

# UNIVERSITY OF JAMMU

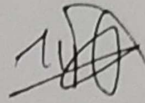
(NAAC ACCREDITED 'A' GRADE UNIVERSITY)  
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

## NOTIFICATION (22/Jan./Adp/ 60)

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

Subject	Semester	For the examinations to be held in the year
M.Ed.	Semester-I	December 2021, 2022 and 2023
	Semester-II	May 2022, 2023 and 2024
	Semester-III	December 2022, 2023 and 2024
	Semester-IV	May 2023, 2024 and 2025

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

  
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/22/12066-12076  
Dated: 31-01-2022

### Copy for information and necessary action to:

- 1) Dean, Faculty of Education
- 2) HOD/Convener, Board of Studies in Teacher Education
- 3) All members of the Board of Studies
- 4) C.A. to the Controller of Examinations
- 5) Director, Computer Centre, University of Jammu
- 6) Principal, Rajiv Gandhi College of Education, Kathua and Bhartiya College of Education, Udhampur.
- 7) Asst. Registrar (Conf. /Exam B.Ed/M.Ed)
- 8) Incharge University Website for necessary action please

**SCHEME FOR TWO YEARS M.E.D. PROGRAMME**

First Semester							
Course No.	Subject/course Component	Credits	Inst. Hour/Wk	Marks			
				Major Test	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC101	Philosophical Foundations of Education	4	4	60	20	20	100
PSMETC102	Psychology of Education	4	4	60	20	20	100
PSMETC103	Methods of Data Analysis in Education	4	4	60	20	20	100
PSMETC104	Methodology of Educational Research	4	4	60	20	20	100
PSMETC105	An Introduction to New Educational Technology	4	4	60	20	20	100
PSMEIC106	Internship	4	Continued and Combined Internship				100
	<b>TOTAL</b>	<b>24</b>					<b>600</b>

Second Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Major	Minor 1	Minor 2	Total
PSMETC 201	Sociology of Education	4	4	60	20	20	100
PSMETC 202	Qualitative Research	4	4	60	20	20	100
PSMETC 203	Comparative Education	4	4	60	20	20	100
PSMETC 204	Teacher Education	4	4	60	20	20	100
PSMEDC 205	Research Proposal	4	4	60	20	20	100
PSMETE 206	Teaching Specialization (General Science/Social Science/ Language)	4	4	60	20	20	100
PSMEIC 207	Internship	4	Continued and Combined Internship				100
	<b>Total</b>	<b>28</b>					<b>700</b>

Third Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC 301	Educational Measurement and Evaluation	4	4	60	20	20	100
PSMETC 302	Advanced Communication Skills	4	4	60	20	20	100

PSMETC 303	Curriculum Development	4	4	60	20	20	100
PSMEDC 304	Dissertation	4	4				100
PSMEIC 305	Internship	4	Continued & Combined Internship				100
-----	Open Course from SWAYAM	4					100
<b>Total</b>		<b>24</b>					<b>600</b>

Fourth Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/ Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Test, Sessional Work, Seminar)	Minor Test 2 (Test, Sessional Work, Seminar)	
PSMETC 401	Inclusive Education	4	4	60	20	20	100
PSMEDC 402	Dissertation Viva- Voce	4					100
PSMETE 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / Yoga Education and Health/ Environmental Education/ ICT in Education	4	4	60	20	20	100
PSMEIC 404	Internship	4	Continued & Combined Internship				100
PSMEPC 405	Project Work	4	From I Semester onwards				100

PSMETO40 6	Skills in Teaching (For other Department)	4					100
-----	To be chosen from other discipline	4					
	Total	<b>24</b>					<b>600</b>

The total credit requirement for the Master Degree in Education (M.Ed) is 100 credits.

### Splitting of Semester Credits and Marks:

1 <sup>st</sup> Semester	24 Credits	600 marks
2 <sup>nd</sup> Semester	28 Credits	700 marks
3 <sup>rd</sup> Semester	24 Credits	600 marks
4 <sup>th</sup> Semester	24 credits	600 marks

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100 Credits	2500 marks
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### Nomenclature of Post Graduate Courses in Education

Nomenclature of courses will be done in such a way that the course code will consist of nine characters.

- The first character "P" stands for Post graduate.
- The second character "S" stands for Semester.
- Next two characters will denote the Subject Code i.e ME (M.ED.).
- Next character will signify the nature of the course.

T — Theory Course

D —Dissertation

I- Internship

P- Project Work

- The succeeding character will denote whether the course is compulsory "C" or Elective "E" or Open Choice 'O'.
- The next character will denote the Semester Number.  
For example, 1 will denote Semester — I , 2 will denote Semester-II, 3 will denote Semester-III and 4 will denote Semester-IV.
- Last two characters will denote the Paper Number.

**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022, and 2023)****Course No. : PSMETC101****Title: Philosophical Foundations of Education****Duration of Exam: 3 Hrs.****Total Marks : 100****Credit: 04****Minor Test-I : 20****Minor Test-II : 20****Major Test : 60****Learning Outcomes:****To enable the pupil teachers to-**

- understand the western thought on the Education emerged in different eras
- comprehend the contribution of philosophical thinkers in the field of educational philosophy
- analyze the modern philosophical contexts in vogue in the society and in educational side
- critically analyze the implications of Democracy and its related aspects like Feminism and Multiculturalism in the field of education

**Unit-I****Basic Schools of Thought**

Functions of the Philosophy with Implications on Education; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Logical Analysis,; Implications of the Western Schools of Philosophy in context of Indian education and classroom practices-critical analysis

**Unit-II****Western Philosophical Thinkers**

Critical analysis of the Contributions of the Thinkers to Education- Rousseau, Aristotle, John Locke, John Dewey, Immanuel Kant, Paulo Freire

**Unit-III****Groundwork of Theory in Practice**

Contextual relationship between the Practice of Education and the theoretical basis (Philosophy) Critical Thinking (implications for the classroom processes); the Reflective Thinking and the Critical pedagogy; Critical Analysis of a Book (Reflective Journal)

**Unit IV****Social Philosophical Issues**

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Post Modernism, Modernity & Multiple Maternities, The Role of Language in the development, Changing notions of Moral and Moral Education



## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

**Course No. : PSMETC101**

**Title: Philosophical Foundations of Education**

#### **Sessional Work**

Book Review of any Thinker of Western or Indian School of Thought and prepare a Reflective Journal mentioning:

- i. Introduction of the Book
- ii. Outlining the Content of the Book
- iii. Highlighting parts of the Book
- iv. Evaluation of the Book

