

Pt. Ravishankar Shukla University

M.Ed New Syllabus

2024-26

Signature Saunika
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P.T. Ravi Shanker Shukla University

M.Ed. Syllabus - 2022

Semester - I

&

Semester - II

BOS. (Education)

~~Prady~~
(Dr. Pushpa Pandey)

Head
BOS. (Education)

प्रति,
कुलसचिव,
पं० रविशंकर शुक्ल वि०वि० रायपुर

विषय - एम०एड० के अद्यतन सिलेबस का जमा करने के बाबत।
संदर्भ - पत्र क्रमांक 672/अका/2021 दिनांक - 14/12/2021।

महोदय,

संदर्भित पत्रानुसार लेख है कि आपके द्वारा यथा निर्देशित विषय के अनुरूप एम०एड० के सिलेबस को अध्ययन मंडल शिक्षा के द्वारा अद्यतन कर तैयार कर लिया गया है, जिसे आपके विचारार्थ प्रस्तुत किया जा रहा है।

सादर धन्यवाद सहित।

दिनांक - 16/06/2022

विनीत

डॉ. पुष्पेश पाण्डेय (अध्यक्ष)
अध्ययन शिक्षा मंडल, शिक्षा
पं. रविशंकर शुक्ल वि. वि.
रायपुर (छ.ग.)



PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

M. Ed. SYLLABUS 2024-26

Programme outcome of M.Ed. code 0801

Programme Outcome of M.Ed (Master of Education): On successful completion of the two year M.Ed programme, the prospective Teacher Educator will get the opportunity to excel in the field of education with multiple skills. It prepares the individual to introspect into the nature of educational problems and generate diversified knowledge with dynamic educational plans and policies. They shall be dedicated and motivated towards continuous learning with a clear vision and mission.

Programme Specific Outcome of M.Ed (Master of Education): In terms of programme specific context of Master of Education the outcomes are as follows.

- PO1. Professional Capacity Building:** Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of **teaching profession** and advances the capacities in **teaching, research and extension** work in the field of education in general and Teacher Education Institutes in particular.
- PO2. Academic Integrity and Professional Ethics:** Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.
- PO3. Resilience and cope up with Complex issues:** Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context
- PO4. Academic Administration and Management Capacities:** Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.
- PO5. Continuous Academic Development:** Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.
- PO6. Commitment towards Society and National Goals:** Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.
- PO7. Sensitivity for Emerging Issues:** Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.
- PO8. Research and Knowledge Creation:** Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.
- PO9. Independent and Team Work Capacities:** Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
- PO10: Professional Communication Skills:** Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.



PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

M.Ed. Subject code details: M.Ed. Programme code : 0801

S.No.	Name of Paper	Subject code:
SEMESTER I	THEORY	SEMESTER I
Paper 1	Philosophical Perspectives of Education	MED 101
Paper 2	Introduction of Research Methodology in Education	MED 102
Paper 3	Elective I A) Education Technology B) Teacher Education	MED 103A MED 103 B
Paper 4	Strengthening Language Proficiency (Hindi / (English)	MED 104
	PRACTICUM I	
	Exploring Library Resources	MED 105
SEMESTER II	THEORY	SEMESTER II
Paper 5	Sociological Perspectives of Education	MED 201
Paper 6	Psychological Perspectives of Education	MED 202
Paper 7	Specialization part I- (A) Educational Guidance and Counselling (B) Education for Differently abled	MED 203 A MED 203 B
	PRACTICUM II	
	Proposal of Dissertation,	MED 204
	Psycho-metric assessment	MED 205
SEMESTER III	THEORY	SEMESTER III
Paper 8	History and Development of Education in India	MED 301
Paper 9	Economic and Political perspectives of Education	MED 302
Paper 10	Elective II A Advanced Education Statistics B Education Administration	MED 303 A MED 303 B
Paper 11	Gender Perspectives in Education	MED 304
	PRACTICUM III	
	School based Internship Activities	MED 305
SEMESTER IV	THEORY	SEMESTER IV
Paper 12	Curriculum Development	MED 401
Paper 13	Specialization Part II-(A) Educational Guidance and Counselling (B) Education for Differently abled	MED 402 A MED 402 B
	PRACTICUM IV	
	Academic Writing- One Research paper / Research Article/ Tool Construction	MED 403 A
	Dissertation	MED 403 B
	Viva Voce on Dissertation	MED 403 C

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M.Ed. Scheme of Assessment : 2024-26

S.No.	Name of Paper	External Theory /Practicum	Internal Theory /Practicum
SEMESTER I	THEORY		
		80	20
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Introduction of Research Methodology in Education	80	20
Paper 3	Elective I (A) Education Technology (B) Teacher Education		(10 + 10) = 20
Paper 4	Strengthening Language Proficiency (Hindi/English)	(40 + 40) = 80	
	PRACTICUM I		50
	Exploring Library Resources		
SEMESTER II	THEORY		
		80	20
Paper 5	Sociological Perspectives of Education	80	20
Paper 6	Psychological Perspectives of Education	80	20
Paper 7	Specialization part I- (A) Educational Guidance and Counselling (B) Education for Differently abled	80	20
	PRACTICUM II		
	Proposal of Dissertation,	100	50
	Psycho-metric assessment		
SEMESTER III	THEORY		
		80	20
Paper 8	History and Development of Education in India	80	20
Paper 9	Economic and Political perspectives of Education	80	20
Paper 10	Elective II (A) Advanced Education Statistics (B) Education Administration	80	20
Paper 11	Gender Perspectives in Education	80	20
	PRACTICUM III		50
	School based Internship Activities		
SEMESTER IV	THEORY		
		80	20
Paper 12	Curriculum Development	80	20
Paper 13	Specialization Part II-(A) Educational Guidance and Counselling (B) Education for Differently abled	80	20
	PRACTICUM IV		50
	Academic Writing- One Research paper / Research Article/ Tool Construction	100	
	Dissertation	100	
	Viva Voce on Dissertation		
		1340	260 + 200 = 460
	TOTAL		
	GRAND TOTAL		1800



PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)

SYLLABUS: M.Ed.

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester I	YEAR - 2024
		SESSION: - 2024-26	
SUBJECT:		Philosophical Perspectives of Education	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 101	
3.	COURSE TITLE	M.Ed. Semester I	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none">❖ To develop understanding of the interrelationship between Philosophy and Education❖ To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.❖ To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.❖ To acquire knowledge of human values and role of education.❖ To develop the understanding of interrelationship between Sociology and Education.❖ To develop appreciation of education as a means of social reconstruction <p>To understand the bearing of various Political & religious ideologies on Education.</p>	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL 20
			EXTERNAL 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Philosophical Foundation of Education	<ul style="list-style-type: none"> ❖ Philosophy of Education. ❖ Nature and Functions of Philosophy of Education. ❖ Interrelationship between philosophy & Education. ❖ Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism. ❖ Scope- Functions of Educational Philosophy. 	10
UNIT-II Indian Schools of Philosophy	<ul style="list-style-type: none"> ❖ Sankhya, Yoga, Nyaya, Vedic, Buddhist, Jainism, Islamic Traditions. ❖ Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline. Basic Tenets, aims, & objectives, curriculum. ❖ Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar & J. Krishnamurthi, Dr. Radhakrishnan, Arbindo, Savitri Bai Phule, Maulana Abdul Kalam Azad to educational thinking 	10
UNIT-III Western Schools of Philosophy	<ul style="list-style-type: none"> ❖ Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with. ❖ Educational implications of these schools with special reference to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline. ❖ Contribution of Plato, Rousseau, Dewey. 	8
UNIT-IV Axiology & Education	<ul style="list-style-type: none"> ❖ Meaning of values ❖ Types of various- spiritual, moral, social, aesthetic values ❖ Values as mentioned in different schools of philosophy and their educational implications ❖ Professional ethics of teachers. 	10

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UNIT-V Critical Analysis of educational thoughts	With reference to- <ul style="list-style-type: none"> ❖ Concept of man and the process of development ❖ Epistemological perspectives of different thoughts. ❖ Schools of Indian and western thought. 	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Anand C.L. et.al.	: Teacher and Education in Emerging India,	NCERT, New Delhi.
Anant Padmnabhan	: Population Education in Classrooms,	NCERT, New Delhi
Agrawal, J.C.:	Nai Shiksha Niti.	Prabhat Prakashan, Delhi.
Bhatnagar, S.	: Adhunik Bhartiya Shiksha Aur Uski Samasyayen,	Lyall Book Depot, Meerut.
Chakravorty M.	: Gandhian Dimension in Education	Daya Publishing House New Delhi.
Mani R.S.	: Educational ideas and ideals of Gandhi and Tagore	New Book Society, New Delhi.
Ministry of Human Resource Development	: National Policy on Education	New Delhi
Mohanty Jagannath:	Indian Education in Emerging Society	New Delhi.
Pathak and Tyagi	: Shiksha ke Samnya Siddhant,	Vinod Pustak Mandir, Agra.
Saxena, N:R Swaroop	Shksha Re Samanya Siddhant,	Lyall Book Depot, Meerut.
Saxena, N:R Swaroop	Shikshan Kala Ewam Paddatiyan	Lyall Book Depot, Meerut.

