ii) B.A. B.Ed., B.Sc. B.Ed.
  - (iii) B.El.Ed.
  - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each) of this University or any other recognized University.
- b. Equivalent to the above mentioned qualification degree of this or other recognized university shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part.
- c. In the case of SC/ST /VJNNT/ OBC/PWD and other notified categories as per direction of Government students this percentage of marks shall be at least 45%. Timely changes will be followed as per Government Rules.
- d. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- e. The reservations will be given as per the policy and guidelines prescribed by Government and University, subject to revision by the university from time to time.
- f. At the final stage of admission student- teachers must submit an undertaking regarding

regular attendance and practical work.

## **7. Admission procedure**

Admission to the eligible candidates shall be as per procedure laid down by the State Government of Maharashtra and University from time to time.

## **8. Medium:**

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi or Hindi or English. Concerned department can make arrangement and is permitted to do so by the University.
- b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the Examination.
- c. Medium of Examination:-The medium of the Examination shall be Marathi or Hindi or English.

## **9. Attendance**

- a. A candidate desiring to appear for the M.Ed. examination must attend the College recognized for this purpose.
- b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 80% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.
- c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.
- d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.



## **10. Eligibility for appearing M.Ed. examination**

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of condolence are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

## **11. Choice Based Credit System (CBCS):**

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

In CBCS for M.Ed. program of this university carry **100** numbers of credits distributed in two academic years comprising of four semesters. Credits normally represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc.

In each of the courses, credits are assigned on the basis of the number of lectures / tutorials / laboratory work and other forms of learning required for completing the course contents in academic year excluding examination, vacation period from the commencement of course.

The minimum instructional days as worked out by the NCTE for one academic year are 200 working days.

The courses offered in this Programme consist of Core Courses (CC), Elective Courses (EC), Open Elective Courses (OEC), Enhancing Professional Competencies (EPC), Practical Courses (PC), Dissertation and Internship with defined ratio of credits for each. The core courses deal with the discipline specific courses. Elective and Open Elective Courses (EC & OEC) have inter and intra disciplinary nature.

## **12. The distribution of the courses in a Program:**

The total number of minimum credits to complete the program is different for different programs. Out of these:

**Core: 75%** of total credits of the Program of that particular discipline.

**Elective: 25%** (including discipline specific subject electives and Open (Generic) Electives). In this the **open electives should be of 8 credits in a two year program** (average of 4 credits each year). It is mandatory that the open electives shall be of outside the parent school i.e. Inter school, however in the schools where distinct programs are being offered (like social sciences, Language, literature & culture studies) up to 4 credits of 8 open credits can be taken as intra school open elective. **This includes Credit Transfer from recognized online courses like SWAYAM/MOOCs/NPTL/Skill oriented courses/ Lesson Observations & Seminar/ Field activities & Seminars / Action research etc.**

**Credit transfer from other Institutes:** Depending on the feasibility and availability a maximum of four credits can be completed by the student in any of the national or reputed academic institutes/ organizations/ industries.

**Audit Courses and Additional courses:** If the student wishes to go for more number of credits, he can opt additional courses up to maximum of 10% of the total credits of the program depending on the interest of the student and other feasibilities. In general audit courses are of qualitative assessment without grades and additional credits are with grades. These additional credits shall be reflected on the Marks transcript of the student. .

### **13. Features of CBCS for M.Ed. are as following**

1. Choose electives from a wide range of elective courses offered within faculty including set of different skills.
2. This program with choice based courses is offered within the faculty.
3. The curricula should be unitized.
4. A contact hour is a 60 minute duration a teacher engaged in Lecture, tutorial, practical, field work, discussion etc.
5. Contact hours include all the modes of teaching like lectures / tutorials / practical/ laboratory work / fieldwork/ Internship or other forms which suits to that particular course.
6. In determining the number of hours of instruction required for a course involving laboratory / field-work/practicum/ Internship etc, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture.
7. The credits shall be based on the number of instructional hours per week, generally 1 credit per one hour of instruction in theory and 1 credit for 2 hours of practical/project work/Field work/internship.
8. 'Academic Week' is a unit of six working days during which distribution of work is organized from five to seven contact hours of one hour duration on each day.

9. Four –credit course of theory will be of four clock hours per week.
10. The evaluation will be on Mid Semester Assessment (MSA) and End Semester Assessment (ESA). The final results shall be declared after integration of MSA and ESA.
11. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each semester and the Cumulative Grade Point Average (CGPA) earned towards the end of the program.
12. Befits of Sports/ NSS etc. Shall be given according to university rules.

#### **14. Mechanics of Credit Calculation:**

As per SRTMUN standard for M.Ed.,

- 01Credit= 16 contact hours for theory courses &  
32 contact hours for practicum/internal etc.
- 01 credit= 25 marks

#### **Credit Point (P):**

Credit point is the value obtained by multiplying the grade point (G) by the credit

$$(C P) = G \times C.$$

#### **Grade Point:**

**I. Semester Grade Point Average (SGPA)** is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

#### **II. Cumulative Grade Point Average (CGPA):**

‘Cumulative Grade Point Average’ (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

#### **12. Evaluation System**

The evaluation will be on Mid Semester Assessment (MSA), End Semester Assessment (ESA). The final results shall be declared after integration of MSA and ESA.

**Weightage: 50% for End Semester Assessment (ESA) & 50% for Mid Semester Assessment (MSA)**

The declaration of result is based on the grade point average (GPA) earned towards the end of each

semester or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

### **15. Examination/Evaluation Rules**

The evaluation of the student will be mainly on

1. Mid Semester Assessment (MSA) and
2. End Semester Assessment (ESA).

**The ratio of MSA and ESA is 50:50**

### **16. Passing Rules:**

The MSA and ESA have different passing heads and Minimum passing: 50% of passing for each course in each head separately.

### **17. Assessment:**

1. **Mid Semester Assessment (MSA):** MSA aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned college. **MSA** will be done on a continuous basis during the year with prescribed assessment components.
2. **The components selected for MSA** may be: Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the Board of Studies.
3. Components of internal evaluation are to have a time frame for completion (by student teachers), and concurrent and continuous evaluation (by teacher educators).
4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each Paper is 50% for Mid Semester Assessment (**MSA**)
5. **End Semester Assessment (ESA):** This is to be carried out at the end of each Semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Assessment (ESA) is based on written examination. These examinations shall be at the end of each semester.
6. **Integration of MSA and ESA:**
  1. A student failed in MSA shall have to appear for ESA again in that particular paper. In a particular paper if a student failed in internal (MSA), he deemed to be failed in that course and he has to reappear for MSA and ESA irrespective of the

marks he got in ESA.