Note: There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (Major Test):**

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

#### **Essential Readings:**

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

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

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

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

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

Course No. : PSMETC101

Title: Philosophical Foundations of Education

#### Suggested Readings:

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

Fundamentals of Indian Philosophy-R, Puligandla

History of Philosophy Bertrand Russell

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

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

Philosophical & Sociological Basis of Education –V R Taneja

Philosophical & Sociological Foundations of Education –Rajesh R Sharma

Tackiness Alex Locke on education and the rights of the parents Vol. 36, No 5, Oct 2010 Oxford Review of Education, pp627-638

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

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

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

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

[http://www.researchgate.net/profile/Robert\\_Floden/publication/265080547\\_PHILOSOPHICAL\\_INQUIRY\\_IN\\_TEACHER\\_EDUCATION\\_1/links/54ca42e20cf22f98631acdbb.pdf](http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acdbb.pdf)

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

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

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

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

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

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

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

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

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

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

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

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

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

**Semester I**

**(For the examination to be held in December 2021, 2022, and 2023)**

**Course No. : PSMETC101**

**Title: Philosophical Foundations of Education**

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

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

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

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

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

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

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

[http://sitemaker.umich.edu/ltp/files/lampert\\_m\\_beasley\\_h\\_ghousseini\\_h\\_et\\_al\\_2010](http://sitemaker.umich.edu/ltp/files/lampert_m_beasley_h_ghousseini_h_et_al_2010)

[\\_using\\_designed\\_instructional\\_activities\\_to\\_enable\\_novices.pdf](http://sitemaker.umich.edu/ltp/files/lampert_m_beasley_h_ghousseini_h_et_al_2010_using_designed_instructional_activities_to_enable_novices.pdf)

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

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

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

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

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

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

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

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

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

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

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

**Course No. : PSMETC102**

**Title: Educational Psychology**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

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

- develop insight into the nature of educational psychology and relationship of education and psychology
- understand learning from the perspective of different theorists
- gain knowledge of the importance of motivation in learning
- understand the importance of transfer of learning that will enable the teacher and students to realize educational objectives
- pursue their attempts to understand the intricacies of human personality and intelligence

#### **Unit-I**

Psychology of Education–Concept and history of psychology of education, Difference between psychology of education and educational psychology

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

Motivation: Concept, Theories: Maslow and Murray

Theory of achievement motivation

#### **Unit-II**

Learning –Concept, Factors affecting learning

Theories of learning- Kolb, Jack Mezirow and George Siemen

Cognitive theories of learning –Piaget, Vygotsky, Kurt Lewin and Tolman

**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022, and 2023)****Course No. : PSMETC102****Title: Educational Psychology****Unit-III**

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

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

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

**Unit-IV**

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

Intelligence: Concept, theories: Guilford and Gardner

Performance and Non-performance tests

**Sessional Work:**

Administration of any one psychological test/scale to assess personality/intelligence/motivation/any attitude scale, etc: follow the scoring procedure and write a detailed report.

Note: There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022, and 2023)****Course No. : PSMETC102****Title: Educational Psychology****Essential Readings:**

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

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

**Suggested Readings:**

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

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

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

**Semester I**

**(For the examination to be held in December 2021, 2022, and 2023)**

**Course No. : PSMETC103**

**Title: Methods of Data Analysis in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Learning Outcomes:**

- (1) To understand the concepts and methods used in statistical analysis of test scores.
- (2) To understand and analyze quantitative data.
- (3) To understand the concept and use of Inferential and Descriptive Statistics.
- (4) To develop familiarity with computations through statistical techniques.

**COURSE CONTENTS**

**Unit-I**

Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Continuous and Discrete Series, Scales of Measurement, measures of central tendency and measures of variability

Normal Distribution Curve: Characteristics of Normal Probability Curve, Concept of Skewness and Kurtosis, Applications of Normal Curve.

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

**Unit-II**

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

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

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

**Course No. : PSMETC103**

**Title: Methods of Data Analysis in Education**

#### Unit - III

Measures of Correlation: Concept, types, uses and computations of correlation by Product Moment correlation through scatter gram and first and second order partial correlation with reference to scales of measurement and Concept of Association

Concept, Uses and Computations of Biserial, Point - Biserial, Tetra choric and Phi- coefficient

Regression analysis: Concept

#### Unit IV

Parametric and Non-parametric Statistics: Differences and uses

Hypothesis Testing: Concept, Assumptions, Advantages and Disadvantages and Computations of Chi-square, Mann-Whitney-U Test, Sign Test & KS Test

#### **Sessional Work:**

Use of MS-Excel for computation of statistics on any quantitative data/ Collect any quantitative data and analyze it through SPSS software.

Note: There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (Major Test):**

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



**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022, and 2023)****Course No. : PSMETC103****Title: Methods of Data Analysis in Education****Essential Readings:**

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry. E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay

**Suggested Readings:**

5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi
6. Mangal, S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt. Ltd. New Delhi
7. Patel R.S. (2011 )Statistical methods for Educational Research, Jay Publication, Ahmadabad

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022 and 2023)

**Course No. : PSMETC104**

**Title: Methodology of Educational Research**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 4**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

**To enable the pupil teachers to-**

- orient thinking of students towards research and its functions in the various fields of educational endeavor
- understand the place of theory of research
- understand the meaning of educational research of various types
- acquaint the students with the methodology of research of various types
- understand the basic concepts in the philosophy of science
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly

#### **Unit-I**

##### **Research in Education**

Educational Research-Meaning, nature and scope

Areas of Educational Research: Philosophical, Psychological, Sociological, Historical and Economical

Scientific enquiry and theory development

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

Concept of Univariate, Bi-variate and Multivariate variables

Concept of Type-I & Type-II error; One-tailed and two-tailed test

#### **Unit-II**

##### **Research Problem and Sampling**

Formulation of Research Problem: Sources and Criteria

Concept of Universe, Population and Sample; Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability

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

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

Characteristics of a good sample, Determination of sample size, when to use probability and non-probability sampling techniques

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

Course No. : PSMETC104

Title: Methodology of Educational Research

### Unit-III

#### Research Tools

Tools of Educational Research: Meaning, characteristics-reliability, validity, usability and sensitivity; Types of Tools-Standardized and Non-Standardized, Steps of development and standardization of tools; How to establish norms of the test and uses of the following tools:

- Questionnaire
- Interview
- Observation
- Attitude Scales
- Rating Scale
- Socio-metric Techniques

### Unit-IV

#### Research Methods

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

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

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

Internal and External Validity of Results in Experimental Research

Variables in Experimental Research: Independent, Dependent, Confounding variables