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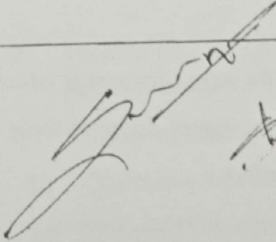
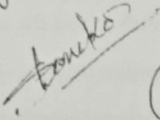
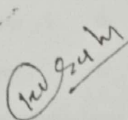
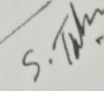
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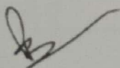
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Saxena, N:R Swaroop	Shksha Re Samanya Siddhant,	Lyall Book Depot, Meerut.
Singh B.P	Alms of Education in India	Ajanta Publication New, Delhi.
Pathak, R.P.,	Philosophical And Sociological Foundation of Education,	Kanishka Publisher
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	



PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester I	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION.			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 102	
3.	COURSE TITLE	M.Ed. Semester I	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To understand the concept of research and educational research. ❖ To understand the types and methods of educational research, ❖ To understand the steps involved in educational research, ❖ To understand the use of different tools and techniques in educational research ❖ To use the library, Internet services and other sources of knowledge for educational research Purposes. ❖ To understand the procedure to conduct the research in the educational field. ❖ To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them. ❖ To understand the role and use of statistics in educational research. ❖ To select the appropriate statistical methods in educational research. ❖ To review the educational research articles. ❖ Use computers for data analysis. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL 20
			EXTERNAL 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Concept of Educational Research	<ul style="list-style-type: none"> ❖ Meaning and nature, need and importance and scope of educational research. ❖ Scientific Inquiry and Theory Development- some emerging trends in research. ❖ Areas of educational research and different source of generating knowledge ❖ Research Proposal 	10
UNIT-II Types and Methods of Educational research	<ul style="list-style-type: none"> ❖ Types of educational research – Fundamental, Applied, Action research ❖ Methods of Educational Research: <ul style="list-style-type: none"> (i) Qualitative Research- Ethono-methodical (ii) Quantitative Research (iii) Research problems, Variables and Hypothesis (iv) Population and Sampling 	10
UNIT-III Review of related literature , tools & Research Ethics	<ul style="list-style-type: none"> ❖ Purpose and need at different stages of research, sources of literature ❖ Tools and Techniques of Educational Research- meaning and types of tools ❖ Qualities of a good measuring tool and standardization procedure. ❖ Collection of Data, Methods of collection of data. ❖ Concept, use and Importance of Research Ethics, FFP (Falsification, Fabrication and plagiarism) 	10

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
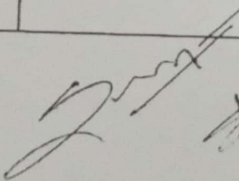
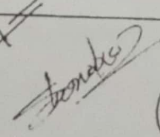
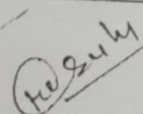
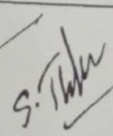
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
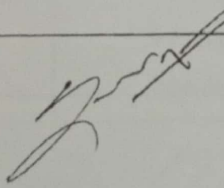
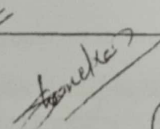
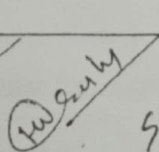
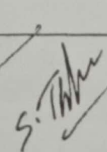
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
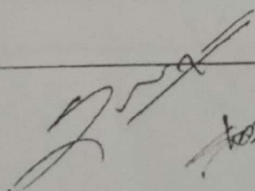
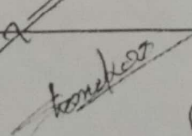
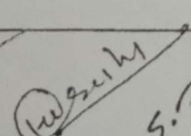
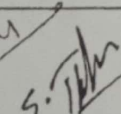
<p>UNIT-IV Analysis and Interpretation of Data</p>	<ul style="list-style-type: none"> ❖ NPC- Properties and uses, Skewness and Kurtosis ❖ Descriptive Statistics – Significance and uses of: <ul style="list-style-type: none"> (A) <ul style="list-style-type: none"> (i) Measures of Central tendency – Mean, Median, Mode. (ii) Measures of variability – Range, Q.D. , S.D. (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores. (B) <ul style="list-style-type: none"> ↓ Correlation – Concepts, types and uses; assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method, ↓ Concepts- Bi-serial, point bi-serial- partial and multiple correlation and phi-coefficient. ↓ Regression equation and predictions 	<p>10</p>
<p>UNIT-V Inferential Method</p>	<ul style="list-style-type: none"> ❖ Concept of parameter, statistic, sampling distribution, sampling error, and standard error. ❖ Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests. ❖ Parametric and non-parametric Statistics: uses and computation of t- test, Chi-square test and Contingency coefficient. ❖ Educational Research Report Writing (i) Format, Style, content and cauterization. (ii) Bibliography, Appendices (iii) Characteristics of a good research report. ❖ SPSS for data analysis.: Data analysis Using computer 	<p>10</p>

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Best, J.W. and Kahn	research in Education (10th Ed.	Prentice of India, Pvt, Ltd, New Delhi,1982)
Garrett H.E	Statistics in Education and Psychology	Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973
Kuriz Albert J. and Samuel T. Mayo,	Stastitics in Education and Psychology	Narousa Publishing House, New Delhi, 1981
Buch M.B.,	A survey of Research in Education (Centre of advanced Studies in Education,	M.S.University Baroda, 1974.
Mohan,R.	Research Methods in Education,	Neelkamal Publication
George Aegyrous	Statistics for research II edition	Sage Publication, 2006.
Kapil H k	Statics in Education	Agra
Mohanty Jagannath:	Indian Education in Emerging Society	New Delhi.
Pathak and Tyagi	Shiksha ke Samnya Siddhant,	Vinod Pustak Mandir, Agra.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester I	YEAR: - 2024
SUBJECT :		SESSION: - 2024-26	
ELECTIVE COURSE I EDUCATIONAL TECHNOLOGY			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 103 A	
3.	COURSE TITLE	M.Ed. Semester I	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To enable the learner to become effective user of technology in Education ❖ To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process. ❖ To make the student familiar with new trends, techniques in education along with e learning. ❖ To enable the student to become good practioner of Educational technology and e-learning. ❖ To make the student familiar with new trends of tools & technique. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL: 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Meaning & Scope of Educational Technology	<ul style="list-style-type: none"> ❖ Educational Technology as system approach to educator. ❖ System approach in educational technology and its characteristics. ❖ Components of Educational technology software and hardware. ❖ Modalities of Teaching ❖ Difference between teaching and Instruction, conditioning & training ❖ Stages of teaching pre – active, interactive and post – active. ❖ Teaching at different levels one way, understanding and reflective. ❖ Modification of teaching behavior microteaching, Flander;s interaction analysis simulation.. 	10
UNIT-II Communication Modes in education	<ul style="list-style-type: none"> ❖ Concepts and process of communication ❖ Principals of communications ❖ Communication and learning ❖ Modes of communication: <ul style="list-style-type: none"> ❖ Speaking and listing < --- > Writing and reading < ---- > visualizing and observing ❖ SMCR model of communication, Sharon's model of communication ❖ Task analysis 	8
UNIT-III Integrating Multimedia in education	<ul style="list-style-type: none"> ❖ Multimedia concept and meaning text, graphics, animation, audio, video ❖ Multimedia applications <ul style="list-style-type: none"> ❖ Computer based training ❖ Electronic books and references ❖ Multimedia application for educationist 	10

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	<ul style="list-style-type: none"> ❖ Information kiosks ❖ Multimedia www and web based training ❖ Social Net working Sites Blogs, Chats., Video Conferencing,- Open Education Resources,- Massive open OnlineCourse 	
UNIT-IV Educational software Application	<ul style="list-style-type: none"> ❖ Computer assisted instruction ❖ Drill & practice software ❖ Educational simulations ❖ Integrated learning system ❖ Curriculum specific Educational software 	8
UNIT-V E Learning	<ul style="list-style-type: none"> ❖ E-learning definitions, scope, trends, attributes & opportunities, Offline, Online, Synchronous, Blended and Mobile learning ❖ Pedagogical designs & e-learning ❖ Assessments, feedback and e-moderation ❖ e-learning on line learning management ❖ On line learning management system ❖ Digital learning objects ❖ Online learning course development models ❖ Management and implementation of e-learning 	10

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Madan Lal,	Essentials of Educational Technology	Anmol Publications
Mahesh Varma,	Online Teaching Tools and Methods,	Murari Lal & Sons
N. Sareen,	Information and Communication Technology	Anmol Publications
D. N. Dasgupta,	Communication and Education,	Pointer Publishers.
Son Naidu	e-learning a Guidebook of principals, Procedures and practices,	Commonwealth Educational Media Centre for Asia
Sharma R A	Educational Technology	Agra
Kulshresht SP	Technology in Education	Agra
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester I	YEAR: - 2024
SUBJECT:		ELECTIVE COURSE I TEACHER EDUCATION	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 103 B	
3.	COURSE TITLE	M.Ed. Semester I	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To understand the concept of teacher Education ❖ To develop necessary skills ❖ To develop insight into the problems of teacher Education at different levels. ❖ To develop experimental attitude in teacher Education ❖ To understand new trends, and techniques in teacher Education. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL 20
			EXTERNAL 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Historical development of teacher education	<ul style="list-style-type: none"> ❖ Historical development of Teacher Education ❖ Teacher education as distinguished from teacher training. ❖ The need and importance of Teacher Education ❖ Concept and structure of teacher Education ❖ Meaning, Nature, Scope of Teacher education ❖ Aims and Objectives of teacher Education at different level ❖ Need for pre-service and in service professional education of teachers at different levels in the present Indian situations. ❖ Qualifications of teachers-pre-primary, primary, Secondary, 	10	

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	<p>Higher Secondary, Higher Education.</p> <ul style="list-style-type: none"> ❖ Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational Technical and work experience. 	
<p>UNIT-II Content of Teacher Education</p>	<ul style="list-style-type: none"> ❖ Theory of teacher education and its duration. <ul style="list-style-type: none"> (ii) Practical activities to be conducted during the training Course (iii) Relationship and weightage given to theory and practical work. (iv) Evaluation – Internal and external ❖ Instructional Methods in Teacher Education <p>Lecture and discussion.Seminars.Work shops.Symposium</p> <p>Group Discussion. Supervised study</p> <p>New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.Virtual and e-mode</p> <ul style="list-style-type: none"> ❖ Practice teaching in Teacher Education. Demonstration , experimentation. Practice teaching and observations,Significance and Supervision of Practice teaching, Internship. Relationship of College of Education with Co-operating Schools 	10
<p>UNIT-III Evaluation procedures in teacher education</p>	<p>Assessment</p> <p>(I) Aspect of Internal & External Assessment</p> <p>(II) New techniques of Evaluation</p> <ul style="list-style-type: none"> ❖ Teaching as a profession: ❖ Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy. ❖ Professional organizations for various levels of teacher-types and their role & functions ❖ Performance appraisal of teacher ❖ Code of conduct and ethics of teaching profession. ❖ Faculty improvement programme for teacher Education. 	10