2. If a student passed in MSA and failed in ESA, the student needs to appear for ESA only in his next attempt and the MSA marks shall be carried.
3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in winter/summer season. However the student has to clear the course in the prescribed maximum period for that course.
4. MSA marks will not change. A student cannot repeat MSA. In case s/he wants to repeat MSA, then s/he can do so only by registering the said course during the semester in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.
5. Students who have failed in a course may reappear for the ESA only twice in the subsequent period.
6. If student fail to acquire required Credits within four years from admission period, such student has to acquire Credits with prevailing / revised syllabus at that time.
7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.
8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).
9. While marks will be given for all examinations, they will be converted into grades. The end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

#### **18. Assessment and Grade point average:**

The system of evaluation will be as follows: Each MSA and ESA will be evaluated in terms of marks. The marks for MSA and ESA will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

Table 1: Conversion of marks to grades in credit system

<b>Marks</b> (for papers having weightage of 100 marks)	<b>Marks</b> (for papers having weightage of 50 marks)	<b>Marks</b> (for papers having weightage of 25 marks)	<b>Grade</b>	<b>Grade Points</b>
<b>100-90</b>	<b>50-45</b>	<b>25-23</b>	S	10
<b>89-80</b>	<b>44-40</b>	<b>22-21</b>	O	09
<b>79-70</b>	<b>39-35</b>	<b>20-18</b>	A+	08
<b>69-60</b>	<b>34-30</b>	<b>17-16</b>	A	07
<b>59-55</b>	<b>29-26</b>	<b>15-14</b>	B+	06
<b>54-45</b>	<b>27-23</b>	<b>13-12</b>	B	05
<b>44-40</b>	<b>22-20</b>	<b>11-10</b>	C+	04
<b>39 and Less FC</b>	<b>19--</b>	<b>9--</b>	FC	0 (Fail but Continue)
<b>39 and Less (Internal)</b>	<b>19--</b>	<b>9--</b>	FR	0 (Fail and Repeat the course)

A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

The Semester Performance Index (SPI) gives weighted performance index of a semester with reference to the credits of a course.

The SPI shall be calculated as-

$$\text{SPI} = \frac{\text{Total Earned Grade Pointes (as given above) for the Year}}{\text{Total Credits for the semester}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 X Credits for the Course

**Semester Grade Point Average (SGPA):** The performance of the student in a semester is indicated by number called SGPA. It shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the semester}}$$

#### 19. Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he / she entered the department.

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II+III+IV semester)}}{\text{Total credits for the Program}}$$

Final Grade: Table -2

CGPA	Grade	
09.00-10.00	S:	Super
08.00-08.99	O:	Outstanding
07.50-07.99	A+:	Excellent
07.00-07.49	A:	Very Good
06.00-06.99	B+:	Good
05.00-05.99	B:	Satisfactory
04.00-04.49	C+:	Pass
00.00-03.99	F:	Fail

- i) ‘B+’ Grade is equivalent to at least 55% of the marks as per circular No. UGC- 1298/[4619] UNI- 4 dated December 11, 1999.
- ii) “ A” Grade is equivalent to first class
- iii) If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded ‘C+’ grade).
- iv) If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.
- v) For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 20 credits. These courses will be from theory courses (CC, PSS, OC).
- vi) A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

## 20. CURRICULAR AREAS:

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the education and teacher education. It comprises of following broad interrelated curricular areas prescribed by NCTE :-

- I. **Perspectives / Core Courses** : Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies and Curriculum Studies



II. **Tool Courses:** Basic and Advance level education research, academic writing and communication skills, Education Technology and ICT, Self Development (Gender & Society, Inclusive Education, Mental & Physical well-being through modalities like Yoga.

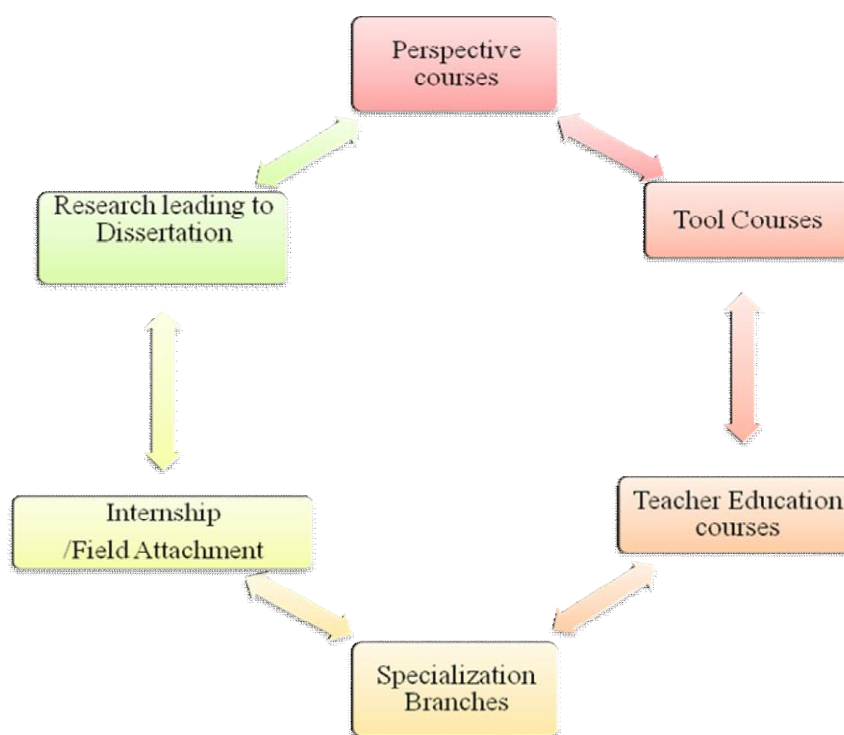
III. **Teacher Education Courses:** these are linked with the field internship.

IV. **Specialization Branches:** one of the School stage (Elementary/Secondary) and cluster of electives in thematic areas pertinent to that stage. Specialization branches are offered in the form elective courses in each semester of the program

V. **Internship/Field attachment :** Internship/Field attachment in (i) Teacher Education Institution and (ii) the area of Specialization in education

VI. **Research leading to specialization:** related to specialization/core courses.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



The course structure designed according to themes and areas prescribed by NCTE is given below.

## 21. Program Structure:

SCHOOL OF EDUCATIONAL SCIENCES  
SRTM UNIVERSITY, NANDED  
MED Syllabus –Revision 2021

Sr. No.	Courses	Semester I	Semester II	Semester III	Semester IV
1	Core Courses	3 * 4 = 12	3 * 4 = 12	3 * 4 = 12	3 * 4 = 12
2	Elective Courses	1 * 4 = 12	1 * 4 = 12	1 * 4 = 12	1 * 4 = 12
<b>A</b>	<b>Total Credits</b>	<b>16</b>	<b>16</b>	<b>16</b>	<b>16</b>
3	Open Elective	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
<b>B</b>	<b>Total Credits</b>	<b>02</b>	<b>02</b>	<b>02</b>	<b>02</b>
4	Dissertation & Viva voce		1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
5	Internship	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
6	Communication, Academic & Expository Writing	1 * 2 = 02			
7	Self Development		1 * 2 = 02		
<b>C</b>	<b>Total Credits</b>	<b>04</b>	<b>06</b>	<b>04</b>	<b>04</b>
<b>D</b>	<b>Practical and Field study</b>	<b>03</b>	<b>01</b>	<b>03</b>	<b>03</b>
	<b>Total Credits (A+B+C+D)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

\* (No. of courses\* No. of Credits\* No. of Semesters)= Total Credits

A. Theory courses ( 4*4*4 )	= 64
B. Open Elective courses (1* 2*4 )	= 08
C. Dissertation and viva voce (1*2*3)	= 06
Internship (1* 2*4)	= 08
Academic writing etc. (1* 2*1 )	=02
D. Practical and Field Study ( 1*3*1+1*1*1)	=10

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Total Credits (A+B+C+D) =100

## Structure of Program

### Semester I

Code	Courses	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC101	Psychology of Learning & Development	2	2	4
MEDCC102	Philosophy of Education	2	2	4
MEDTC103	Introduction to Research Method	2	2	4
MEDEC104	Elective Courses: 1. Educational Management & Administration 2. Women's Education 3. Non-formal Education	2	2	4
MEDOE105	Open Elective courses (One from other schools of campus)* MOOCs recognized by University/ Swayam courses/ Lesson Observation & Seminar**	1	1	2
MEDSC106	Communication, Academic & Expository Writing (ISB) ***	1	1	2
MEDSC107	Internship	02		
MEDSC108	Practical and Field study	03		
	<b>Total</b>	<b>15</b>	<b>10</b>	<b>25</b>

\* Open Elective courses are available for campus schools only.