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

Primary and Secondary sources of Data

External and Internal Criticism of the Source

**Concept and uses of following methods:**

- (i) Ex-Post-Facto
- (ii) Laboratory experiment
- (iii) Field Studies and Field Experiment
- (iv) Documentary Analysis with special reference to logical and content analysis

**Writing Research Proposal:** Concept, Purpose and Steps

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

Course No. : PSMETC104

Title: Methodology of Educational Research

#### Sessional Work:

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### Note for Paper Setters (Major Test):

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

#### Essential Readings:

1. Anastasi, Annie                      Psychological Testing, Prentice Hall, 1997
2. Best, J.W.                              Research in Education. Pearson, 2005
3. Freeman, Frank, S.                  Theory and practice of Psychological Testing., Holt 1953
4. Good, C.V.                              The Methodology of Educational Research., New York, 1971
5. Hayman, J.L.                          Research in Education. Ohio, 1966

**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022, and 2023)****Course No. : PSMETC104****Title: Methodology of Educational Research****Suggested Readings:**

6. Mouly, G.J.                      The Science of Education Research, Boston, 1978
7. Sukhia& Mehrotra              Introduction to Education Research. Bombay, 1966
8. Travers, M.W.R.                  Introduction to Education Research. Macmillan & Co, 1969

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022 and 2023)

**Course No. : PSMETC105**

**Title: An Introduction to New Educational Technology**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

### **Learning Outcomes:**

**To enable the pupil teachers to-**

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

### **Unit I**

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

### **Unit II**

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

**MASTER OF EDUCATION (M.Ed)****Semester I****(For the examination to be held in December 2021, 2022 and 2023)****Course No. : PSMETC105****Title: An Introduction to New Educational Technology****Unit III**

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

**Unit IV**

1. Composition and Role of Resource Centres for Educational Technology –CEC (UGC), CIET, AVRC, EMRC, INTEL, IGNOU
2. Research in Educational Technology - trends and priority areas with reference to Education
3. Recent innovations in the area of Educational Technology, Impact of Digital Technology on education, Critical perspective of educational technology and Role of teacher in educational technology

**Sessional Work:**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022 and 2023)

Course No. : PSMETC105

Title: An Introduction to New Educational Technology

#### Note for Paper Setters (Major Test):

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

#### Essential Readings:

- Aggarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analyzing Teaching Behavior, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi

#### Suggested Readings:

- Mahanoy, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt. Ltd; New Delhi-110063 [www.neelkamalpub.com](http://www.neelkamalpub.com)
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IIInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management. Vol. 1 New Delhi: Kanishka Publishers and Distributors.

#### Web-references

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

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

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

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

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

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



## MASTER OF EDUCATION (M.Ed)

### Semester I

(For the examination to be held in December 2021, 2022, and 2023)

**Course No. : PSMEIC106**

**Title: Internship**

**Credits: 4**

**Total Marks: 100**

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

#### Visits cum Observation (10 days)

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

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

**Course No. : PSMETC201**

**Title: Sociological Bases of Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credit: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

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

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

#### **Unit-I**

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

Education as an agency of socialization, Agencies of Socialization (Folkways, mores, values, institutions) Education –a cause of stratification and mobility (Sanskritization, Urbanization, Westernization, Industrialization, Modernization and Decolonization); Multiculturalism and Multilingualism

#### **Unit-II**

Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education

Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Concept of Equity and Equality, Career preferences, vocation and equality of educational opportunities, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities

#### **Unit-III**

Educational & social developments Contemporary issues: literacy and social development, compulsory education, issues and perspectives in school and higher education, primary education, the state and higher education, education-autonomy

Education for maintaining the peace in diverse religious beliefs, World problems and terrorism – its causes, its impact on Society and remedies through Education, Globalization and Challenge before Education at different levels

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

**Course No. : PSMETC201**

**Title: Sociological Bases of Education**

#### Unit-IV

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

#### **Sessional work**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (Major Test):**

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

#### **Essential Readings:**

Abraham Francis & Morgan John: Sociological Thought, MC Million India Ltd. 2002. Manual for Teachers & Students

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

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

Haralambos, M.: Sociology Themes and Perceptive OUP, New Delhi.

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

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

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETC201****Title: Sociological Bases of Education****Suggested Readings:**

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

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

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

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

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

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

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

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

<http://en.wikipedia.org/wiki/Feminism> [http://en.wikipedia.org/wiki/Ivan\\_Illich](http://en.wikipedia.org/wiki/Ivan_Illich)

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

**Course No. : PSMETC202**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Qualitative Research**

**Total Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

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

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

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

#### **Unit-II**

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

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

#### **Unit-III**

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

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETC202****Title: Qualitative Research****Unit-IV**

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

**Sessional Work:**

Write a Research Proposal based on Qualitative Research.

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**Essential Readings:**

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

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

**Suggested Readings:**

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

**Web References:**

[www.situedurnd.org/eie](http://www.situedurnd.org/eie)

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

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

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

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

### **Semester II**

**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETC203**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Comparative Education**

**Total Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

### **Learning Outcomes:**

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

- understand the latest developments in the field of Teacher Education at global level
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education
- study and understand the national systems of education vis-à-vis in enriching the contribution in the field of the comparative education

### **Unit-I**

#### **General Introduction**

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

### **Unit-II**

#### **Internationalization of Education**

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

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

### **Semester II**

**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETC203**

**Title: Comparative Education**

### **Unit-III**

#### **Comparative Education Research**

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

### **Unit-IV**

#### **Systems of Education**

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

#### **Sessional Work**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (Major Test):**

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



## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

Course No. : PSMETC203

Title: Comparative Education

#### Essential Readings:

Comparative Education Aggarwal & Biswas

Comparative Education Chaube and Chaube, Vikas Publishing House, Delhi

Comparative Education Sharma YK

Comparative Education –Methods & Approaches –Mark Bray and Adamson’s, Springer Ltd  
Govinda, R India Education Report– A profile of Basic Education– OUP

#### Suggested Readings:

Haq & Haq Human Development in South Asia– OUP Karachi

Human Development in South Asia2000, the Gender Question – Oxford

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

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

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

#### Web Resources:

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

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

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

[http://www.analytrics.org/Documents/International\\_Handbook\\_of\\_Cultures\\_of\\_Teacher\\_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).

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

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

[http://edb.org.hk/hkrc/download/journal/j1/1\\_1.5.pdf](http://edb.org.hk/hkrc/download/journal/j1/1_1.5.pdf)

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

[http://www.edu.uwo.ca/faculty\\_profiles/cpels/larsen\\_marianne/documents/CompEdPostmodernity.pdf](http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf).