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
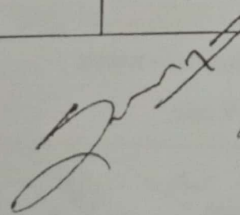
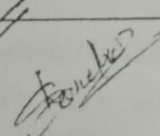
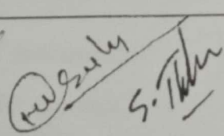
UNIT-IV Research and Teacher Education	<ul style="list-style-type: none"> ❖ Need of Research in Teacher Education ❖ Action Research for quality improvement in T.E. ❖ Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification of Teacher behavior, School effectiveness. ❖ Current problems of Teacher Education ❖ Teacher Education and practicing schools ❖ Preparing teacher for special school ❖ Preparing teacher for Inclusive classroom. ❖ Integrating Technology in Teacher Education. 	10
UNIT-V Types of Teacher Education Programmes and Agencies:	<ul style="list-style-type: none"> ❖ In-service T.E. - Concept, Meaning, Need and nature ❖ Preserves T.E. - Concept, Meaning, Need and nature ❖ Orientation and Refresher courses ❖ Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher Organization. 	8
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Dr. G. Chaurasia	New Era in Teacher Education,	SterlingPublishing Pvt.,Ltd.
Edited by S.N. Mukarji	Education of Teachers in India, Volume I & II	S Chand & Co., Delhi
Dr. S. S. Dikshit	Teacher education in modern Democracies-	SterlingPublishers Pvt Ltd.,
D. N. Dasgupta,	Communication and Education,	Pointer Publishers.
William Taylor	Society and the Education of Teachers	Faber 7 Faber
K.L. Shrimali	Better Teacher Education. Ministry of education,	Government of India
Kulshresht SP	Technology in Education	Agra
SUGGESTED DIGITAL PLATFORM		
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	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester I	YEAR: - 2024
		SESSION: - 2024-26	
SUBJECT: STRENGTHENING LANGUAGE PROFICIENCY Hindi /English			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 104	
3.	COURSE TITLE	M.Ed. Semester I	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none">❖ The main part to develop Professional enhancement in learner.❖ To develop the Creativity in language❖ Descriptive writing in Hindi & English❖ Development of vocabulary in both languages.❖ To know the use of Diphthong and Digraph in English & Hindi.❖ Understand the application form of parts of speech in life.	
5.	CREDIT VALUE	4 (2+2)	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 10 + 10
			EXTERNAL 40 + 40 (both paper)
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Hindi भाषा विज्ञान	<ul style="list-style-type: none">❖ अर्थ, क्षेत्र एवं अवधारणा❖ भाषायी सृजनात्मकता – अलंकार, रस❖ संवाद लेखन❖ विवरणात्मक लेखन– चित्र वर्णन, यात्रा वर्णन, त्योहार, आत्मकथा, कहानी, निबंध इत्यादि <p>(Weightage – 2questions 5 marks each)</p>	6	

UNIT-II Hindi शब्द भण्डार	<ul style="list-style-type: none"> ❖ शब्द निर्माण – उपसर्ग, प्रत्यय ❖ शब्दकोष का विकास, उपयोग ❖ क्रिया भेद ❖ विशेषण व क्रिया विशेषण ❖ चिन्ह विन्यास, महत्व व उपयोग <p>(Weightage 5 Questions 2 marks)</p>	6
UNIT-III Hindi व्यवहारिक व्याकरण	<ul style="list-style-type: none"> ❖ सन्धि – प्रकार व नियम ❖ वाक्यभेद– रचना के आधार पर ❖ अनेकार्थी शब्द ❖ मुहावरे और लोकोक्तियाँ ❖ स्वर विज्ञान (ध्वनि पर आधारित) <p>(Weightage 20 Questions 1 marks each)</p>	6
UNIT-I English Linguistics	<ul style="list-style-type: none"> ❖ Linguistics : Meaning Scope and Concept ❖ Creativity in language : Beautification of language use of simile and metaphor, Rhyme and Rhythm ❖ Descriptive writing: Picture Scene, Park, Festival, Journey, story, Essay & Biography etc. ❖ Letter Writing (Formal, Informal and E Mail) ❖ Report Writing ❖ Comparing (Public Speaking) <p>(Weightage – 2questions 5 marks each)</p>	6
UNIT-II English Vocabulary	<ul style="list-style-type: none"> ❖ Development of vocabulary ❖ Dictionary : Use of Dictionary, Difference between dictionary and thesaurus ❖ Use of vocabulary in noun verb, adjective, etc. ❖ Use and importance of punctuation in text ❖ Paragraph writing ❖ Synonyms and Antonyms <p>(Weightage 5 Questions 2 marks)</p>	6
UNIT-III English Grammar	<ul style="list-style-type: none"> ❖ Use of Vowels : Vowel blends usage of C-V-C (Consonant-Vowel-Consonant) in words ❖ Grammar rules : R rule , W rule 	6

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	<ul style="list-style-type: none"> ❖ Phonetics : S sound, G sound ❖ Diphthong and Digraph ❖ Parts of sentences (Weightage 20 Questions 1 marks each) 	
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Wren & Martin	English Grammar & Composition	Arihant publication
NCERT	English Grammar class VI	New Delhi
NCERT	English Grammar class VII	New Delhi
NCERT	English Grammar class VIII	New Delhi
SC Gupta	English Grammar & Composit	Arihant publication
Dr. Vasudevnandan Prasad	Aadhunik Hindi Vyakaran Aur Rachna	
R Gupta	Hindi bhasha	RPH publication
NCERT	Hindi vyakrn class VI	New Delhi
NCERT	Hindi vyakrn class VII	New Delhi
NCERT	Hindi vyakrn class VIII	New Delhi
Dr. Apurva shukla	Bhasha Pravinta	CG State Hindi Granth Academy
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	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: M.Ed. Semester I	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
PRACTICUM I			
EXPLORING LIBRARY AND OTHER LEARNING RESOURCES			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 105	
3.	COURSE TITLE	Semester I	
4.	COURSE LEARNING OUTCOME	<p>❖ This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.</p> <p>❖ To understand the.</p> <ul style="list-style-type: none"> • The institute library • Websites on the internet • Local events and facilities, as well as local issues (in the neighborhood or town) • Members of local community • Visiting resource persons. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS: 50	INTERNAL : 50
			EXTERNAL: Nil
PART B- CONTENT OF COURSE			
TOPICS			NUMBER OF CLASSES
1. Knowing your library, Layout of the Library			
2. Library Policies			
3. Library Procedures – cataloguing, locating a book/material in the library.			
4. Library Management			
5. Library as a resource of learning. School library as an intellectual space for students and teachers.			
6. A Types of books and other material used by different readers.			

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Santhosh

W. Selva

S. Thirum

B Techniques of keeping these books and materials		
C Dimensions of setting up of a school / Institution library.		
7. Newspaper, magazines, websites, learning guides, members of local community, resource persons.		
WORK		
Prepare a report of all the recourses of your nearby any teachertraining Institute According the topic point no. 2, 4 , 6 A B C , & 7		
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
	As per availability	
	Newspaper, magazines,	
	Newspaper, magazines,	
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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester II	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
SOCIOLOGICAL PERSPECTIVES OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 201	
3.	COURSE TITLE	M.Ed. Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none">❖ To analyze the social perspective of education.❖ To interpret the role of education in social context.❖ To understand sociology of education.❖ To recognize the socio cultural aspects of education	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS		NUMBER OF LECTURES
UNIT-I Sociology & Education	<ul style="list-style-type: none">❖ Meaning & Nature of Educational Sociology❖ Interrelationship between Education and Social Variables<ul style="list-style-type: none">➤ Sociology of Education➤ Political Education – Process of Socialization➤ Education and Family➤ Education and Schooling➤ Education and culture in general➤ Education and religion, Caste, Gender, Class➤ Education for Weaker Sections➤ Education and Development		10

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	<ul style="list-style-type: none"> ➤ Sex Education ➤ Economics of Education & Education and constitution 	
UNIT-II Education and Socialization	<ul style="list-style-type: none"> ❖ Process of Socialization ❖ Social Stratification and education ❖ Social Mobility and Education ❖ The role of education in socialization of an individual 	8
UNIT-III Education as a means of social changes	<ul style="list-style-type: none"> ❖ Education for emotional and social integration ❖ Education for Nationalism and International understanding ❖ Meaning and need of Equality of Education opportunity and Social Justice with special reference to caste, class, race and religion. ❖ Education of Socially, Economically under-developed society. 	10
UNIT-IV Social forces and education	<ul style="list-style-type: none"> ❖ Education for maintaining the peace in diverse religious beliefs. ❖ World problems and terrorism – its causes, its impact on Society and remedies through Education. ❖ Concept of Secularism in India and World prospect and building of Secularism through Education 	10
UNIT-V Political Ideologies and Education	<ul style="list-style-type: none"> ❖ Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration. ❖ Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration. 	8

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
S.S. Mathur	A Sociological Approach to Indian Education	Vinod Pustak mandir, Agra
Kamla Bhatia and Baldev Bhatia	The Philosophical and Sociological foundations of Education	Doaba House, Book-sellers and Publishers, Delhi
Brown	Educational Sociology	New Delhi
Rita Chouhan	Sociological perspective & education	Agrwal publication Agra
S P Choubey	Sociological perspective & education	Agra
-Brubacher	Modern Philosophy of Education	New Delhi
V.P. Bokil	Foundations of Education –	New Delhi
Brown	Educational Sociology –	New Delhi
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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester II	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
PSYCHOLOGICAL PERSPECTIVES OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 202	
3.	COURSE TITLE	M.Ed. Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none">❖ To develop understanding of the Psychological basis of Education❖ To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.❖ To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.❖ To understand the Changing Concept of Intelligence and it's application.❖ To understand the theories of Learning and their Utility in the Teaching Learning Process.❖ To understand the Concept and Process of teaching.	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS		NUMBER OF LECTURES
UNIT-I Introduction to Psychological Basis of Education	<ul style="list-style-type: none">❖ Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience: methods of study in psychology- introspection/self-reporting-observation, survey, case/study, interview, testing, Experimental.❖ Major schools of psychology-Structuralism, associationism-behaviorism, Gestalt, Psycho-		10