\*\* ESA & MSA will be responsibility of the school / college

\*\*\*To be completed in Inter Semester Break (ISB)

### Semester II

Code	Course	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC201	Sociology of Education	2	2	4
MEDCC202	Educational Studies	2	2	4
MEDCC203	Elementary Level School Education	2	2	4
MEDTC204	Tool Courses : (One from given list) 1. Educational Technology 2. Inclusive Education 3. Educational Measurement and Evaluation	2	2	4
MEDOE205	Open Elective courses (One from other schools of campus)* /MOOCs recognized by University/ Swayam courses/ Action Research**	1	1	2
MEDSC206	Dissertation Work	1	1	2
MEDSC207	Internship in TEI (ISB) ***	1	1	2
MEDSC208	Practical and Field study	3		2
	<b>Total</b>	<b>14</b>	<b>11</b>	<b>25</b>

\* Open Elective courses are available for campus schools only.

\*\* ESA & MSA will be responsibility of the school / college

\*\*\*To be completed in Inter Semester Break (ISB)

Total Credits: Semester I (25)+ Semester II (25) = **50 Credits**

## 22. Detail Course Content:

### Semester I

Course code: MEDCC101

### PSYCHOLOGY OF LEARNING AND DEVELOPMENT:

#### Objectives:

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

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- Visualize multiple dimensions and stages of learner's development and their implications on learning
- Understand the group dynamics
- Learn the factors affecting learner's environment and assessment
- Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes
- Understand theories of Intelligence and Creativity.
- Understand the concept of Individual Differences
- Describe the relation amongst Teaching, Psychology and Education

#### Course Outcomes:

- CO1.** Student will be able to i) understand the nature and scope of Psychology, ii) relates theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process
- CO2.** Student will be able to i) understand concept of learning and levels of learning, ii) understand theories learning iii) use approaches of learning iv) implements constructivist approach in learning
- CO3.** Student will be able to i) understand the process of human development, ii) relates theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose
- CO4.** Student will be able to i) understand the concept of mental health and hygiene, ii) understand the concept of adjustment, intelligence and creativity iii) use the methods of measurement of intelligence and creativity iv) Relates the Intelligence, creativity, adjustment to educational practices
- CO5.** Student will be able to i) understand the concept of Group dynamics and Social Cognition, ii) understand group dynamics in classroom climate iii) Understand factors related to group dynamics and social cognition iv) implements knowledge of group dynamics educational process

### MODULE I: RELATION OF EDUCATION AND PSYCHOLOGY.

#### Instruction (Referencing):

Content	Mode of Transaction (08hrs)
1. Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education. 2. School of Psychology. 3. Methods of Educational Psychology- observation, experimental, differential:	Lecture, discussions and Documentary studies

longitudinal and cross sectional	
4. Scope and recent trends in Educational Psychology.	
5. Education implication of Psychology to Education	

## MODULE II: FRAMEWORK FOR LEARNING PROCESS

### Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none"> <li>1. Learning- Concept, Levels of Learning</li> <li>2. Factors influencing learning.</li> <li>3. Relation between Learning and motivation.</li> <li>4. Theories of Learning.</li> <li>5. Implications of theories of learning in education.</li> <li>6. Transfer of Learning and its implication for interdisciplinary approach</li> <li>7. Learning styles – concept, its implications to teaching.</li> <li>8. Approaches to learning: Behavioral approaches, Cognitive approaches and Social learning approaches</li> <li>9. Relation between Constructivism and learning</li> <li>10. Learning in the classroom, individual differences in acquisition and performance -educational implications.</li> </ol>	Lecture, reflective discussion in small groups and presentations

## MODULE III: LEARNERS' DEVELOPMENT, INDIVIDUAL DIFFERENCES & PERSONALITY

### Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none"> <li>1. Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems.</li> <li>2. Theories human of development. <ol style="list-style-type: none"> <li>a) Piaget's Cognitive development.</li> <li>b) Bruner Theory</li> <li>c) Erikson's Psycho-social development</li> <li>d) Factors influencing development</li> </ol> </li> <li>3. Individual difference <ol style="list-style-type: none"> <li>a) concept of intra and inter differences</li> <li>b) Role of heredity and environment for individual differences.</li> </ol> </li> <li>4. Personality <ol style="list-style-type: none"> <li>a) Concept of personality &amp; Factors influencing personality</li> <li>b) Types of Personality</li> </ol> </li> </ol>	Lecture, Documentary studies , observation based seminars and presentations

c) Type and Trait Theory of Personality d) Measurement of personality. 5. Indian concept of development & Personality	
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#### MODULE: IV: LEARNING ASSESSMENT AND PSYCHOLOGICAL MEASUREMENTS

##### Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<b>A. Mental health and hygiene</b> 1. Concept of mental health and hygiene. 2. Difference between mental health and hygiene 3. Process of adjustment. 4. Principles of mental hygiene. <b>B. Intelligence &amp; Creativity</b> 1. Theories of intelligence by – Guilford J.P. , Gardener, Sternberg. 2. Types and Measurement of intelligence- verbal, non-verbal, individual and group. 3. Nature of intelligence- emotional intelligence, social intelligence and their measurement <b>5.</b> Creativity- concept, factors , process of creativity and its measurement	Lecture, Documentary studies , observation based seminars, case studies and presentations

#### MODULE V: GROUP DYNAMICS AND SOCIAL COGNITION

##### Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<b>A. Group dynamics</b> 1. Concept of group dynamics 2. Types of group 3. Sociometric grouping 4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning <b>B. Social Cognition</b> a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security and its role in learning b) Media , Social cognition and its relation to learning c) Development of friendships and relationships, peer Participations and its role in learning d) Implications of Social Psychology to Educational processes	Lecture, Documentary studies , reflective discussions

### **PRACTICUM (Training & Creation):**

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
3. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
5. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
6. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
7. Analysis of a case of maladjusted adolescent learner.

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**Semester-I**  
**Course code: MEDCC102**

**PHILOSOPHY OF EDUCATION**

**Prerequisites of the course**

1. Student has studied concepts involved in education, process of education and educational thoughts contributed by various philosophies, and educational thinkers at graduate level.

**Outline of the Course:**

Philosophy of Education is one of the core courses in education. It provides the knowledge of theories and perspectives in Philosophy which have contributed the different aspects of education as aims & objective, curriculum, teaching-learning methods, role of teacher, evaluation etc. hence, the initial module covers the definitions, nature and functions of Philosophy. Second module includes branches of Philosophy, their relation to education and various concepts and process in educational context. Third and fourth modules have covered major Philosophical schools in Eastern and Western perspectives and their implications for education. The fifth module includes the study of great educational thinker and their views about the concept of man, development and educational process. The assessment of the course includes tests, assignments, practical work and end written examination at the end of semester.

**Objectives of the Course:** To enable the students to:

1. Understand the nature of Philosophy and Philosophy of Education
2. Critically analyze Eastern and Western Schools of Philosophy
3. Understand the implications of Eastern and Western Schools of Philosophy to Education
4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference Concept of Man and his
5. Development , Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

**Course Outcomes:**

**CO1 :** Student will be able to i) demonstrate understanding of concept, scope and significance of Philosophy ii) understand nature & functions of Philosophy iii) Understand the concept, scope , functions and significance of Philosophy of Education iv) Demonstrate the implications of nature and functions of Philosophy in educational context.