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

**Semester II**

**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETC203**

**Title: Comparative Education**

[http://www.helsinki.fi/luma/eutrain/outputs/teacher\\_education\\_germany.pdf](http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf)

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

[http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5\\_latin\\_america-](http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-)

[caribbean\\_country\\_reports/5a\\_%20Country\\_report\\_Brazil/Report\\_BRAZIL\\_ENG.pdf](http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_america-and%20the-caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf)

<http://www.adeanet.org/portalv2/adea/biennial->

[2006/doc/document/A1\\_3\\_%20brazil%20short%20version\\_en.pdf](http://www.adeanet.org/portalv2/adea/biennial-2006/doc/document/A1_3_%20brazil%20short%20version_en.pdf)

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

[http://www.ecctis.co.uk/europass/documents/ds\\_description.pdf](http://www.ecctis.co.uk/europass/documents/ds_description.pdf).

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

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

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

[school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf](http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf)

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

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

[http://www.unevoc.unesco.org/up/India\\_Country\\_Paper.pdf](http://www.unevoc.unesco.org/up/India_Country_Paper.pdf).

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

<http://www.germ-a.com/wp>

[content/uploads/2014/06/International\\_Handbook\\_of\\_Comparative\\_Education\\_Springer\\_International\\_Handbooks\\_of\\_Education\\_pdf](http://www.germ-a.com/wp-content/uploads/2014/06/International_Handbook_of_Comparative_Education_Springer_International_Handbooks_of_Education_pdf)

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

**Course No. : PSMETC204**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Teacher Education**

**Total Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

### Learning Outcomes:

To enable the pupil teachers to-

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

### Unit-I

#### Development of Teacher Education

Teacher Education: Importance, programmes and perspectives; Pedagogy of different aspects of teacher education

Teacher Education in India after Independence:

- a) Kothari Commission Report (1964-66)
- (b) National Policy of Education (1968 & 1986)
- c) Revised National Policy POA (1992)
- d) NCFTE (2009) & NEP (2020)

Historical development of Teacher Education in India and Union Territory of Jammu Kashmir

### Unit-II

#### National Bodies and Teacher Education

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

Internship and Project Work: concept, planning and organization

Role of NCTE, NCERT, NIOS, SCERT, RCI and NIEPA for promotion of teacher Education

Different forms of Teacher Education Institutions in India: DIET, CTE, IASE, and

School/Department of Education

Different Programmes and duration of Teacher Education Programmes: D.Ed, B.Ed, M.Ed, BA-B.Ed/B.Sc-B.Ed, B.Ed-M.Ed, B.Ed (ODL)

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

Course No. : PSMETC204

Title: Teacher Education

### Unit-III

#### Instructional Designs and Techniques for Higher Learning

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

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

Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii) Role playing iv) Collaborative learning v) Peer learning vi) Cooperative learning vii) Team teaching

### Unit-IV

#### Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept, Determinants, Identification, Characteristics

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

Research Activities in Teacher Education with reference to: i) Teaching Effectiveness ii) Modification of Teacher Behavior iii) Student teaching

#### **Sessional Work:**

Attempt any one:

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

## MASTER OF EDUCATION (M.Ed)

### Semester II

(For the examination to be held in May 2022, 2023 & 2024)

**Course No. : PSMETC204**

**Title: Teacher Education**

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

#### **Note for Paper Setters (Major Test):**

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

#### **Essential Readings:**

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

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

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

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

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

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

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

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

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

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

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

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETC204****Title: Teacher Education****Suggested Readings:**

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

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

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

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

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

**Web References:**

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

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

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

<http://teachingcommons.stanford.edu>

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

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

**MASTER OF EDUCATION (M.Ed)**  
**Semester II**  
**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMEDC205**

**Title: Research Proposal**

**Total Marks: 100**

**Credits: 4**

1. Research Proposal
  - a. Selection of topic
  - b. Review of Related Literature
  - c. Preparation of Synopsis
  - d. Development/ Procurement of Tools

Structure of the Research Proposal

- Front Page (Statement of the Problem, Guide, Researcher and affiliation)
- Introduction
- Review of related literature
- Justification of the study
- Operational Definitions of the key terms used
- Objectives of the Study
- Hypothesis/Research questions
- Research Methodology:
  - i. Variables
  - ii. Population and Sample
  - iii. Tools to be used
  - iv. Data Collection
  - v. Scoring Procedure
  - vi. Statistical Technique/s to be used
- Analysis of Data and Interpretation of results
- Delimitations of the Study
- References

**MASTER OF EDUCATION (M.Ed)**  
**Semester II**  
**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETE206**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Teaching of General Science**

**Total Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Learning Outcomes:**

**To enable the pupil teachers to-**

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

**Unit-I**

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

Technological interventions:

- Knowledge forum
- Virtual labs
- Virtual science centers
- e- Learning

**Unit II**

Curriculum: Meaning, NCF (2005) guidelines for curriculum development of science  
Types of curriculum: Subject centered curriculum, behaviorist curriculum and constructivist curriculum

Models of Teaching Science, Nature of Science Education, Role of NUFFI teaching of Sciences and Homi Baba Centre of Science Education



**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETE206****Title: Teaching of General Science****Unit III**

Strategies for Science Education:

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

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

**Unit IV**

Evaluation: Concept, formative and summative evaluation

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

Critical review of:

- a) Science curriculum.
- b) New technology in science learning
- c) Evaluation in science education
- d) Role of YouTube in teaching of science

**Sessional work**

- Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.
- Visit to science exhibition or prepare a report on classroom observation of science subject in any school level institute.
- Organization of a science quiz

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETE206****Title: Teaching of General Science****Note for Paper Setters (Major Test):**

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

**Essential Readings:**

- Alexander, W.M., Saylor, the High School Today and Tomorrow  
J. G. & Williams, E.L. New York: Holt, Rinehart & Winston, 1971.  
A.M.A., A.S.E., A.A.M the Teaching of Science in Secondary Schools, London: John Murray, 1970.  
Clark American Secondary School Curriculum  
Dixon, K. (Ed.) Philosophy of Education and the Curriculum. Oxford: Pergamon, 1972.  
Falk, D.F. Biology Teaching Methods, New York: John Wiley & Sons, Inc., 1971.