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	<p>analytic, Humanistic and Cognitive.</p> <ul style="list-style-type: none"> ❖ Contribution of these Schools to Education. 	
<p>UNIT-II Development</p>	<ul style="list-style-type: none"> ❖ Development – Concept, stages, dimensions. ❖ Factors influencing development – genetic, biological environmental and physical. ❖ Theories of development <ul style="list-style-type: none"> ↓ Piaget's Cognitive development ↓ Freud's Psycho-sexual development ↓ Erikson's psycho-social development ↓ Kohlberg's moral development ❖ Language development with reference to syntax and structure ❖ Moral Development- Theories of Piaget and Kohlberg. 	12
<p>UNIT-III Personality and Intelligence</p>	<ul style="list-style-type: none"> ❖ Theories of personality- Abraham Maslow's Humanistic theory, Albert Bandura's Social learning Theory, Freud's Psycho Analytical Theory ❖ Measurement of Personality- Cattell's Theory, Eysenck's Theory, Projective Techniques(TAT) ❖ Intelligence- Concept, Nature, Types (Emotional, Social, Multiple and Artificial Intelligence) ❖ Nature and Theories of Intelligence- Spearman, Thurston, Cattell, Guilford ❖ Measurement of Intelligence – Verbal, Non-Verbal Performance, Individual and Group Test of intelligence developed in India 	12
<p>UNIT-IV Learning</p>	<ul style="list-style-type: none"> ❖ Theories of Learning <ul style="list-style-type: none"> ↓ Conditions of Learning (Gagne) ↓ Hull's reinforcement theory ↓ Tolman's theory of learning ↓ Levin's field theory 	10

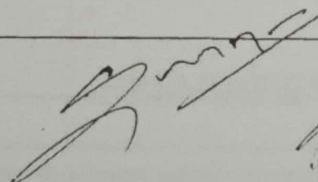
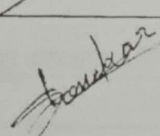
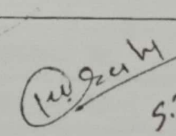
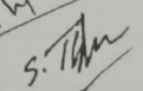
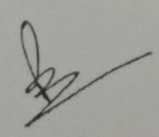
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	<ul style="list-style-type: none"> ❖ (i) Constructivism & learning. (ii) Brain base learning. ❖ (i) Educational implications of theories of learning (ii) Factors influencing learning 	
UNIT-V Teaching and Creativity	<ul style="list-style-type: none"> ❖ Educational implications of researcher in the following areas in teaching : <ul style="list-style-type: none"> ↓ Teacher's thought processes ↓ Student's thought processes ↓ Teaching of learning strategies ↓ Teacher behavior and student achievement ↓ Teaching functions ↓ Classroom organization and Management ❖ Creativity Concept, Factors and process, techniques for development of Creativity. Brain-Storming, Synectics, Attribute – listing. 	10
<div style="text-align: center;">     </div> <div style="text-align: left; margin-top: 100px;">  </div>		

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Ausubel D.P. and Robison F.G. :	School learning An introduction to Educational Psychology	New York Holt
Bernard H.W.	Psychology of learning & Teaching	New York Macgraw Hill B
Gage and Berlinger	Educational Psychology	Miffins Company
Hays J.R. :	Cognitive Psychology, Thinking and Creating.	Homewood Illinois The Dorsey press 1978
Mangal S.K. :	Advanced Educational Psychology;	New Delhi, Prentice Hall of India
Wordsworth B.J. piaget's	Theory og cognitive and affective Development,	New York, Longman incorporated, 1989.
Michael Green :	Theories of Human Development	prentice Hall, englewood cliffs, New Jersy, 1989
Jayaswal, R.L. :	Foundation of Educational Psychology	Allied Publishers, Bombay
Passi B.K. :	Creativity ineducation	NPC Agra 1982.
SUGGESTED DIGITAL PLATFORM		
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
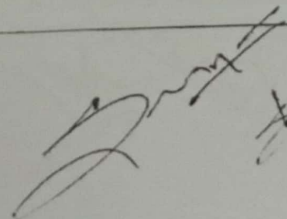
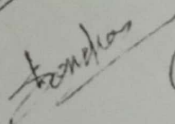
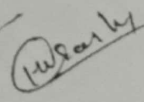
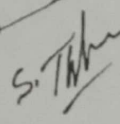
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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester II	YEAR: - 2024
SUBJECT:		Specialization Part I	
EDUCATIONAL GUIDANCE AND COUNSELLING			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 203 A	
3.	COURSE TITLE	M.Ed. Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To acquire the students with the concepts, needs and viewpoints about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs. ❖ To acquire the students with the organizational framework and procedures of Guidance- Services in educational institutions. ❖ To acquire the students with the tools and techniques required for providing guidance and counselling services to students. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Guidance and Counselling Basics	<p>Concept, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher</p> <ul style="list-style-type: none"> ✚ Basic types of Guidance and the underlying principles, their nature, scope and purposes. ✚ Basic approaches of counselling and their underlying assumptions. 	8
UNIT-II Educational & Vocational Guidance	<ul style="list-style-type: none"> ❖ Educational Guidance: basic assumptions and principles <ul style="list-style-type: none"> • Curricular choice and its implications for Career guidance; Guidance and Curriculum and the class room learning. ❖ Vocational Guidance: basic principles. <ul style="list-style-type: none"> ✚ Vocational choice as a development process ✚ Nature of work and Job analysis, dissemination of occupational information: vocationalisation of secondary education and career development 	10
UNIT-III Personal & Group Guidance	<ul style="list-style-type: none"> ❖ Personal Guidance: basic assumptions; types of behavioural problems of school stage students. Methods and strategies of Personal Guidance ❖ Group Guidance: basic assumptions. Group Guidance and Individual guidance. Techniques of Group Guidance 	10
UNIT-IV Counselling	<ul style="list-style-type: none"> ❖ Counselling: Meaning, need, characteristics, principles of Counselling ❖ Process and types of Counselling ❖ Counselling theories 	8

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UNIT-V Guidance Counselling & Current Trends	<ul style="list-style-type: none"> ❖ Guidance and counselling in Groups: Nature, aim, Principles and procedure; Group counseling Vs Individual counseling counselling for adjustment. Types of group activities- their merits and demerits ❖ Current Trends, Concerns and Demands in Guidance. 	
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Blocher, D.H. et al., (Eds. 1971):	Guidance systems	New York: The Ronald Press Co.
Bhatnagar, A. & Gupta, N. (Eds. 1999):	Guidance and Counselling: A Theoretical Perspective.	New Delhi: Vikas Publishing House
Bernard, H.W. & Fullmer, D.W. (1972).	Principles of Guidance- a basic text.	Bombay: Allied Publishers
Fullmer D.W. & Bernard H.W. (1972).	Counselling: Content and Process.	New Delhi: Thompson Press.
Jones, Stafflire & Stewart (1978).	Principles of Guidance	Sixth Edition. New Delhi: Mac
Indu Dane (1983).	The basic essentials of counselling.	New Delhi: Sterling Publishers Pvt
Lakshmi, K.S. (Eds. 2000) :	Encyclopaedia of Guidance and Counselling.	New Delhi: Mittal Publications.
Lakshmi, K.S. (Eds. 2000) :	Encyclopaedia of Guidance and Counselling.	New Delhi: Mittal Publications.
Mortensen D.U. & Schumuller A.M. (1976	Guidance in todays schools.	New York: John Willy & Sins. Inc.
Hackney H. & Nye S. (1973).	Counseling Strategies and Objectives.	New Jersey: Prentice Hall Inc.
Raj Singh (1994).	Educational and Vocational Guidance.	New York: Commonwealth Publishers.
Robert Basell (1971).	Interviewing and Counselling.	London: H.T. Batsford Ltd.
Stefflee & Grant (1972).	Theories of Counselling.	New York: McGraw Hill.
	SUGGESTED DIGITAL PLATFORM	

N List National library & Information Service (subscnbe) (Shodh Sindhu)
NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

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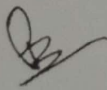
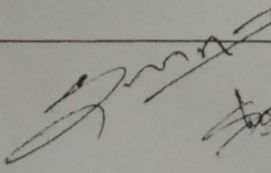
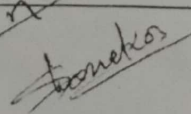
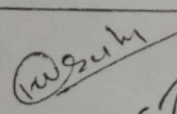
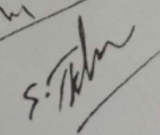
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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester II	YEAR: - 2024
SUBJECT:		Specialization Part I	
EDUCATION FOR THE DIFFERENTLY ABLED			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 203 B	
3.	COURSE TITLE	M.Ed. Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices. ❖ To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalization of education. ❖ To enable the learner with the new trends in education for the differently abled with respect to the curriculum. ❖ To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled. ❖ To enable the learner with the educational programmes, equipments and aids for the differently abled. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Inclusive, Integrated & Special Education	<ul style="list-style-type: none"> ❖ Inclusive, Integrated and Special education- concept, meaning and difference. Concept of mainstreaming from segregated, integrated to inclusive. ❖ Introduction to education for the disabled, its objectives, assumptions and scope. ❖ Key terms – Handicap, Impairment and disability. ❖ Historical perspectives of special education. Special education in India: Constitutional provisions , ❖ Government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992) , PWD (Person's with Disability) Act (1995). ❖ National Institutes for the handicapped and the role of rehabilitation Council of India. 	10
UNIT-II Current issues & Cross Disability and Role of Family	<ul style="list-style-type: none"> ❖ Current issues in education for the differently abled. ❖ Cross Disability Approach. Meaning of educational intervention: ❖ Nature and objectives of schools and support services for differently abled . ❖ Role of family, counselor, peer members and the community in educating the child. 	10