**CO2 :** Student will be able to i) demonstrate understanding of branches of Philosophy ii) explain relation



amongst branches of Philosophy and education iii) Understand the concepts related to educational processes and critically analyse them iv) Demonstrate the implications of branches of Philosophy in educational context.

**CO3 :** Student will be able to i) demonstrate understanding of eastern schools of Philosophy ii) compare eastern schools of Philosophy and education iii) Understand the contributions of eastern schools of Philosophy to education iv) Critically evaluate the eastern schools of philosophies and their implications to education.

**CO4 :** Student will be able to i) demonstrate understanding of western schools of Philosophy ii) compare western schools of Philosophy and education iii) Understand the contributions of western schools of Philosophy to education iv) Critically evaluate the western schools of philosophies and their implications to education.

**CO5 :** Student will be able to i) demonstrate understanding of concept of Man and his development of educational thinkers ii) explain the context and significance of concept of man , his development proposed by different educational thinkers iii) Understand the relevance of ideas of different thinkers regarding concept man and his development to education iv) Critically evaluate the concept of man and his development proposed by different thinkers and their implications to education.

## MODULE: I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE AND FUNCTIONS

### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Philosophy- Meaning, Scope, Need and Importance (1hr.) Philosophy of Education – Meaning, Scope, Need and Importance (1 hr) Nature of Philosophy of Education –A Directive Discipline, A Liberal Discipline and an activity (3 hrs) Functions of Philosophy – Speculative, Normative and Analytical (3hr.) Recent development in the field of Philosophy of Education (2hrs)	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: II: BRANCHES OF PHILOSOPHY AND EDUCATION

### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.) Relationship of Metaphysics, Epistemology, Axiology and Education (1 hr.) Critical understanding of concept of discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their relation with Philosophical perspectives. (6 hrs) Research in Philosophy of Education : Characteristics, Significance, areas and methodological issues (2 hrs)	Lecture, Documentary studies , reflective discussion in small groups and presentations

### MODULE: III: EASTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

#### Instruction (Referencing):

Content	Mode of Transaction (12hrs)
<p>Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education.</p> <p>a ) Upanishad b) Jain c) Buddhist d) Islam e) Vision derived from synthesis of different schools (10hrs)</p> <p>Research in Philosophy of Education in the context of Eastern Schools of Philosophy (2 hrs)</p>	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

### MODULE: IV: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

#### Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<p>Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education</p> <p>Schools:</p> <p>a ) Idealism b) Naturalism c) Realism d) Pragmatism e) Reconstructionism f) Existentialism g) Essentialism(8 hrs) h) Vision derived from synthesis of different schools - Open, Flexible or Prescriptive nature ( 02 hrs) i) Research in Philosophy of Education in the context western Schools of Philosophy (02 hrs)</p>	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

## MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

### Instruction (Referencing):

Content	Mode of Transaction (16 hrs)
Critical Analysis and Appraisal of Thoughts of different Thinkers : a) Swami Vivekananda b) Rabindranath Tagore c) Sri Aurobindo d) Mahatma Gandhi e) Plato and f) John Dewey g) Dr. A.P.J. Abdul Kalam with reference to i) Concept of Man and his Development ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher iii) Studies on Educational thinkers iv) Status of research in Educational Philosophy in Indian Context	Lecture, Documentary studies , reflective discussion in small groups and presentations

### PRACTICUM (Training & Creation )

1. Prepare scrap book on Educational Philosophies and their impact on Education.
2. Write a paper on one of the contemporary educational issues and how the educational philosophy may help to cope up the issue.
3. Conducting discussions and debates on different philosophical schools and their role for contemporary issues
4. Preparing own statement of Philosophy of Education.
5. Presentation on critical analysis of different educational thinkers (not included in above modules)

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**Semester-I**  
**Tool Courses**  
Course code: **MEDCC103**

**INTRODUCTION TO RESEARCH**

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

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

**Course Outcomes:**

Students will be able

- CO1.** To understand basic concepts involved in educational research
- CO2.** To apply the various methods to research problems in the field of education
- CO3.** To use different methods of sampling and methods of data collection
- CO4.** To analyse the different data involved in the research and interpret it.
- CO5.** To prepare different forms of research reports

**MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
<ol style="list-style-type: none"><li>1. Meaning, purpose and areas of educational research</li><li>2. Kinds of educational research: basic &amp; applied research, evaluation research and action research, and their characteristics</li><li>3. Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research</li><li>4. Formulation of Hypotheses</li><li>5. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: II: METHODS OF RESEARCH

### Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none"><li>1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation</li><li>2. Techniques of control: matching, holding the extraneous variable constant and statistical control</li><li>3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory</li><li>4. Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables</li><li>5. Experimental research designs: single-group pre-test post-test design, pre-test post-test control-group design, Post-test only control-group design, and Factorial design</li><li>6. Quasi-experimental designs: nonequivalent comparison group design, and time-series design Internal and external validity of results in experimental research</li><li>7. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH

**Instruction (Referencing):**

Content	Mode of Transaction (08 hrs)
<p>Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples</p> <p>Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling</p> <p>Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case</p> <p>Determining the sample size when using random sampling</p>	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

MODULE: IV: METHODS OF DATA COLLECTION:

**Instruction (Referencing):**

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> <li>1. Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information</li> <li>2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires</li> <li>3. Interview: types, characteristics and applicability, guidelines for conducting interviews</li> <li>4. Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion</li> <li>5. Secondary (existing) data: sources</li> </ol>	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

## MODULE: V : DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA

### Instruction (Referencing):

Content	Mode of Transaction (20 hrs)
<ol style="list-style-type: none"><li>1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data</li><li>2. Description and comparison of groups: measures of central tendencies and dispersion,</li><li>3. Assumptions, uses and interpretation Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications</li><li>4. Relative positions : percentile rank z-scores.</li><li>5. Examining relationships: Scatter plots and their interpretation product moment, rank, bi serial, point-biserial, tetra-choric, partial and multiple correlations</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

### PRACTICUM ( Training & Creation )

1. Development of a research proposal on an identified research problem
2. Preparation, try out and finalization of a tool
3. Identification of variables of a research study and their classification in terms of functions and level of measurement
4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report
8. Visit to various libraries for reviews
9. Visit to other Research centers to study the previous researches



10. Preparation of questionnaire for micro-level educational survey.
11. Preparation of interview schedule for micro- level educational survey.

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- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4<sup>th</sup> edition). London: MacMillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

## EDUCATIONAL MANAGEMENT AND ADMINISTRATION

### Objectives of Paper:

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

### MODULE: I: CONCEPT AND MEANING OF EDUCATIONAL MANAGEMENT

#### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> <li>1. Educational Management: Concept, Nature, importance</li> <li>2. Trends in management ( concept, Nature and importance) :                         <ol style="list-style-type: none"> <li>i. Human Resource Management</li> <li>ii. Performance Appraisal</li> <li>iii. Time Management</li> </ol> </li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

### MODULE: II: CONCEPT AND MEANING OF EDUCATIONAL ADMINISTRATION

#### Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> <li>1. Development of Modern Concept of Educational Administration from 1900 to Present-day.</li> <li>2. Administration as a process</li> <li>3. Administration as a bureaucracy</li> <li>4. Meeting the Psychological needs of employees, systems approach</li> <li>5. Administration such as (a) Decision making, (b) PERT</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: STRUCTURAL FRAMEWORK OF EDUCATIONAL MANAGEMENT IN INDIA

**Instruction (Referencing):**

Content	Mode of Transaction (06 hrs)
<ol style="list-style-type: none"> <li>1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis, objectives, functions and role)</li> <li>2. Management of Schools : Role of headmaster in planning of school activities</li> <li>3. Staff development programmes</li> <li>4. Role of teachers in school management and administration</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: PROCESS OF MANAGEMENT

**Instruction (Referencing):**

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none"> <li>1. Planning : Meaning and Nature, Approaches to Educational Planning , Perspective Planning , Institutional Planning</li> <li>2. Organization : Concept, structure, Factors affecting organizationalstructure , theory Organization,</li> <li>3. Leadership : Meaning and Nature , Theories of Leadership, Styles of Leadership , measurements of Leadership</li> </ol>	Lecture, Documentary studies , reflective discussion in smallgroups and presentations

MODULE: V: EDUCATIONAL SUPERVISION

**Instruction (Referencing):**

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none"> <li>1. Supervision : Meaning and Nature , Functions, Supervision ( as a service, as a process , as functions, as educational leadership )</li> <li>2. Modern supervision</li> <li>3. Supervisory programme : Planning, Organization and Implementation</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**PRACTICUM ( Training & Creation )**

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.