**Suggested Readings:**

- Hund, P.D. New Directions in Teaching Secondary School Science, Chicago: Rand Mc Nally, 1971.  
Joyce, B. & Weil, M. Models of Teaching, New Delhi Prentice Hall of India, 1985.  
Michaels, J.U., Grossman, New Designs for Elementary Curriculum and R.H., & Scott, L.E. Instruction, New York: Mc Grew Hill, 1975.  
Renner, J.W. & Stafford, Teaching Science in the Secondary School. New 30D.G. York: Harper

**MASTER OF EDUCATION (M.Ed)**  
**Semester II**  
**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETC 206**

**Title: Teaching of Social Science**

**Duration of Exam: 3 Hrs**

**Total Marks: 100**

**Credits: 4**

**Minor Test I: 20**

**Minor Test II: 20**

**Major Test: 60**

**Learning Outcomes:**

**To enable the Pupil teachers to:**

- Get acquainted with different methods, approaches, techniques and elements of philosophy of social science
- Familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science
- Develop a broad understanding of social science

**UNIT I**

- ❖ Place of Social sciences in the present school curriculum at Secondary Stage
- ❖ Critical appraisal of the existing curriculum in Social Sciences; Suggestions for improvement
- ❖ Epistemological frame for Social Sciences envisage in NCF 2005
- ❖ Interactive, Critical pedagogy and Constructivist Strategies in Social Sciences
- ❖ Study of languages and its interpretation in teaching of social sciences; Nature of history; Humanities of social sciences and Implications of Bloom's Taxonomy in teaching of social sciences

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETC 206****Title: Teaching of Social Science****UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETC 206****Title: Teaching of Social Science****Sessional work:****Any one of the following:**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**Essential Readings:**

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

Choudhary, K.P. (1975).The effective Teaching of History. New Delhi, India: NCERT.  
Dhamiaja Neelam. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi, India: Harmer Publishing House

**Suggested Readings:**

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

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

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

**MASTER OF EDUCATION (M.Ed)**  
**Semester II**  
**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETE206**  
**Duration of Exam: 3 Hrs.**  
**Credits: 4**

**Title: Teaching of Language**  
**Total Marks: 100**  
**Minor Test-I: 20**  
**Minor Test-II: 20**  
**Major Test: 60**

**Learning Outcomes:**

**To enable the pupil teachers to-**

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

**Unit-I**

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

**Unit-II**

Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques

Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels, Innovative techniques for teaching grammar, reading comprehension and written expression

Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis

**MASTER OF EDUCATION (M.Ed)**  
**Semester II**  
**(For the examination to be held in May 2022, 2023 & 2024)**

**Course No. : PSMETE206**

**Title: Teaching of Language**

**Unit-III**

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

**Unit-IV**

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

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

**Sessional Work**

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

Observe, interact with different students in natural settings in and outside the school, in diverse

Socioeconomic, cultural, linguistic and regional contexts for the language acquisitions, Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language;

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMETE206****Title: Teaching of Language****Note for Paper Setters (Major Test):**

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

**Essential Readings:**

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

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

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

**Suggested Readings:**

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

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

**Web Resources**

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

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

<files.eric.ed.gov/full text/ED543301.pdf>

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

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

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

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



**MASTER OF EDUCATION (M.Ed)****Semester II****(For the examination to be held in May 2022, 2023 & 2024)****Course No. : PSMEIC207****Title: Internship****Credits: 04****Total Marks: 100**

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

**Visits cum Observation (16 days)**

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

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC301****Title: Educational Measurement and Evaluation****Duration of Exam: 3 Hrs.****Total Marks: 100****Credit: 04****Minor Test-I: 20****Minor Test-II: 20****Major Test: 60****Learning Outcomes:**

1. Students will be acquainted with the basic concepts and practices adopted in educational measurement and evaluation.
2. Students will understand the relationship between measurement and evaluation in education.
3. Students will develop the skills and competencies in constructing and standardizing a test.
4. Students will understand how various requirements of education are measured/evaluated and interpreted.

**COURSE CONTENTS****Unit-I**

-Educational measurement and evaluation: Concept, Scope and Need, difference between measurement and evaluation

- Measurement of achievement, aptitude, intelligence, interests and attitude

**Unit-II**

Principles of test construction, Item analysis

Test Standardization (Steps in construction and standardization)

- Norm referenced and criterion referenced test (concept and difference)

Characteristics of a good measuring instrument

Concept, characteristics and types of: Validity, Reliability, Usability, Norms

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC301****Title: Educational Measurement and Evaluation****Unit-III**

Tools of measurement and evaluation, Essay Type Test, Objective type Test, Questionnaire, Schedule, Inventory, and Rating Scale

**Unit-IV**

New trends in evaluation: Grading, Semester system

CBCS, Continuous comprehensive Evaluation, Types of Evaluation, Instructional Objectives and Objective based Evaluation

**Sessional Work:**

Development of a test

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**Essential Readings:**

1. Admas. G.K. (1965) Measurement and Evaluation in Psychology Education and Guidance, Holt, Rinehart & Winston, New York
2. Aggarwal. Y. P. (1998), Statistical Methods: Concepts Applications and Computation, Sterling, New Delhi
3. Aggarwal. R.N. and Asthana, Vipin (1983), Educational measurement and Evaluation, Vinod, Agra

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC301****Title: Educational Measurement and Evaluation****Suggested Readings:**

4. Aiken. L.R. (1985) Psychological Testing and Assessment
5. Anastasi. A. (1982) Psychological Testing, Macmillan, New York
6. Cronbach. L.J. (1964) Essential of Psychological Testing, Harper and Row, New York

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

**Semester III**

**(For the examination to be held in December 2022, 2023 & 2024)**

**Course No. : PSMETC302**

**Title: Advanced Communication Skills**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Learning Outcomes:**

**To enable the pupil teachers to-**

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

**Unit-I**

Communication Skills: Concept, Factors responsible for growing importance of communication skills

Elements of Communication Skills (Stimulus, Encoding, Receiver, Decoding, Channel)

Process, Functions and Aims of communication skills

**Unit-II**

Models of Communication- Linear and Interactional

Theories of Communication

Teaching Approaches for Communication Skills (Group Discussion, Power point Presentation, Role Playing, Symposium)

**Unit-III**

Non-verbal Communication Skills: Meaning, Forms, and Functions & Importance

Formal and Informal Communication: Meaning, Nature, Characteristics, Merits and Demerits

Feedback and Organizational Communication: Need & Importance, Principles, Characteristics, Types

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC302****Title: Advanced Communication Skills****Unit-IV**

Listening and Speaking: Concept, Significance, Types and activities to develop Listening and Speaking skills

Reading: Concept, Methods (Phonic, Whole Word), Types (Loud, Silent, Intensive, Extensive and Supplementary), Techniques to Increase Speed of Reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading)

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

**Sessional work:**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC302****Title: Advanced Communication Skills****Essential Readings:**

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

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

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

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

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

**Suggested Readings:**

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

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

**Web References**

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

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

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

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

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

[www.academia.edu/.../Concepts and Theories of Communication MSJ...](http://www.academia.edu/.../Concepts_and_Theories_of_Communication_MSJ...)