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Pranav

Pranav

S. Thirum

<p>UNIT-III Special children & Social and Emotional problems</p>	<ul style="list-style-type: none"> ❖ Types of special children : children with exceptional abilities- creative and gifted ; ❖ (with) deficiency and handicaps - mentally retarded , sensory and physically disabled ; ❖ (with) learning disability – slow learners ,under achievers ,and other types of learning disabled ; ❖ (with) social and emotional problems – truant ,delinquents ,drug addicts ❖ .Easy identification and educational programmes and their placement. 	<p>10</p>
<p>UNIT-IV Children with exceptional abilities & Measurement</p>	<ul style="list-style-type: none"> ❖ Children with exceptional abilities: Types – Gifted and creative ;Meaning, characteristics and identification of each type. ❖ Measurement of creativity and fostering activities and programmes for creativity. ❖ Psychology of teaching and learning in respect to the gifted and the creative. ❖ Curriculum, Pedagogy, Evaluation and placement for each type. 	<p>10</p>
<p>UNIT-V Problem children & Educational programmes</p>	<ul style="list-style-type: none"> ❖ Problem children : concept , meaning of truants , delinquents , drug addicts and other types of problem children. ❖ Etiology and prevention. Preventive measures and educational programmes ; ❖ placement of delinquents , drug addicts and other types. 	<p>10</p>

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bender, W.N	. Learning Disability	Boston London
Berdine, W.H & Blackhurst A.E.(eds).	An Introduction to Special Education	Harpers Collins Publishers, Boston 1980.
Dunn., L & Bay, D.M (ed.):	Exceptional Children in the Schools,	New York : Holt, Rinehart, Winston.
Hewett, Frank M. & Foreness Steven R.,	Education of Exceptional Learners,	Masachusetts, 1984.
Jorden, Thomas E	. The Exceptional Child, Ohio:	Merrill.
Kirk, S.A & Gallagher J.J.,	Education of Exceptional Children	Houghton Mifflin Co., Boston, 1989
Magnifico, L.X:	Education of the Exceptional Child,	New York, Longman.
Shanker, Udey:	Exceptional Children,	Jullundur: Sterling Publications.
Strange, Ruth :	Exceptional Children & Youth	J.J. : Prentice Hall
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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Sanjay

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: M.Ed. Semester II	YEAR: - 2024
SUBJECT:		Practicum II Proposal of Dissertation	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 204 A	
3.	COURSE TITLE	Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ Professional Capacity Building: Apply the knowledge ❖ Psychology Management, and ICT to set the context of teaching profession ❖ Advances the capacities in teaching, research and extension work in the field of education ❖ Sensitivity for Emerging Issues ❖ Research and Knowledge Creation 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS	MAXIMUM MARKS:100	INTERNAL : Nil
			EXTERNAL: 100
PART B- CONTENT OF COURSE			
TOPICS			NUMBER OF CLASSES
Proposal of Dissertation 204			
WORK:			
<p>Proposal : The first step, therefore, is to choose your topic (also known as a dissertation title). After that, you'll need to formulate a research question, which is where the dissertation proposal comes in. A dissertation proposal should cover in detail the research question you are going to analyse and how you plan to conduct your primary and secondary research. It should include the reading you have done up until this point and any outcomes of discussions with your supervisor. To help guard you from criticism when your work is marked, it should also cover any expected limitations in your research, ethical considerations and reasons for your choice of data sample.</p>			
Outline Or Format:			
format of proposal for support:			

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: M.Ed. Semester II	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
Practicum II Psycho-metric Assessment			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 205	
3.	COURSE TITLE	Semester II	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings. ❖ To understand the use of psychological test for student 	
5.	CREDIT VALUE	2	
6.	TOTAL MARKS	MAXIMUM MARKS: 50	INTERNAL : 50
			EXTERNAL: Nil
PART B- CONTENT OF COURSE			
TOPICS			NUMBER OF CLASSES
1. Intelligence Test			15
2. Achievement test			
3. Mental fatigue			
4. Physical fatigue by Ergo graph			
5. Learning by Substitution			
6. Personality Testing			
7. Transfer of Learning by mirror drawing			
8. Testing Emotional Intelligence (EIS)			
(Any 5 practical are to be conducted)			

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Santhosh

Prasanth

S. Thirum

WORK		
Prepare a record file of any 5 practical & Viva voce conducted by two internal supervisor and marks given by (average of both) the supervisor.		
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
NCERT	NATIONAL LIBRARY OF EDUCATIONAL AND PSYCHOLOGICAL TESTS (NLEPT)	National Council of Educational Research and Training
Dr. A K Sing & Sengupta	GCAT	National psychology cor. Agra
Dr C R Rao & Naggappa	Science aptitude test	National psychology cor. Agra
P Shrinivasn all	Emotional Intelligence scale E	NPC Agra
A K Singh & Shruti	Emotional Intelligence scale H/E	NPC Agra
SUGGESTED DIGITAL PLATFORM		

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P.T. Ravishanker Shukla University

M. Ed. Syllabus - 2022

Semester - III

&

Semester - IV

BOS. (Education)

~~Dr. Pooja~~
(Dr. Pooja Pooja)

Head
BOS (Education)

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester III	YEAR: - 2024
SUBJECT:		History and development of Education In India	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 301	
3.	COURSE TITLE	M.Ed. Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To be acquainted with the salient features of education in India in Ancient & Medieval times. ❖ To be acquainted with the development of education in British India. ❖ To be acquainted with the development of education in Independent India, including significant points of selected Education. ❖ To be acquainted with current issues and trends in Education. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Education in Ancient and Medieval India	<ul style="list-style-type: none"> ❖ Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to ❖ (a) Aims and Objectives (b) Subject of study (c) Methods of teaching including teacher – Pupil relationship. (d) Evaluation (e) Centre of Learning (f) Education of woman (g) Education in Ancient and Medieval India, characteristics of Gurukul, Matha/Vihar, Madarasah of and 	12

	<p>Maktabas.</p> <ul style="list-style-type: none"> ❖ Brief outline of events relating education from 1757 to 1947 - Missionaries activities (Srirampur Trio) ❖ Charter Act of 1813 Bengal Renaissance - Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. Adams Report. Anglicist-Orientalist controversy- Macaulay's Minute & Bentinck's resolution. Wood dispatch (Recommendations only) 	
<p>UNIT-II Commission & Basic Education</p>	<ul style="list-style-type: none"> ❖ Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education), ❖ Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education). ❖ National Education Movement (cause and effect) Calcutta University Commission (1917-1919), ❖ Basic Education (concept & development), Sargent Plan, Gokhale-bill, Sadler commission, Wardha Scheme. 	12
<p>UNIT-III Constitutional provision & recommendations of different Education Commission</p>	<ul style="list-style-type: none"> ❖ Constitutional provision for Education in India ❖ Brief outline of the recommendations made by different Education Commission: ❖ University Education Commission (1948-49) ❖ (Aims of Higher education & Rural University) Secondary Education Commission (1952-53) ❖ Aims, Structure & Curriculum of Secondary education) Indian Education Commission (1964-66), National knowledge commission. 	12

UNIT-IV Current issues & NPE	<ul style="list-style-type: none"> ❖ National Policy on Education (1986). New Education policy 2020 (In Brief). ❖ Current issues in education: Equalization of Education Opportunities. ❖ Programmes on Universal Elementary Education (DPEP & SSA) ❖ Non-formal education and alternative schooling, Education of women. 	10
UNIT-V Problems in Indian Education & comparative education	<ul style="list-style-type: none"> ❖ Problems in Indian Education : Secondary & Higher Secondary Education, Environmental Education, Vocational Education. ❖ Experiments in Indian Education; About Eminent Vishwa Vidhyalaya in India like- Shanti Niketan, Nalanda University, Vanasthali University etc . ❖ Study of Education system of India and Education system of Britain. 	10

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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Atlekar A.S.	-Education in Ancient India.	New Delhi
Basu A.N.	-Education in modern India.	New Delhi
Basu A.N.	-Adam's Report.	New Delhi
Banerjee.J.P. -	Education in India-past Present and future.	New Delhi
Dhar Nirranjan.	-Fundamentals of Social Education.	New Delhi
Keay E.E.	-India Education in Ancient times.	New Delhi
Law N.N.	-Promotion of Learning in India.	New Delhi
Mukherjee S.N	- Education in India	New Delhi
Govt. of India report of University Education Commission (1948-49).	Govt. of India report of Secondary Education Commission (1952-530).	New Delhi
Govt. of India report of University Education Commission (1948-49).	Govt. of India report of Secondary Education Commission (1952-530).	New Delhi
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester III	YEAR: - 2024
SESSION: - 2024-26			
SUBJECT: ECONOMIC& POLITICAL PERSPECTIVES OF EDUCATION			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 302	
3.	COURSE TITLE	M.Ed. Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To be acquainted with the development of education in India & Impact of Five Year Plans on Education ❖ To be acquainted with the development of education in Independent India, including significant points of selected Education. ❖ To be acquainted with current issues and trends in Education. ❖ Understand the role, function & impact of different organizations in upliftment of education. ❖ Understand the recent initiatives in education, At National level & Chhattisgarh State Level 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Economic Approach to Education	<ul style="list-style-type: none"> ❖ Economics of Education ❖ Financing of Education ❖ Financing Higher Education in India ❖ Finance Commission and Allocation of Resources to the states for Education 	10	

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	❖ Economic problems of Education – related to quality and quantity.	
UNIT – II Educational Economy & Planning	<ul style="list-style-type: none"> ❖ Meaning and nature of Economic Planning with special reference to Education ❖ National Budget of Education ❖ Principles of Educational Finance ❖ Methods of Financing Education ❖ Cost of Education ❖ Sources of income in Education – Govt., Private & Cooperative patterns of investment in Education ❖ Grants-in-Aide – Types, principles, practices & procedure 	12
UNIT- III Educational Finance	<ul style="list-style-type: none"> ❖ Educational Finance – Need, Significance & Principles ❖ Concept of Educational Finance ❖ Demand for Education ❖ Supply of Education ❖ Educational Financing in India – a historical perspective 	10
UNIT – IV: Political perspective of Education	<ul style="list-style-type: none"> ❖ Needs of education of Free India ❖ World New Trends of Education ❖ Five Year plans in India – Its historical background ❖ Main features of Five Year Plans with special reference to Education ❖ Impact of Five Year Plans on Education ❖ Perspective Plan for education in the 11th Five Year Plan 	10