3. Study of conflict resolution studies adopted by Heads in two schools.
4. Panel discussion on corporate punishment in schools.
5. Prepare a plan for the mobilization of different types of resources for a school from the community.

## REFERENCES:

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- Anthony, N.F. (1981) *Management competencies and Incompetence's* Canada: Addison Wesley Publishing Company, Inc.
- Arnole, H.J and Feldman, D.C. (1988) *Organizational Behaviour*, New York: McGraw – Hill Book Company
- Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton Century Crofts, Inc.
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- Eric, H. and McMohan, A. (eds) (1986) *The Management of Schools*, London: KoganPage.
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Course code: **MEDED104-2**  
**WOMEN'S EDUCATION**

**Objectives of Paper:**

1. To know the expected roles (political, social and economic) of Indian Women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles
3. Effectively and efficiently in tune with the Constitutional directives.
4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.

**MODULE: I: Background and status**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
<ol style="list-style-type: none"><li>1. Problems of women face in developing countries including India.</li><li>2. Literacy percentage of women inadequate nutrition and technology existing against women etc.</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: II: Historical Development of Women's Education**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (07 hrs)</b>
<ol style="list-style-type: none"><li>1. Historical perspective of Women's Education in India Early, Colonial and Modern Periods</li><li>2. Government initiatives and schemes , objective significance and evaluation</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: III: Pioneers of Women's Education in India**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
<ul style="list-style-type: none"><li>• Raja Ram Mohun Roy,</li><li>• Mahatma Jyotirao Phule and Savitribai Phule</li><li>• Maharaja Sayajirao Gaikwad</li><li>• Periyar EV Ramaswamy</li><li>• Dr. Bhimrao Ramji Ambedkar</li><li>• Maharshi Dhondo Keshav Karve</li></ul>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: IV: NATIONAL PERSPECTIVE PLAN FOR WOMEN'S EDUCATION

### Instruction (Referencing):

Content	Mode of Transaction (06 hrs)
1. Role of UGC, MHRD, 2. National policy of education- 1968, 1986, 2020 3. Constitutional Provision; 4. Committees and Commissions on Women's Education-	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: V: Research in Women's education

### Instruction (Referencing):

Content	Mode of Transaction (10hrs)
1. Needed direction in educational research: access to education, and retention, apathy at home, child labor, early child marriage continuance of out-dated laws, and positive attitude towards girl's education. 2. Areas of research : Women empowerment through education , issues of working women , Status of women (urban & rural ) contributors of women empowerment and education	Lecture, Documentary studies , reflective discussion in small groups and presentations

### PRACTICUM (Training & Creation)

6. Assignment/term paper on selected theme from the course.
7. A study of the functioning contribution of a various agencies
8. Panel discussion on women education related topics.
9. Prepare a plan for the mobilization of different types of resources for a women empowerment form the community.
10. Analysis of reports of government agencies.

### REFERENCES:

Agarwal, S. (2011). Women in India. Jaipur: Aadi Publications.

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh: Ethic Community Development Organization (ECDO).

Arunachalam, Jaya, Kalapagam, U. (2006). Development and Empowerment-Rural Women in India. New Delhi: Rawat Publications.

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The Minerva Associates.

Jagdale, S.B. (2013). Issues of governance in social work education in India, University News, 51(31), 14-17.

Kapoor, M. (1986) Women and Family Life Education in India. Jaipur: Printwell Publications.

Sinha, Rajani (2004). Status of Women and Economic Development - Some Econometric Evidence. Jaipur: RBSA Publishers.

Sperling G and Winthrop R. (2015). What Works in Girls' Education, Evidence for the World's Best Investment. Brookings Institution Press.



Course code: **MEDED104-3**  
**NON-FORMAL EDUCATION**

**Objectives of Paper:**

5. To know the expected roles (political, social and economic) of Non –formal Education in India.
6. To acquaint with the types and modes of preparation needed for them in playing such roles
7. Effectively and efficiently in tune with the Constitutional directives.
8. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.

**MODULE: I: BACKGROUND AND STATUS**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
Non Formal Education : Background, concept, Characteristics, Importance Historical Development and forms of non-formal education like Life Long Learning, Continuing Education, Adult Education, Home schooling,/ alternative Schooling : Concept, Characteristics and Importance Philosophical Perspectives of Non-Formal Education	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: II: NON- FORMAL EDUCATION IN INDIA**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (07 hrs)</b>
Status of Education and Literacy in India (pre-schooling to higher education ) Status of Non-formal Education in India Socio-Economic-Political Issues involved in education and non-formal education Role and significance of non-formal education in India Experiments and practices of non-formal education, Role of Government and Non-Government organization	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: III: PIONEERS OF NON-FORMAL EDUCATION**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
<ul style="list-style-type: none"> <li>• Rabindranath Tagore,</li> <li>• Mahatma Gandhi</li> <li>• Swami Vivekananda</li> <li>• J. Krishnamurti</li> <li>• Paulo Freire</li> <li>• Evan Elich</li> <li>• J. P. Naik</li> </ul>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: IV: PEDAGOGICAL AND ANDRAGOGICAL PERSPECTIVES****Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (06 hrs)</b>
<p>Understanding Learner &amp; Teacher involved in non-formal education</p> <p>Methods and Techniques of Teaching-learning, Evaluation and its Psychological –Sociological significance</p>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: V: EXPERIMENTS & RESEARCH IN NON-FORMAL EDUCATION****Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10hrs)</b>
<ol style="list-style-type: none"> <li>1. Experiments in non-formal education in developing and developed countries</li> <li>2. Major research areas of non –formal education : Innovation and emerging ICTs, Socio-Economic Contribution, Philosophical-Political &amp; Psychological Perspectives, Types of Literacy,</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**PRACTICUM (Training & Creation)**

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a various agencies
3. Panel discussion on non-formal education related topics.

4. Prepare a plan for the mobilization of different types of resources for a social empowerment form the community.
5. Analysis of reports of government agencies.

## **REFERENCES:**

- Agrawal J.C. (1994), Learning Without Burden : An analysis, Delhi : Shipra,
- Agarwal, S. (2011). Women in India. Jaipur: Aadi Publications.
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- Bagchi, A. (1982). Political Economy of Underdevelopment. Cambridge: CUP
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- Freire Paulo (1972)- Pedagogy of the oppressed (original in Portuguese, translated to English later in 1972, Penguin Books Ltd.)
- Shirley Walters (Ed.) (1997), Adult Education and Training, London & Leicester, Zed Books & NIACE.
- Rao Subba D, (1999)Continuing Education in India, Ambala Cantt : The associated Publication, India

## **OPEN ELECTIVE COURSES:**

### **Semester I**

#### **Corse Code : MEDOE 105**

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2 credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they should register for examination and credit transfer scheme of UGC

OR

Students have to observe lessons in schools during the practice teaching lessons of B.Ed. students for their respective methods in B.Ed. course (10 for each method)

## **INTER SEMESTER BREAK ACTIVITIES**

Inter semester Break activities will be as per NCTE Guidelines.