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





## MASTER OF EDUCATION (M.Ed)

### Semester III

(For the examination to be held in December 2022, 2023 & 2024)

**Course No. : PSMETC303**

**Title: Curriculum Development**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

**To enable the pupil teachers to-**

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

#### **Unit-I**

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

Historical foundations of curriculum in India: Education in ancient India (Harvard), Vedic Period, Medieval Period, The Colonial Period and Free India

Trajectories, Issues and trends in curriculum development

Defects of the existing curriculum and Remedial measures to overcome them

#### **Unit-II**

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

Components of Curriculum

Theories of curriculum

- i) Instructional Theory
- ii) Supervisory Theory

Curriculum Approaches

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

Concept and importance of Hidden Curriculum; Political aspect of curriculum development

#### **Unit-III**

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

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

Curriculum Development Models

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

Suggestions and recommendation in curriculum development as per NCFTE-2009 and National Education Policy 2020

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMETC303****Title: Curriculum Development****Unit-IV****Support Material and Curriculum Evaluation**

Curriculum Implementation Models:

- i. Organizational Parts, Units and Loops
- ii. Educational Change Model

Curriculum Evaluation:

- i) Scientific Approach to Evaluation
- ii) Humanistic Approach to Evaluation,
- iii) Formative and Summative Evaluation

Support materials in Curriculum Planning, Implementation and Evaluation

**Sessional Work:**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

## MASTER OF EDUCATION (M.Ed)

### Semester III

(For the examination to be held in December 2022, 2023 & 2024)

Course No. : PSMETC303

Title: Curriculum Development

#### Essential Readings:

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

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

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

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

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

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

#### Suggested Readings:

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

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

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

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

Harold, B. Alberty & Elsie, J. Alberty (1963) *the Curriculum*, the MacMillan Company, New York

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

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

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

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

#### Web References:

[www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...](http://www.unom.ac.in/.../CURRICULUM%20DESIGN%20AND%20DEVEL...)

[www.academia.edu](http://www.academia.edu)

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

[www.faculty.londondeanery.ac.uk](http://www.faculty.londondeanery.ac.uk)

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

**MASTER OF EDUCATION (M.Ed)****Semester III****(For the examination to be held in December 2022, 2023 & 2024)****Course No. : PSMEDC304****Title: Dissertation****Credits: 04****Total Marks: 100****Dissertation**

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

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

**Semester III**

**(For the examination to be held in December 2022, 2023 & 2024)**

**Course No. : PSMEIC305**

**Title: Internship**

**Credit: 04**

**Total Marks: 100**

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

**Visits cum Observation (21 days)**

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

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

**Semester III**

**(For the examination to be held in December 2022, 2023 & 2024)**

**Course No. : PSMETS306**

**Title: SWAYAM Course**

**Credits: 04**

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

**Course No. : PSMETC401**

**Title: Inclusive Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

### Learning Outcomes:

**To enable the pupil teachers to-**

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

### Unit I

Preparation for Inclusive Education

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

Current policy perspectives supporting inclusive education for children with diverse needs

- Role of Rehabilitation Council of India RCI and PWD (Persons with Disability Act, 1995)
- Recommendation of NCERT & Braille Signage Coimbatore in promoting inclusion
- National Policy for Person with Disability (2006).
- The Rights of persons with Disabilities Act, 2016.

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETC401****Title: Inclusive Education****Unit-II**

## Education of Children with Diverse Needs

- Concept and meaning of diverse needs
- Categories of diverse needs children: Women, tribal children, marginalized children, socially and economically disadvantaged groups, first generation learners
- Criteria for identification
- Educational provisions

## Education of Creative Children

- Concept
- Characteristics
- Criteria for identification
- Educational provisions

**Unit-III**

## Education of Visually and Hearing Impaired

## Concept of visually Impaired

- Characteristics
- Types of visual impairment on the basis of degree of impairment
- Etiology and prevention
- Educational Programmes
- Role of National Institute for Visually Impaired

## Concept of Hearing Impaired

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



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETC401****Title: Inclusive Education****Unit-IV**

Education of orthopedically handicapped

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

Learning disabled children

- Concept
- Characteristics
- Identification
- Prevention
- Educational programmes

**Sessional work:**

Prepare a case study on any special school of your vicinity highlighting the grassroot level realities serving as hindrance to inclusion.

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETC401****Title: Inclusive Education****Essential Readings:**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Hallahar, D.P., & Kauffman, J.M. (1991). Exceptional Children: Introduction to Special Education, Allyn and Bacon, Massachusetts.

**Suggested Readings:**

3. Kirk, S. A., &Gallagher J .J.(1989) Education of Exceptional Children; Houghton Mifflin Co, Boston.
4. Warts, Margaret G. (2011).Fundamentals of Special Education. P H I Learning Private Ltd. New Delhi

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMEDC402****Title: Dissertation Viva-voce****Total Marks: 100****Credits: 04****Dissertation: 75 Marks****Viva-voce: 25 (05+20) Marks**

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

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

**Course No. : PSMETE403**

**Title: Advanced Statistics in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

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

#### **Unit-I**

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

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

#### **Unit-II**

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

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

**Course No. : PSMETE403**

**Title: Advanced Statistics in Education**

#### Unit-III

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

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

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

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

#### Unit-IV

Differences between Parametric and Non-parametric Statistics, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Run Test and Kolmogorov- Smirnov test)

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

Hypothesis Testing:

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

#### **Sessional Work:**

Computation of various types of statistics on the basis of large/small sample with the help of SPSS Software

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Advanced Statistics in Education****Note for Paper Setters (Major Test):**

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

**Essential Readings:**

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York

**Suggested Readings:**

4. Garrett, Henry. E. (1981 ) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .( 2011 )Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi
6. Mangal, S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt. Ltd. New Delhi
7. Patel R.S. (2011 )Statistical methods for Educational Research, Jay Publication, Ahmadabad

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in) May 2023, 2024 & 2025****Course No. : PSMETE403****Title: Open and Distance Learning****Duration of Exam: 3 Hrs.****Total Marks: 100****Credits: 04****Minor Test-I: 20****Minor Test-II: 20****Major Test: 60****Course Objectives:****To enable the pupil teachers to-**