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<p>UNIT-V</p> <p>Educational Policy</p>	<ul style="list-style-type: none"> ❖ Indian Constitution & Its provisions for Education, Various articles related to Education, RTE ❖ Need and importance of Education Policy ❖ Types of Educational Policy – National, State Level & Institutional Level ❖ Role, Function & Impact of following organizations in upliftment of Education <ul style="list-style-type: none"> ↓ NCERT ↓ UGC ↓ NCTE ↓ SCERT ↓ NUEPA ❖ Recent Initiatives in Education <ul style="list-style-type: none"> ↓ At National level ↓ At Chhattisgarh State Level ↓ At District Level 	<p>12</p>

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Yogendra K. Sharma	History & Problems of Education –	Volume I & Volume II delhi
UNESCO –	Economic & Social aspects of Educational Planning – 1963	N.C.E.R.T – NCERT – The First Year Book of Education – 1961
UNESCO	Economic & Social aspects of Educational Planning – 1963	N.C.E.R.T – NCERT – The FirstYear Book of Education
Mathur S.P. (2001) :	Financial Administration & Management –	The Indian Publications, India
Ramcharan Padma & R.Vasantha (2005) :	Education in India	New Delhi National Book Trust

-Premila Chandran Sekaran	Educational Planning & Management	Sterling Publication Pvt. Ltd
Mahesh Bhargava & Rajshree Bhargava	Perspectives of education -	H.P. Bhargava Book House
J.C. Aggarwal	Educational Planning Budgeting & Financing in India	Arya Book Depot, New Delhi.
SUGGESTED DIGITAL PLATFORM		
	N List National library & Information Service (subscribe) (Shodh Sindhu)	
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)	

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester III	YEAR: - 2024
SUBJECT:		ELECTIVE II	
ADVANCED EDUCATIONAL STATISTICS			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 303 A	
3.	COURSE TITLE	M.Ed. Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To understand the role and use of advanced Statistics in educational research. ❖ Select appropriate statistical methods in educational research ❖ To understand various Statistical measures for interpretation of data. ❖ To interpret the Statistical data. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

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PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I The Normal distribution & Statistical measures.	<ul style="list-style-type: none"> ❖ Properties of normal probability distribution ❖ Defects in normality-1 Skewness, 2. Kurtosis ❖ Applications of normal probability curve ❖ Statistical Measures ❖ Difference between Statistical Measures ❖ The significance of mean, median, standard deviation, quartile deviation, percentage and correlation. ❖ The significance of difference, coefficient of correlation ❖ Meaning of partial and multiple correlation ❖ Simple applications of partial and multiple correlation ❖ Biserial Correlation – Point biserial correlation ❖ Phi-correlation-contingency coefficient 	12
UNIT – II The scaling of tests	<ul style="list-style-type: none"> ❖ Sigma scaling and standard scores ❖ T scaling ❖ Stanine scaling ❖ Percentile scaling ❖ The reliability of test scores and methods of determining it. ❖ Validity of test scores and determining validity ❖ Item analysis 	12

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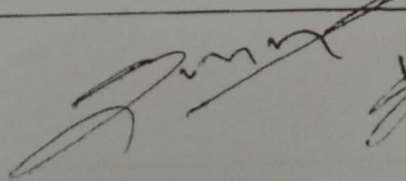
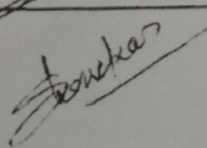
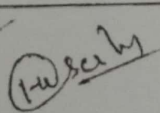
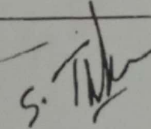
UNIT- III Analysis of Variance	<ul style="list-style-type: none"> ❖ Meaning of variance ❖ Method of analyzing variance ❖ Meaning of Covariance ❖ Analysis of Co-variance 	10
UNIT – IV: Testing of Experimental hypothesis by, non parametric tests	<ul style="list-style-type: none"> ❖ Chi-square test ❖ Sign test ❖ Median test ❖ Man Whitney U test 	10
UNIT-V Regression and prediction	<ul style="list-style-type: none"> ❖ Nature of Scatter- diagram ❖ Meaning of regression ❖ Regression equations ❖ Application of regression equations in prediction 	10

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

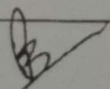
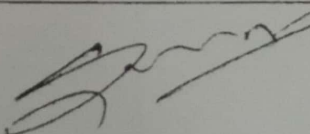
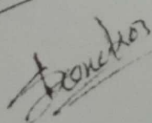
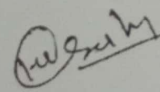
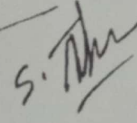
AUTHOR	TITLE	PUBLISHER
H.E. garet-	Statistics on Psychology & education	Longman Green & co., London
B. fruchter- D Van	Introd I. Iction to factor analysis –	Hostrand & co.
G Thompson –	Frctoranalysis of human Ability	University of London Press
Albert Kurtz Semual Mayo	Statistical Methods in education and Psychological	springer International student edition
Dr. H K Kapil	Basic elements of statistics	Vinode Book Depot.

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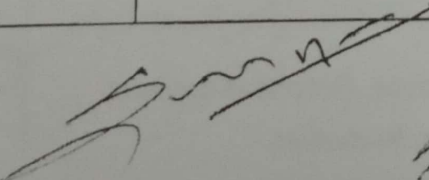
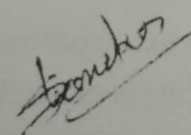
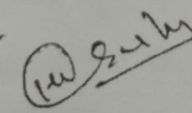
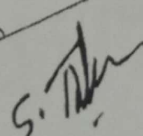
	N List National library & Information Service (subscnbe) (Shodh Sindhu)
	NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester III	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
ELECTIVE II			
EDUCATIONAL ADMINISTRATION AND MANAGEMENT			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 303 B	
3.	COURSE TITLE	M.Ed. Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To enable the learner to become effective manager of teaching /Administration of Education. ❖ To acquaint the learner with the challenges and opportunities emerging in the management and administration in education. ❖ To make the students to understand about the finance, management of Education. ❖ To make the student familiar with the new trends and techniques of education. ❖ To enable the students to get some insight into supervision, inspection and know trends of development ❖ To development an understanding of the planning of education in India and its Socio- economic context. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Management concept and process	<ul style="list-style-type: none"> ❖ Management – concept, Need of Management, Characteristics of good Management. ❖ Management at different levels-Elementary Higher, secondary Higher Education, Time Management, Functions of Management ❖ Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership. ❖ Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation. 	10
UNIT – II Application of Management concept in Academic areas of the educational systems-	<ul style="list-style-type: none"> ✚ Curriculum development /Evaluation ✚ Teaching Learning Processes ✚ Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal. ✚ Professional Growth- In service Training ✚ Planning in Education – Approaches to Educational Planning ✚ Communication, ✚ Communication skills. (Verbal, non-verbal-written), ✚ Barriers and distortions in communication. ✚ Information Systems- Modern Information Technology. 	10

UNIT- III Machinery for educational Administration	<ul style="list-style-type: none"> ❖ Central Machinery (CABE, NCTE, UGC,) / State Machinery for educational Administration. ❖ Organization and functions of directorate of Education. ❖ Roll of Central Govt., State Govt., and local bodies in education at all levels. ❖ Trends in Educational Management ❖ Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations. ❖ Organizational compliance. ❖ Organizational Development. 	10
UNIT – IV: Finance Management	<ul style="list-style-type: none"> ❖ National budget of Education ❖ Principles of Educational finance ❖ Methods of Financing Education ❖ Source of Income: Govt, Private and co-operative patterns of investment in education- past, present and future., ❖ Grant – in-aid principles, practices, types and procedure in- respect of University level. ❖ Cost of Education. 	10
UNIT-V Quality Management in Education	<ul style="list-style-type: none"> ❖ Meaning and importance of Quality ❖ Quality in Higher Education ❖ Accreditation Concept- Meaning, parameters, Role of NAAC ❖ Educational Supervision and inspection – ❖ Meaning and Nature of Educational Supervision ❖ Functions of a supervisor, Defects in existing system of supervision, Remedies. 	10

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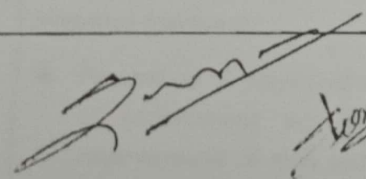
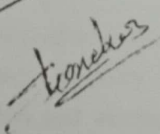
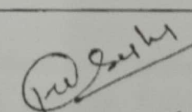
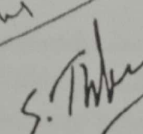
	Practical – Any one (1) Educational Survey of any state educational Institution. (2) Report on an Institutional Planning of any one Educational Institute. (3) Report on an Educational Institute on Quality Management.	
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PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

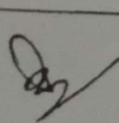
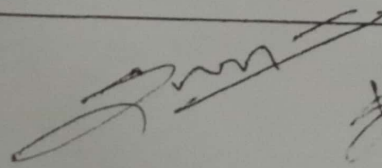
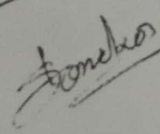
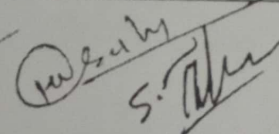
AUTHOR	TITLE	PUBLISHER
M.S. Sachdeva	School Organisation and Administration	
Namita Roy chaudhary	Management in Education	A.P.H.Publishingcorporation, New Delhi.
Premila Chandrasekaran	Educational Planning and Management	sterling Publication Pvt. Ltd.
S.S. Mathur	Educational Administration and Management –	New Delhi
S.R. Vashost	Theory of Educational Administration-	New Delhi
Dr. S.R. Pandya,	Administration and management of Education-	Himalaya Publishing House
S.N. Mukharji	Administration of Education in India	New Delhi
S.S. Mathur	Educational Administration Principles and Practices	New Delhi