## Semester-II

Course Code: MEDCC201

### SOCIOLOGY OF EDUCATION

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

1. Understand relationship between society and education
2. Develop the understanding of Sociology of Education
3. Understand the role of new technologies in the changing social content
4. Understand the changing nature of society and Education in 21st Century
5. Enable the role of Education in sustainable development and creating a culture of peace

#### Course Outcomes:

- CO1. Understand the relationship between society and education
- CO2. Apply the principals of sociology of education in learning process.
- CO3. Understand the role of new technology in the changing social content.
- CO4. Understand and analyze the changing nature of society and education in 21st century.
- CO5. Acquire the knowledge about the role of education in sustainable development.

#### MODULE: I: SOCIOLOGY AND SOCIOLOGY OF EDUCATION

##### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"><li>1. Educational Sociology : Meaning, Nature, Scope of Educational Sociology</li><li>2. Relationship between Sociology and Education with special reference to aims of Education , method &amp; curriculum</li><li>3. Education as a sub System of Society, as a social system. Social structure and social mobility: Impact on educational process.</li><li>4. Process of Socialization and Acculturation of the child- critical Appraisal of the role of school, parents, peer group and community.</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: II: EDUCATION AND SOCIETY

### Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"><li>1. Education as a process in the social system: structural functional school, symbolic interaction.</li><li>2. Education as a process of Socialization concept and agencies of socialization</li><li>3. Social organization and social groups : concept, nature and characteristics</li><li>4. Liberalization, privatization and globalization</li><li>5. Social control : Concept and role of education in the process of social control</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: III: THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21ST CENTURY

### Instruction (Referencing):

Content	Mode of Transaction (14hrs)
<ol style="list-style-type: none"><li>1. Impact of Science &amp; Technology on society and education</li><li>2. Modernity post modernity : Concept of modernity and post modernity</li><li>3. Role of Education under modernity and post modernity</li><li>4. Social change and development through social networking</li><li>5. Learning Society : Concept, Characteristics and role of Education</li><li>6. Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

#### MODULE: IV: CONTEMPERORY ISSUES AND EDUCATION

##### Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<p><b>Education for sustainable development:</b></p> <ol style="list-style-type: none"> <li>1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach</li> </ol> <p><b>Education for Gender Equity:</b></p> <ol style="list-style-type: none"> <li>1. Need and importance with special reference to India</li> <li>2. Role of Education in women empowerment.</li> </ol> <p><b>Human Right Education:</b></p> <ol style="list-style-type: none"> <li>1. Concept, need, Role of Education with reference to human rights</li> <li>2. Concept of right based schools.</li> </ol> <p><b>Education for peace :</b></p> <ol style="list-style-type: none"> <li>1. Concept and need of peace and peace education</li> <li>2. Role of Education, Role of Education in developing a culture of peace</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

#### MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

##### Instruction (Referencing):

Content	Mode of Transaction (20 hrs)
<ol style="list-style-type: none"> <li>1. Critical Analysis and Appraisal of Thoughts of different Thinkers : Mahatma Phule, Maharaja Sayajirao Gaikwad ,Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Karmveer Bhaurao Patil and Dr. J. P. Naik with reference to             <ol style="list-style-type: none"> <li>i) Concept of Social Development and Social Justice</li> <li>ii ) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher</li> </ol> </li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## **PRACTICUM (Training & Creation )**

1. Prepare scrap book on Perspectives of Educational Sociologies and their impact on Education.
2. Presentation on critical analysis of educational thoughts of different social thinkers (not included in above modules)
3. Conducting discussions and debates on education, schooling of people from different socio-economic background and their role for contemporary issues
4. Preparing own statement of socio cultural perspective of Education.

## **REFERENCES**

### **References:**

- Berger, P. L. (1966). *Invitation to Sociology*. London: Penguin Books.
- Berger, P. L., & Luckmann, T. (1967). *The Social Construction of Reality*. Allene Lane: The Penguin Press (Set Book).
- Bhattacharya & Srinivas. (1962). *Society and Education*. Calcutta: Academic Publishers.
- Brookner, W.B., & Gottlieb, D. (1964). *A Sociology of Education (2 Ed.)*. New York: American Book Company .
- Carl H Gross, C. H., Wronski, S. P., & Hanson, J. W. (1962). *School & Society*. Boston: D.C. Heath & Co.
- Chitnis, S. (1974). *Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II*, p. 166-232. Bombay: Popular Prakashan (ICSSR).
- Cosia, B.R. (1971). *School and Society, Prepared "The School and Society Course Team at the Open University" in School and Society*. London: The Open University Press.
- Cox, W. L., & Mercer, B. E. (1961). *Education in Democracy*. New York: Mc Graw Hill.
- Donald A. H., & Joel, E. G. (1967). *On Education – Sociological Perspectives*. New York: John Wiley and Sons Inc.
- Dukhiem, E. (1956). *Education & Sociology*. New York: The Free Press.
- Freedman, B. (1967). *The College Experience*. San Fransisco: Jossey-Bass Inc.
- Harris, E. S. (1965). *Challenge and Change in American Education*. California :Mc Cutchan Publishing Corporation.
- Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kangan Paul.



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- Moser, C.A., & Calton, G. (1979). *Survey Methods in Social Investigation* (2nd Ed.) California: The English Language Book Survey & Heinemann Edl. Books.
- Musgrave, P. W. (1970). *Sociology, History and Education-a reader*. London: Methuen & Co. Ltd.
- Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
- Ottaway, A. K. C. (1962). *Education in Society: An introduction to sociology of education*. London: Routeledge and Kegan Paul Ltd.
- Parsons, P. (1951). *The Social System*. USA: Free Press. Premnath. (1957). *The Bases of Education*. Delhi: S. Chand & Co.
- Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi: Jain Brothers Publishers.
- Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah, B. V. (1965). *Sociology of Education - An attempt at definition and scope*. Sociological Bulletin, XIV (2), p. 65.
- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi: CIE.
- Sieber, S. D., & Wilder, D. E. (1973). *The School of Society*. New York: The Free Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
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- Thirtha, T. (1974). *Education and Society*. Banglore: Centre for Educational Sociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuen and Co. Ltd.
- West, E. G. (1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.

**Course code: MEDCC202**

**EDUCATIONAL STUDIES**

**Objectives of the Course:**

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

1. Understand and appreciate the theoretical development in Education in their proper perspectives
2. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
3. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. Analyze the social and the cultural dimensions of education and the issues related.
5. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

**Course Outcomes**

- CO1.** Read critically for argument and demonstrate their understanding of scholarly literature, particularly within their Area of Emphasis
- CO2.** Demonstrate understanding of the assumptions and principles underlying common education research methods
- CO3.** Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another
- CO4.** Demonstrate coherent understanding of the salient contemporary issues and challenges in education
- CO5.** Connect theory to real world and Approach education issues from multiple perspectives

**MODULE: I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10 Hrs)</b>
<ol style="list-style-type: none"><li>1. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.</li><li>2. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.</li><li>3. School education: Contemporary challenges</li><li>4. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.</li></ol>	<b>Lecture, Documentary studies , reflective discussion in small groups and presentations</b>