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

**Unit –I**

Growth and Philosophy of Distance Education

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

- a. Concept, meaning, nature of distance and open learning
- b. Need, scope, advantages and limitations of Open and Distance learning

Open Education: Development, objectives and modes

**Unit –II**

Communication Technology for Distance Learning

Design and Development of Self Learning Printed material and Module

Technology: Satellite-based communication system, Mobile technology

Role of mass media

Computer technology and internet

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Open and Distance Learning****Unit-III**

Research in Distance Education

Curriculum Development for Distance Education

Distance Education: Economic Perspective

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

**Unit-IV**

Learner Support Services

Management of Distance Education

a. Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent Developments in Distance Education

b. Evaluation techniques in distance education and Importance of Assignments

**Sessional Work:**

Survey of Distance and open learning centers

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Open and Distance Learning****Essential Readings:**

1. Mahanoy, Jagannath (2001) Studies in Distance Education. Deep & Deep Publication
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala.
3. Prasad D. Chandra (2007) Distance education, K.S.K Publishers, New Delhi

**Suggested Readings:**

4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi.
5. Sharma, R.A. (2008). Distance Education International Publishing House, Meerut.

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

**Semester IV**

**(For the examination to be held in May 2023, 2024 & 2025)**

**Course No. : PSMETE403**

**Title: Peace Education and Human Rights**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Learning Outcomes:**

**To enable the pupil teachers to-**

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

**Unit-I**

**Peace: Concept, Sources & Classification**

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

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

**Unit-II**

**Historical Perspective, Methods & Challenges**

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

Challenges to peace and human rights- stress, conflict, crime, terrorism, violence and wars

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

Role of different organizations like UNESCO in Peace Education

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Peace Education and Human Rights****Unit-III****Human Rights: International & National Context**

Human Rights at International and national context

Human Rights Education and its importance; Types of Human Rights – Natural, positive, Negative, legal

Taxonomy of Human Rights; Isaiah Berlin's Philosophy of Human Rights

**Unit-IV****Content & Pedagogy**

Content of Human Rights Education – Child Rights, Women Rights, Labor Rights and Consumer Rights

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

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

**Sessional work**

Case study of any thinker or philosopher of Human rights education like Mahatma Gandhi, Nelson Mandela, etc

Design a self-learning material on Peace education

Group Discussions on suggestions for strengthening Programmes for Human Rights Education  
Visiting institutes dealing with Human Rights, interaction with faculty and preparation of report**Note:** There will be two minors. Each minor will consist of 20 marks (a test of 10 marks in Minor-I and Minor-II and seminar in Minor-I and Sessional in Minor-II of 10 marks respectively). The test will consist of 5 short answer type questions. The minors will be from first and second unit.

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

Course No. : PSMETE403

Title: Peace Education and Human Rights

#### Note for Paper Setters (Major Test):

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

#### Essential Readings:

Aggarwal, J.C. (2005) Education for Values, Environment and Human Rights, Shipra publications, 115-A, Vikas Marg, Delhi  
 Begum, S.M. (2000) Human Rights in India, Efficient Offset Printers, New Delhi  
 Harris, I. M. and Morrison, M. L.(2003) Peace education, New York: McFarland  
 Jagannath. M. (2000) Human Rights Education, New Delhi: Deep and Deep Pub

#### Suggested Readings:

Man jot, K. (2008) Teaching of human rights, New Delhi: APH Publishing Corporation  
 Mishra, L. (2009) Peace Education Framework for Teachers, New Delhi: A.P.H Publishing Corporation.  
 Paul, R.C. (2000) Protection of Human Rights, New Delhi: Commonwealth

#### Web References

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

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

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

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

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

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

**MASTER OF EDUCATION (M.Ed)**  
**Semester IV**  
**(For the examination to be held in May 2023, 2024 & 2025)**

**Course No. : PSMETE403**

**Duration of Exam: 3 Hrs.**

**Credit: 04**

**Title: Yoga Education & Health**

**Total Marks: 100**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

**Course Objectives:**

**To enable the pupil teachers to-**

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

**Unit-I**

**About Health & Yoga Education**

Historical Development of Yoga Education and Health in India

Scope, need & importance of Yoga Education and Health

Approaches to health education and Targets for Yoga Education and Health

**Unit-II**

**Role & Responsibilities of Teacher**

Teacher preparation for Yoga Education and Health and qualities of Yoga Education and Health teacher

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

Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dyana and Samadhi

Types of food according to yogic diet

Demonstration and practice of various Asanas and Pranayamas

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Yoga Education& Health****Unit-III****Nutrition & Nutritional Disorders**

Nutrition: Concept, Scope and importance

Factors influencing nutrition, Problems of Malnutrition and their Prevention

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

**Unit-IV****International & National Agencies**

International and National Agencies connected with Health services:

- a) WHO: Constitution, Objectives and Functions
- b) UNICEF: Constitution, Objectives, Functions, roles, various programmes

Indian Red Cross Society- Concept, aims &amp; objectives

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

**Sessional work**

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

**Course No. : PSMETE403**

**Title: Yoga Education & Health**

#### **Note for Paper Setters (Major Test):**

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

#### **Essential Readings:**

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

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

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

#### **Suggested Readings:**

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

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

Nash, T.N. (2006) Health and physical education, Hyderabad: Neelkamal Publishers

#### **Web References**

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

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

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

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

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

**MASTER OF EDUCATION (M.Ed)**  
**Semester IV**  
**(For the examination to be held in May 2023, 2024 & 2025)**

**Course No. : PSMETE403**

**Duration of Exam: 3 Hrs.**

**Credits: 04**

**Title: Environmental Education**

**Total Marks: 100**

**Internal Test-I: 20**

**Internal Test-II: 20**

**External Test: 60**

**Learning Outcomes:**

**To enable the pupil teachers to-**

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

**Unit-I**

Environmental education-meaning, objectives, Importance

Difference between environmental education & environmental awareness

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

Formal & non-formal environmental education

**Unit-II**

Man & environment relationship, man as a creator & destroyer

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

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Environmental awareness & social forestry

**Unit-III**

Concept and need of sustainable development

Challenges for sustainable development

Preservation of environmental & natural resources for sustainable development

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



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Environmental Education****Unit-IV**

Concept and types of biodiversity

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

Integration of environmental education in various school subjects &amp; in co-curricular activities

Environmental legislations in India:-

- a) The water Act-1977
- b) Forest conservation Act-1980
- c) The air Act-1981
- d) Environmental Act-1986
- e) National environmental education Act-1990

**Sessional work:**

Environmental awareness campaigns (tree plantation &amp; swachhata abhiyan)

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

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: Environmental Education****Essential Readings:**

- Aggarwal, J.C. (2007) Education for values, environment and human rights, Shipra publications, Delhi.
- Danni, H.M. (1996) Environmental Education. Publication Bureau, Punjab University, Chandigarh
- Kohli, V. and Kohli, V (2000) Environmental Pollution and Management, Vivek Publishers, Ambala

**Suggested Readings:**

- Nanda, V.K. (1997) Environmental Education, Anmol Publications, New Delhi.
- Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad.
- Sharma, R.C. Environmental Education, Metropolitan Book Pvt. Ltd.
- Sungosh, S.M. (2006): An introduction to Environmental Education, Akashi Book Depot, Shillong.
- Trivedi, R.N. (1990): Dimensions of safe environment, Anmol Publications, New Delhi.