SUGGESTED DIGITAL PLATFORM

	N List National library & Information Service (subscribe) (Shodh Sindhu)
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester III	YEAR: - 2024
SUBJECT:		GENDER PERSPECTIVES AND EDUCATION	
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 304	
3.	COURSE TITLE	M.Ed. Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ✦ Develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism; ✦ Understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period; ✦ Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and ✦ Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy). ✦ To development an understanding of the planning of education in India and its Socio- economic context. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL : 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I GENDER ISSUES: KEY CONCEPTS	<ul style="list-style-type: none"> ❖ Gender, sex, sexuality, patriarchy, masculinity and feminism ❖ Gender bias, gender stereotyping, and empowerment ❖ Equity and equality in relation with caste, class, religion, ethnicity, disability and region. <p>Suggested Practicum:</p> <ul style="list-style-type: none"> ✚ Preparation of project on key concepts and relating it with the social context of the pupil teacher ✚ Analysis of textual materials from the perspective of gender bias and stereotype ✚ Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region. 	10
UNIT – II GENDER STUDIES, PARADIGM SHIFTS	<ul style="list-style-type: none"> ❖ Paradigm shift from women's studies to gender studies ❖ Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education ❖ Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans. <p>Suggested Practicum:</p> <ul style="list-style-type: none"> ✚ Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilisation of women, such 	10

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	<p>as the Mahila Samakhyas programmes</p> <p>↓ Project on women role models in various fields with emphasis on women in unconventional roles.</p>	
<p>UNIT- III GENDER, POWER AND EDUCATION</p>	<p>❖ Theories on Gender and Education: Application in the Indian Context</p> <p>↓ Socialization theory</p> <p>↓ Gender difference</p> <p>↓ Structural theory</p> <p>↓ Deconstructive theory</p> <p>❖ Gender Identities and Socialisation Practices in:</p> <p>↓ Family</p> <p>↓ Schools</p> <p>↓ Other formal and informal organisation.</p> <p>❖ Schooling of Girls:</p> <p>Inequalities and resistances (issues of access, retention and exclusion)</p> <p>Suggested Practicum:</p> <p>↓ Discussion on theories of gender and education with its application in the Indian context</p> <p>↓ Project on analyzing the institution of the family</p> <p>(i) Marriage, reproduction</p> <p>(ii) Sexual division of labour and resources</p>	10
<p>UNIT – IV: GENDER ISSUES IN CURRICULUM</p>	<p>❖ Gender, culture and institution: Intersection of class, caste, religion and region</p> <p>❖ Curriculum and the gender question</p> <p>❖ Construction of gender in curriculum framework since Independence: An analysis</p> <p>❖ Gender and the hidden curriculum</p> <p>❖ Gender in text and context (textbooks' intersectionality with other disciplines, classroom</p>	10

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	<p>processes, including pedagogy)</p> <ul style="list-style-type: none"> ❖ Teacher as an agent of change ❖ Life skills and sexuality. <p>Suggested Practicum:</p> <ul style="list-style-type: none"> ↓ Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations ↓ Preparation of tools to analyse reflection of gender in curriculum ↓ Preparation of checklist to map classroom processes in all types of schools ↓ Field visits to schools, to observe the schooling processes from a gender perspective. 	
<p>UNIT-V</p> <p>GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE</p>	<ul style="list-style-type: none"> ❖ Linkages and differences between reproductive rights and sexual rights ❖ Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models) ❖ Sites of conflict: Social and emotional ❖ Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions ❖ Agencies perpetuating violence: Family, school, work place and media (print and electronic) ❖ Institutions redressing sexual harassment and abuse. <p>Suggested Practicum:</p> <ul style="list-style-type: none"> ↓ Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed 	10

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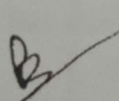
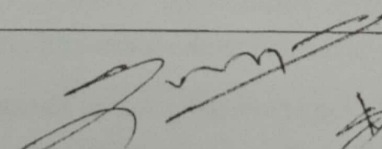
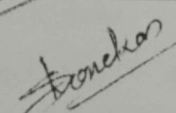
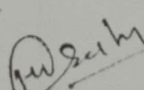
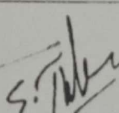
	<p>↓ Debate on how they perceive role models in their own lives</p> <p>↓ Preparing analytical report on portrayal of women in print and electronic media.</p>	

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)


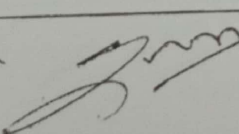
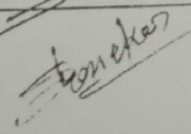
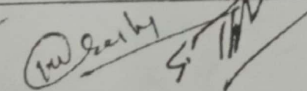
AUTHOR	TITLE	PUBLISHER
Dr. Sen Ilina	Gender Analysis of State Policies: A case study of Chhattisgarh	New Delhi
Geetha V. (2007)	Gender. Stree:	Calcutta.
Jeffery P. and R. Jefferey (1994)	Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar	South Asian Histories. New Delhi.
Learning, Livelihoods, and Social Mobility	Valuing Girls' Education in Central India, Peggy Froerer,	New Delhi
Peggy Froerer,	Brunnel University, Anthropolgy and Education.	Brunnel University

SUGGESTED DIGITAL PLATFORM

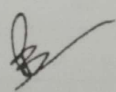
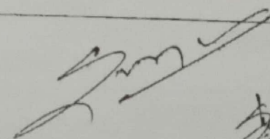
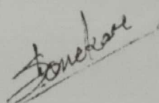
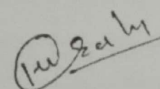

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	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

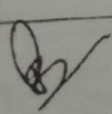
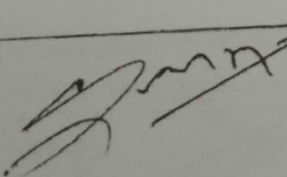
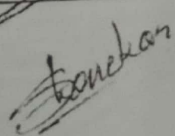
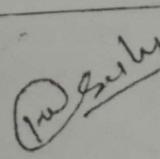
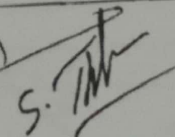
PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: M.Ed. Semester III	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
Practicum III			
Internship: School based Activities			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 305	
3.	COURSE TITLE	Semester III	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings. ❖ To understand the work place of education institution. ❖ To know the different school base activity involve in education institutions. ❖ To understand the use of psychological test for student learning. 	
5.	CREDIT VALUE	2	
6.	TOTAL MARKS	MAXIMUM MARKS: 50	INTERNAL : 50
			EXTERNAL: Nil
PART B- CONTENT OF COURSE			
TOPICS			NUMBER OF CLASSES
Internship: School based Activities			
➤ Work for Internship.			
➤ Observation of student teacher teaching practice.			
➤ Mentoring the pupil teacher in practices.			
➤ To help the new comer pupil teacher in their preparation of teaching aids.			
➤ Present minimum two skill of teaching before the student teacher.			

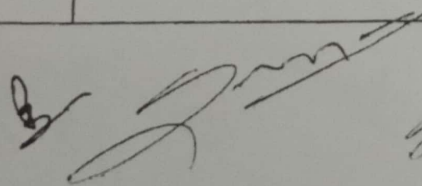
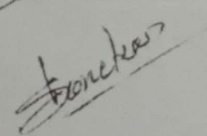
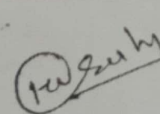
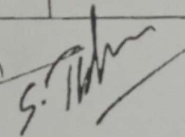
Work:		
❖ Minimum 2 week observation.		
❖ Help in preparation of minimum 2 teaching aids.		
❖ Presentation of 2 teaching skills..		
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
NCERT	NCERT Books for class VI	Delhi
NCERT	NCERT Books for class VII	Delhi
NCERT	NCERT Books for class VIII	Delhi
NCERT	NCERT Books for class IX	Delhi
NCERT	NCERT Books for class X	Delhi
CG	CG Board books All Subject	
CG	CG Board books	
SUGGESTED DIGITAL PLATFORM		

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester IV	YEAR: - 2024
SUBJECT:		CURRICULUM	DEVELOPMENT
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 401	
3.	COURSE TITLE	M.Ed. Semester IV	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To understand the concept and principles of curriculum development. ❖ To understand and appreciate curriculum as a means of development of the individual. ❖ To gain insight in to the development of new curriculum. ❖ To understand the Foundations of curriculum development. ❖ To appreciate the need for continuous Curriculum reconstruction. ❖ To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course contents in the subjects of teaching. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80

PART B- CONTENT OF COURSE		
UNIT	TOPICS	NUMBER OF LECTURES
UNIT-I Principles of Curriculum Development	<ul style="list-style-type: none"> ❖ Meaning and Concept of Curriculum ❖ Concept of Curriculum development ❖ Stages in the Process of Curriculum development ❖ Curriculum Syllabus and Units 	8
UNIT – II Philosophical, Sociological and Psychological foundation of curriculum	<ul style="list-style-type: none"> ❖ Philosophical theories and their implications to Curriculum. ❖ Sociological needs and their implications for curriculum development. ❖ Psychological needs their implications for curriculum development. ❖ Curriculum development and teaching-learning process. 	10
UNIT- III Curriculum Development	<ul style="list-style-type: none"> ❖ Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum. ❖ Strategies of Curriculum development. ❖ Guiding Principles for Curriculum development. ❖ Organization of Curriculum 	10
UNIT – IV: Procedure of organizing Content	<ul style="list-style-type: none"> ❖ Formation of general objectives at School stage and their specification. ❖ Formation of instructional objectives and their specifications ❖ Terms of expected behavior changes in the students. ❖ Suggesting appropriate content to fulfill the objectives. ❖ Factors responsible for innovations in curriculum development. 	10


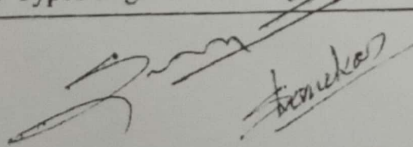
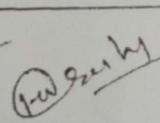
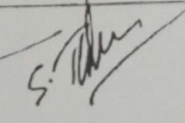





	<ul style="list-style-type: none"> ❖ Problems of curriculum reform. ❖ Periodic revisions of curriculum in view of the knowledge. ❖ Evaluation as an integral part of curriculum development. ❖ Need for permanent curriculum research unit. 	
UNIT-V Evaluating the Curriculum	<ul style="list-style-type: none"> ❖ A frame work for evaluation ❖ Planning for evaluation ❖ Conducting the Programme evaluation ❖ Evaluating the curriculum materials ❖ Conducting the Curriculum material evaluation 	10
	PRACTICAL WORK <ul style="list-style-type: none"> ✚ Seminar on one of the topic assigned. ✚ Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary. ✚ A report on the recent research on curriculum development ✚ A Comparative study of two syllabi-state Government ICSE. 	
AUTHOR	TITLE	PUBLISHER
Mohammad Sharif Khan-	School Curriculum-	ASHISH Publishing House, Delhi
H.E. Hannay, Ministry of Education.	The Improvement of Curriculum in Indian Schools	New Delhi
B.D. Bhatt,	Curriculum reform -	Kanishka Publishers, New Delhi
M.I. Khan I B.K.	Evaluation and Research in Curriculum Construction-	Nigam-Kanishka, Publisher, New York
Mamidj, S. Ravishankar-	Curriculum Development & Educational Technology	Sterling Publishers.