## MODULE II : EPISTEMOLOGICAL BASIS OF EDUCATIONAL STUDIES

### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"><li>1. Epistemological perspectives, categories of Knowledge and Education</li><li>2. Procedure of bridging gap in the process of knowledge construction between:<ol style="list-style-type: none"><li>a) Content knowledge and Pedagogy knowledge</li><li>b) School knowledge and out of the school knowledge</li><li>c) Experiential knowledge and empirical knowledge</li><li>d) Knowledge on action and reflection on outcome of action</li><li>e) Theoretical knowledge and practical knowledge</li><li>f) Universal knowledge and contextual knowledge.</li></ol></li><li>3. Role of different subjects in the faculty of education in bridging the above mentioned gaps</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: III: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"><li>1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.</li><li>2. Contribution of science and technology to education and challenges ahead.</li><li>3. Axiological issues in education: role of peace and other values, aesthetics in education.</li><li>4. Dynamic relationship of education with the political process.</li><li>5. Interrelation between education and development.</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## MODULE: IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

### Instruction (Referencing):

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
<ol style="list-style-type: none"> <li>1. Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict</li> <li>2. Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society</li> <li>3. Role of Education in addressing the technological culture, privatization and globalization.</li> <li>4. Interrelationship between education and sustainable development</li> <li>5. Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

#### MODULE: V: NEED FOR A VISION OF SCHOOL EDUCATION AND TEACHER EDUCATION

##### Instruction (Referencing):

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
<ol style="list-style-type: none"> <li>1. Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.</li> <li>2. Analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;</li> <li>3. The multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education;</li> <li>4. Linkage between education and other development sectors.</li> <li>5. The complex process related to the role of educational transformation in national development in the rights of the child.</li> <li>6. Concepts of quality and excellence in education- it's relation to quality of life.</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

##### PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/John Dewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical

concepts with pedagogy and practices followed by group discussion.

- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

## REFERENCES

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- Hospers, John: An introduction to Philosophical analysis
- Illich, Ivan : Deschooling society
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**Course code: MEDCC203**

**ELEMENTRY LEVEL SCHOOL EDUCATION**

**Course Objectives**

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

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

**Course Outcomes**

- CO1.** Compare the Indian Elementary education system in Pre & Post Independent period and Constitutional provisions for elementary education
- CO2.** Analyses the development process of Elementary Education and assess the outcomes of elementary education.
- CO3.** Understand the role of various programs for enhancing elementary education
- CO4.** Analyses & compare various programs for enhancing elementary education
- CO5.** Understand the management structure of elementary education on various levels.

**MODULE: I: HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
<ul style="list-style-type: none"><li>✓ Elementary Education in Pre - Independent India</li><li>✓ Elementary Education in Post-Independent India</li><li>✓ Constitutional Provisions for Elementary Education</li><li>✓ Programmes UEE (Universalization of Elementary Education)<ul style="list-style-type: none"><li>• OBB (Operation Black Board)</li><li>• MDM (Mid-day Meal Programme)</li><li>• DPEP (District Primary Education Programme)</li><li>• SSA-Sarv Shiksha Abhiyan</li></ul></li></ul>	

## MODULE: II: CURRICULUM, PEDAGOGY AND ASSESSMENT

### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none"><li>✓ Developing of Curriculum at Elementary Education (NCF-2009)</li><li>✓ Pedagogies on Elementary Education</li><li>✓ Assessment of Learning Outcomes at Elementary Education</li></ul>	

## MODULE: III– PROGRAMS FOR ENHANCING ELEMENTRY EDUCATION

### Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none"><li>✓ Perspective Planning and Annual Planning</li><li>✓ Civil Work</li><li>✓ Teacher's Training/Capacity Building</li><li>✓ Programmes for Out of School Children</li><li>✓ Integrated Education for Disabled (IED)</li><li>✓ Programmes for Girls' Education<ul style="list-style-type: none"><li>• KGBV (Kasturba Gandhi Balika Vidyalaya)</li><li>• NPEGEL (National Programme for Education of Girls at Elementary Level)</li></ul></li><li>✓ MIS (Management Information System)</li><li>✓ Teacher Support System</li><li>✓ Community Participation</li></ul>	

## MODULE: IV MANAGEMENT STRUCTURES AT DIFFERENT LEVEL

### Instruction (Referencing):

Content	Mode of Transaction (06hrs)
<ul style="list-style-type: none"><li>✓ National</li><li>✓ State</li><li>✓ District (including Municipal Corporation)</li><li>✓ Block</li><li>✓ Cluster</li><li>✓ School</li></ul>	

## MODULE: V: ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION

### Instruction (Referencing):

Content	Mode of Transaction (05 hrs)
<ul style="list-style-type: none"><li>• Major Issues and Challenges in UEE</li><li>• Drop out of students</li><li>• Migration of parents</li><li>• Making education assessable to remote areas</li><li>• Availability of Subject Specialized teachers</li><li>• Recent Researches in Elementary Education</li></ul>	

### PRACTICUM ( Training & Creation )

The students may undertake any one of the following activities:

- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Survey of status of teachers of elementary level.

### REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi National Curriculum Framework (NCF)-2005 NCERT, New Delhi. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.



Elective Courses:  
Course Code : **MEDTC 204-1**  
**EDUCATIONAL TECHNOLOGY**

**Objective Course:**

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

1. Understand the nature and scope of educational technology and also about the various forms of technology
2. Understand the systems approach to Education and communication theories and modes of communication
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media
4. Develop basic skills in the production of different types of instructional material
5. Know the recent innovations and future perspectives of Education Technology.

**Course Outcomes**

- CO1.** Understand the key components of ET with respect to education
- CO2.** Understand the change the nature of education, challenges and Identify affordable ET equipments
- CO3.** Describe the key concepts of ET with Categories knowledge and skill
- CO4.** Understand the ET and its applications in teaching-learning
- CO5.** Understand the Instructional design & development and Innovations in ET

**MODULE: I: NATURE AND SCOPE**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
1. Educational Technology-concept, Characteristics, Scope and approaches (ET of Education and ET in Education) 2. Forms of Educational Technology: teaching technology, instructional technology and behavior technology; 3. Approaches of educational technology: Hardware and Software; 4. Role of ET in education, advantages and disadvantages of ET 5. Major institutions of educational technology in India	Lecture reflective discussion in small groups and presentations

**MODULE: II: COMMUNICATION PROCESS**

<b>Content</b>	<b>Mode of Transaction (08 hrs)</b>
1. Communication : Concept, Characteristics, Process, Components 2. Communication in classroom teaching, levels of teaching (Memory, Understanding and Reflective ) 3. Effectiveness of Communication, Barriers and problems in Communication.	Lecture, Documentary studies , reflective discussion in small groups and presentations

4. Mass Media : Concept , types and applications in education	
5. Communication Skills : Listening, Speaking, Reading and Writing for educational purpose	

### MODULE: III: INSTRUCTIONAL DESIGN

#### Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<ol style="list-style-type: none"> <li>1. Instructional Design: Concept, Views. Process and stages of Development of Instructional Design.</li> <li>2. Instructional Design : system approach and Multimedia Approach</li> <li>3. Models of Instructional Design</li> <li>4. Self Learning Material : Concept, Characteristics, types and development</li> </ol>	Lecture, reflective discussion in small groups and presentations

### MODULE: IV: AUDIO VISUAL MEDIA IN EDUCATION

#### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"> <li>1. Audio-visual media – meaning, importance and various forms.</li> <li>2. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices</li> <li>3. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television in education, Teleconferencing, Video Conferencing.</li> <li>4. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education.</li> </ol>	Lecture, Documentary studies, reflective discussion in small groups and presentations

### MODULE: V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

#### Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none"> <li>1. Development of ET in India</li> <li>2. Recent innovations in the area of ET and its future with reference to education.</li> <li>3. Challenges and issues involved in adopting innovations in ET</li> <li>4. Open Education and ET :</li> <li>5. Changing Role of Teacher and ET</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