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

### **Semester IV**

**(For the examination to be held in May 2023, 2024 & 2025)**

**Course No. : PSMETE403**

**Title: ICT in Education**

**Duration of Exam: 3 Hrs.**

**Total Marks: 100**

**Credits: 04**

**Minor Test-I: 20**

**Minor Test-II: 20**

**Major Test: 60**

#### **Learning Outcomes:**

1. To familiarize students with fundamentals of ICT.
2. To create awareness among students about the use of ICT in Education
3. To develop skills of computing and utilization of software in education.
4. To introduce new concepts, technologies being used in digital lab.
5. To use computers in data analysis/ processing and research in education.

#### **Unit-I:**

##### **Computer & Technological Development**

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. History of Computer Language and types of different Computer languages-Digital and Analog Language
- Operating System: Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System
- Concept and Use of social media, smart boards& mobile apps in the integration of the pedagogy & teaching learning process. The Integration & data transfer from the YouTube, Twitter & Blog ( Creation, dissemination & reproduction) for the educational content, The respect for the Copy Rights & policy of plagiarism in the Googling, Access and Equity Theories of Learning, Concept development of cognitive learning and ICT, Constructivism and role of ICT

#### **Unit-II**

##### **Use of Computers in Instruction and Research**

- Introduction to the MS Office, its Anatomy and Applications
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player. Editing & Formatting of the Clip Art Pictures & Videos. Use of paint facility in producing a new Content
- Concept of CAL, CAI, E-Books, E-Boards. Differences & Applications. Use of the Digital India Initiatives in Education – Concept of the SWAYAM & its utilities in NDL, NAD. Use of MOOC & creating a dummy account. Use & fill ups of Online applications

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: ICT in Education****Unit-III****Working with Computers (MS Office and its Utilities)**

- MS Word: Concept of Notepad, Work pad and Word processor, Creating, Saving and navigating a document, Mail Merge
- MS Excel: Concept, Creating and Saving Worksheet, working with Data, and using Graphics. Use of Statistical Functions
- MS Power Point: Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation on Educational themes & topics (Five PPTs)
- MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files

**Unit-IV****Networking and Internet**

- Concept of a Computer Network, Classification of Network as per geographical locations, Components of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS
- Internet: Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP Cloud Computing – The concept & its applications in education.
- Searching the Web: Use of search engines like Google, Yahoo, etc. for the research problems, identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web; Role of CIET

**SESSIONAL WORK:**

Preparation of power Point Presentation on Two themes (10 to 15 Slides)

**Note:** There will be two minors. Each minor will consist of 20 marks which is based on practical based only)

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETE403****Title: ICT in Education****Note for Paper Setters (Major Test):**

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

**Essential Readings:**

Instructional system Design - Instructional Technology V.K. Rao

Computer fundamentals - Arora Bansal

Information and communication Technology - Kishore, Chavan

Information Technology - Dyne, Nandkishore

ABC of internet -Crumlish Christian

**Suggested Readings:**

Fun of computer - Singh and Sukhvir

ICT strategies of for school - Mohenty Laxman

Computer Fundamentals- P.K Sinha

Fundamentals of Information Technology by Deepak Bharihoke, Excel Books

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMEIC404****Title: Internship****Credits: 04****Total Marks: 100**

1. Internship
- a) Writing Self-Instructional Material in the subject of specialization 50 Marks
- b) Teaching through Innovative Methods(delivery of 50 Marks  
Two lessons in simulated conditions)

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMEPC405****Title: Project Work****Credits: 04****Total Marks: 100**

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

## MASTER OF EDUCATION (M.Ed)

### Semester IV

(For the examination to be held in May 2023, 2024 & 2025)

**Course No. : PSMETO406**

**Credits: 04**

**Title: Skills in Teaching**

**Total Marks: 10**

**Minor Test-I : 20**

**Minor Test-II: 20**

**Major Test : 60**

#### **Learning Outcomes:**

1. To understand the Teaching & Micro teaching.
2. To understand and master the skills of the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in seamless manner.
3. To practice the identified Micro teaching Skills of-Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning.
4. To understand various educational interventions needed to hone these skills.

#### **Unit-I:**

Concept of Skills in Teaching, Micro teaching, Components of the Micro teaching & the cycle of Micro teaching Advantages & Disadvantages of Micro teaching

Peer Teaching: components Advantages & Disadvantages; Team Teaching & its components

Differentiate the Skills Strategies & Instructional Practices; Use & its implications in the classrooms

#### **Unit-II**

The Skill of Reinforcement: Components, Advantages & Disadvantages

The Skill of Questioning: Components, Advantages & Disadvantages

#### **UNIT III**

The Skill of Explanation: Components, Advantages & Disadvantages

The Skill of Black board Writing: Components, Advantages & Disadvantages



**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETO406****Title: Skills in Teaching****UNIT IV**

The Skill of Stimulus Variation: Components, Advantages & Disadvantages. Use of the new devices in the Classrooms: Skill of integrating the PowerPoint presentation & Blackboard teaching; Use & implications of the Smart board's vis-à-vis to the conventional classroom board – Difficulties of the integration & its implications

**Note:** There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

**Note for Paper Setters (Major Test):**

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

**Essential Readings:**

1. Aggarwal, J.C ( ) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Sterling Publisher Pvt. Ltd

**MASTER OF EDUCATION (M.Ed)****Semester IV****(For the examination to be held in May 2023, 2024 & 2025)****Course No. : PSMETO406****Title: Skills in Teaching****Suggested Readings:**

1. Singh, Y.K (2010) Micro Teaching, APH Publishing House
2. Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

**Web References**

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

<https://swayam.gov.in/>

mooc.org