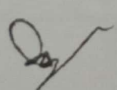
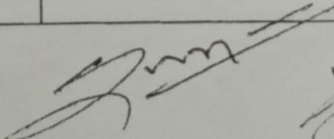
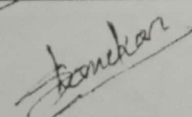
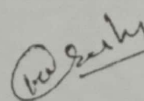
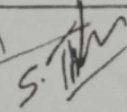
SUGGESTED DIGITAL PLATFORM

N List National library & Information Service (subscribe) (Shodh Sindhu)
NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester IV	YEAR: - 2024
SUBJECT:		Specialization part II	
Educational Guidance and counselling (PART II)			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 402 A	
3.	COURSE TITLE	M.Ed. Semester IV	
4.	COURSE LEARNING OUTCOME	<p>To acquire the students with the concepts, needs and viewpoints about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.</p> <p>To acquire the students with the organizational framework and procedures of Guidance- Services in educational institutions.</p> <p>To acquire the students with the tools and techniques required for providing guidance and counselling services to students.</p>	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL : 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Bases & Concept of guidance	<ul style="list-style-type: none"> ❖ Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological ❖ Concept of guidance: Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance. ❖ Types of guidance: Major guidance areas- Personal, 	10	

	educational, Career, Social, Health, Marital, Moral. ❖ Adjustive guidance: Identification of maladjusted children and the principles of dealing with them.	
UNIT – II Guidance of children with problems and special needs	❖ Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children. ❖ Group guidance: concept and techniques of group guidance. ❖ Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.	10
UNIT- III Guidance services & Programme	❖ Guidance services: Individual Inventory and Information counselling , Group Guidance services, Placement services and Follow-up services. • Guidance of children with special needs, role of teacher. ❖ Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels. ❖ Evaluation of Guidance programmes	10
UNIT – IV: Guidance and Appraisal of the Individual	❖ Guidance and Appraisal of the Individual: meaning, need, purpose and place of appraisal in Guidance. ❖ Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality measures. ❖ Non-Testing Techniques-Rating scales, Questionnaires, Inventories, records and Sociometric tools.	10

UNIT-V Job Analysis & satisfaction	<ul style="list-style-type: none"> ❖ Job Analysis: Meaning and objectives of job analysis ❖ Outline for job study ❖ Job profiles ❖ Job satisfaction <p>Practical Work (any one)</p> <ul style="list-style-type: none"> ✚ Job analysis of any one occupation ✚ Prepare an interview schedule for an effective Counselling <ul style="list-style-type: none"> ❖ Visit a guidance Centre and Write a report about its organization and functions. 	8

PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)

AUTHOR	TITLE	PUBLISHER
Blocher, D.H. et al., (Eds. 1971):	Guidance systems	New York: The Ronald Press Co.
Bhatnagar, A. & Gupta, N. (Eds. 1999):	Guidance and Counselling: A Theoretical Perspective..	New Delhi: Vikas Publishing House
Bernard, H.W. & Fullmer, D.W. (1972).	Principles of Guidance- a basic text.	Bombay: Allied Publishers
Fullmer D.W. & Bernard H.W. (1972).	Counselling: Content and Process.	New Delhi: Thompson Press.
Jones, Stafflre & Stewart (1978).	Principles of Guidance	Sixth Edition. New Delhi: Mac
Indu Dane (1983).	The basic essentials of counselling.	New Delhi: Sterling Publishers Pvt
Lakshmi, K.S. (Eds. 2000) :	Encyclopaedia of Guidance and Counselling.	New Delhi: Mittal Publications.
Lakshmi, K.S. (Eds. 2000) :	Encyclopaedia of Guidance and Counselling.	New Delhi: Mittal Publications.

SUGGESTED DIGITAL PLATFORM

	N List National library & Information Service (subscribe) (Shodh Sindhu)
	NDL National Digital Library Central Govt. Ministry of Education (Devlop by Khadgpur.)

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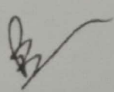
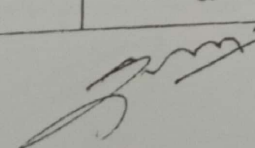
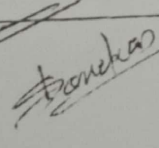
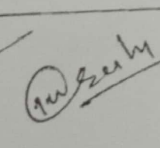
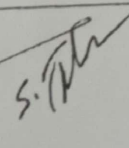
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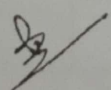
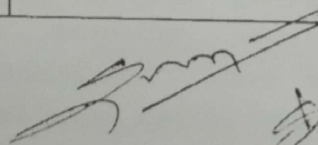
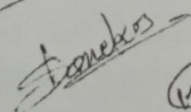
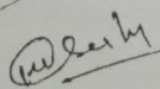
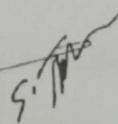
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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: Semester IV	YEAR - 2024
SUBJECT:		SESSION: - 2024-26	
Specializationpart II			
EDUCATION FOR THE DIFFERENTLY ABLED (PART II)			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 402 B	
3.	COURSE TITLE	M.Ed. Semester IV	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices. ❖ To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalization of education. ❖ To enable the learner with the new trends in education for the differently abled with respect to the curriculum. ❖ To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled. 	
5.	CREDIT VALUE	4	
6.	TOTAL MARKS: 100	MAXIMUM MARKS: 100	INTERNAL : 20
			EXTERNAL: 80
PART B- CONTENT OF COURSE			
UNIT	TOPICS	NUMBER OF LECTURES	
UNIT-I Basis of classification	❖ Children with physical disabilities: Basis of classification (Physical, physiological, social, psychological and mental), characteristics and etiology of each type and difference between them.	10	

	<ul style="list-style-type: none"> ❖ Education of visually impaired: Concept , Characteristics, Types (degree of impairment). Etiology and prevention. ❖ Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement . Role of National Institute for the visually impaired. 	
UNIT – II Education for the hearing impaired	<ul style="list-style-type: none"> ❖ Education for the hearing impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention. ❖ Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the hearing impaired. 	10
UNIT- III Education for the Orthopaedically handicapped	<ul style="list-style-type: none"> ❖ Education for the Orthopaedically handicapped : Concept , Characteristics, Types (degree of impairment). Etiology and prevention. ❖ Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the orthopedically handicapped. 	10
UNIT – IV: Education for the mentally retarded	<ul style="list-style-type: none"> ❖ Education for the mentally retarded: Mentally retarded, slow learners, backward and learning disabled children. Concept, Characteristics, Etiology and prevention. ❖ Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the Mentally retarded. 	10

UNIT-V	<ul style="list-style-type: none"> ❖ Socially deprived and emotionally disturbed children: Concept, characteristics and types (Dyslexic and delicate). Etiology and prevention. ❖ Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. 	10
Socially deprived and emotionally disturbed children		
PART C: LEARNING RESOURCES (BOOKS RECOMMENDED)		
AUTHOR	TITLE	PUBLISHER
Bender, W.N	. Learning Disability	Boston London
Berdine, W.H & Blackhurst A.E.(eds).	An Introduction to Special Education	Harpers Collins Publishers, Boston 1980.
Dunn., L & Bay, D.M (ed.):	Exceptional Children in the Schools,	New York : Holt, Rinehart, Winston.
Hewett, Frank M. & Foreness Steven R.,	Education of Exceptional Learners,	Masachusetts, 1984.
Jorden, Thomas E	. The Exceptional Child, Ohio:	Merrill.
Kirk, S.A & Gallagher J.J.,	Education of Exceptional Children	Houghton Mifflin Co., Boston, 1989
Magnifico, L.X:	Education of the Exceptional Child,	New York, Longman.
Shanker, Udey:	Exceptional Children,	Jullundur: Sterling Publications.
Strange, Ruth :	Exceptional Children & Youth	J.J. : Prentice Hall
Bender, W.N	. Learning Disability	Boston London
SUGGESTED DIGITAL PLATFORM		
N List National library & Information Service (subscribe) (Shodh Sindhu)		
NDL National Digital Library Central Govt. Ministry of Education (Develop by Khadgpur.)		

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PART-A INTRODUCTION			
PROGRAM: M.Ed. Syllabus		CLASS: M.Ed. Semester IV	YEAR: - 2024
SUBJECT:		SESSION: - 2024-26	
Practicum IV Academic writing & Dissertation, Viva voce			
1.	PROGRAM CODE	0801	
2.	COURSE CODE	MED 403 A B C	
3.	COURSE TITLE	Semester IV	
4.	COURSE LEARNING OUTCOME	<ul style="list-style-type: none"> ❖ To develop the competency for academic writing. ❖ To understand the standard form of research article ❖ To know the standard format of dissertation. 	
5.	CREDIT VALUE	4+8	
6.	TOTAL MARKS	MAXIMUM MARKS: 200+50 = 250	INTERNAL : 50
			EXTERNAL: 100+100 =200
PART B- CONTENT OF COURSE			
TOPICS			NUMBER OF CLASSES
* Academic Writing- (Internal) 403 A Work: *One Research paper / or *Research Article / or Tool Construction * One copy attach with dissertation. (Compulsory)			
A) Dissertation (External) 403 B			
B) Viva Voce on Dissertation (External) 403 C			