### **RACTICUM (Training & Creation)**

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Writing a script for media production.
3. Critical analysis of an instructional system based on components of systems approach
4. Critical analysis of the different instructional designs based on the various instructional design models.
5. Preparation of a trend report on researches on instructional design.
6. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. Design intervention programme of educational technology in the current practices of teacher training programmes in India

### **REFERENCES:**

- Alexis, Leon & others (1999). Fundamentals of Information Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Babola, Danial T. (1998). Microsoft World. New Delhi : Prentice Hall of India Pvt. Ltd.
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**Course code MEDTC -204-2**

**INCLUSIVE EDUCATION**

**Objectives**

To enable students to:

- Understand the concept and nature of Inclusive Education.
- Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

**MODULE: I: CONCEPT AND NATURE OF INCLUSIVE EDUCATION**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (06 hrs)</b>
1. Objectives, types, historical perspective, Inclusive education 2. Researches in Inclusive Education	Lecture, reflective discussion in small groups and presentations

**MODULE: II: EDUCATION OF MENTALLY RETARDED**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
1. Characteristics of the retarded 2. Educable mentally retarded 3. Teaching strategies 4. Enrichment programmes 5. Remedical programmes 6. Etiology and prevention 7. Mental hygiene as remediation	Lecture, Documentary studies , reflective discussion in small groups and presentations

### MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED

#### Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none"><li>1. Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention</li><li>2. Orthopaedically Handicapped: types of handicap, characteristics</li><li>3. Educational programmes for impaired and orthopaedically handicapped</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

### MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

#### Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
<ol style="list-style-type: none"><li>1. characteristics</li><li>2. identification process</li><li>3. educational programmes</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

### MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

#### Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none"><li>1. characteristics</li><li>2. problems of alcoholion, drug addiction</li><li>3. anti-social and character disorder</li><li>4. educational programmes for Rehabilitation</li></ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

## **PRACTICUM (Training & Creation)**

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
6. Visit to any local Special School and Report.
7. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
8. Visit to any local Special School and report.
9. Conduct of Two case studies ( from Special Schools or Remand home) and report.

## **REFERENCES**

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
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- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
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- Learner, J. (1985). *Learning Disability*. Houghton, Mifflin Co. Boston.
- Panda, K. C., (2002) . *Education of Exceptional Children*. New Delhi : Vikas Publishing House Pvt. Ltd.
- Reddy, L. G., Ramar R, & Kusuma A. (2000). *Education of Children with Special Needs*. New Delhi : Discovery Publishing House.

**MEDTC 204-3**  
**EDUCATIONAL MEASUREMENT & EVALUATION**

**Objectives of the course:**

To enable the student to:

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. Understand the relationship between measurement and evaluation
3. To understand various taxonomies of educational objective
4. Get acquainted with various reforms in examination system

**Course Outcomes:**

- CO1.** Student will be able to understand concept and process of educational measurement and evaluation
- CO2.** Student will be able to understand taxonomies of educational evaluation
- CO3.** Student will be able to design tools of educational measurement and evaluation
- CO4.** Student will be able to apply the principles and methods of evaluation to learning and education.
- CO5.** Student will be able to understand and evaluate reforms in examination .

**MODULE: I: EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10 hrs)</b>
1. Meaning and concept of Educational Measurement 2. Historical background of measurement 3. Educational Evaluation - Concept, process, principles and types 4. Relationship among measurement, assessment and evaluation	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: II: TAXONOMIES OF EDUCATIONAL OBJECTIVES**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (12 hrs)</b>
Domains of Evaluation: Cognitive, Affective and Psychomotor Taxonomies of educational objectives in different domains	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: III: MODULE: III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (06 rs)</b>
<ol style="list-style-type: none"> <li>1. Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms</li> <li>2. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability</li> <li>3. 3. Validity - Types, Factors affecting, interpretation and improving validity</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations

**MODULE: IV: EVALUATION OF LEARNING**

**Instruction (Referencing):**

<b>Content</b>	<b>Mode of Transaction (10hrs)</b>
<ol style="list-style-type: none"> <li>1. Diagnosis and Remediation of Learning Difficulties</li> <li>2. Nature and Characteristics of good diagnosis</li> <li>3. Diagnostic Test – meaning, purpose planning, administration and interpretation</li> <li>4. Remedial Instruction – meaning, principles, and organization</li> <li>5. Techniques in Evaluating Learning and Development</li> <li>6. (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)</li> </ol>	Lecture, Documentary studies , reflective discussion in small groups and presentations



## MODULE: V: EXAMINATION REFORMS

### Instruction (Referencing):

Content	Mode of Transaction (07 hrs)
1. Concept, need and importance 2. Grading, Marking and Credit System 3. Semester System 4. Question Bank 5. Continuous Internal Assessment 6. Moderation and revaluation 7. Online Examination	Lecture, Documentary studies , reflective discussion in small groups and presentations

### PRACTICUM ( Training & Creation )

1. Prepare a question bank of 25 questions at different levels and types for any one paper of B.Ed. or M.Ed. Course.  
50
2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
4. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results ( within the group and against a standard)

### REFERENCES

- Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York : Harper and Row Publishers.
- Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi :Common wealth Publishers.
- Choppin, Bruce and PasHethwaite, T. (1981). Evaluation in Education An International Review Series. New Delhi : Pergamon Press.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.
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- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York : Machmillan Publishing Company.

Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations : A Handbook for Teachers, Students, and Examiners, New Delhi : Prentice Hall of India.

Martuza, Victor (1977). Applying Norm - Referenced and criterion – Referenced Measurement in Education. Boston : Ptllyn and Bacon Tnc.

Mehrens, William and Lehmann,Irvin (1972). Measurement and Evaluation in Education and Psychology. New York : Holt, Rinehart.

## **OPEN ELECTIVE**

### **Semester II**

**Corse Code : MEDOE 205**

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2 credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they should register for examination and credit transfer scheme of UGC

OR

Students have to conduct Action Research on any educational problem of their own choice after consultation with a supervisor teacher appointed by college.

#### **Open Elective Courses (Each for 2 Credits )**

**Open elective courses enlisted below are offered by School of Educational Sciences for students of other programs at campus schools**

1. Microlearning Didactics
2. Media, Culture and Education
3. Social Media and Education
4. Learning Analytics
5. Data Science for Education
6. Environmental Studies and Education
7. Yoga and Stress Management
8. Spiritual Practices, Mental Health and Life skills
9. Life Skills Education
10. Value Education and Professional Skills
11. Microlearning Skills
12. Learning Skills in Knowledge Society

**23. Paper Pattern:**

**FACULTY OF INTERDISCIPLINARY STUDIES**

Examination (Winter/Summer –Year )

**M.Ed. (CBCS)**

**Semester :**

**TITLE OF THE COURSE**

Marks: 50

Time: 3 Hours

NB:

- i. *Question no. 1 is compulsory*
- ii. *Off the remaining solve any four*
- iii. *All questions carry equal marks*

Q. No.	Marks	Instruction	Level of Questions
1	10	Write short notes on (any Four ) a) b) c) d) e)	Knowledge and understanding
2	10	Long question (Discuss, Evaluate, Comment, justify etc. )	Application, Analysis, Synthesis, Evaluation etc.
3	10		
4	10		
5	10		
6	10	Long question (Discuss, Evaluate, Comment, justify etc. )	Application, Analysis, Synthesis, Evaluation etc.
7	10		
8	10	Write notes on (any two) a) b) c) d)	Analysis, Critical understanding, Evaluative