



कव्हर पेज का प्रारूप
(संशोधन/विलोपन पश्चात निर्मित
पाठ्यक्रम हेतु)

Pt. Ravishankar Shukla University,
Raipur (C.G.), India 492010

CURRICULUM & Syllabus
(Based on LOCF)

M.Ed. (Master of Education)
(Semester System)

Semester: I-IV

Session: 2025-27

Approved by :
Board of Studies : **Education**
Dates : **16/05/2025**
Name of Chairman : **Dr Riya Tiwari**
Name of Member's : Dr Padma Bohre
Dr sarika Sahu
Dr. Rakesh Tiwari
Dr. Seema Agrawal
Dr. Nidhi Shukla

Pt.Ravishankar Shukla University Raipur

CURRICULUM & SYLLABI (Based on LOCF)

M.Ed. (Master of Education) Semester System

Session: 2025-27

Approved by:	Board of Studies	Academic Council
Date:	16/05/2025	

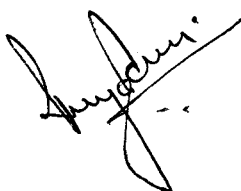
Master of Education

The Master of Education (M.Ed.) program is a two-year, four-semester postgraduate course designed to equip students with a comprehensive understanding of educational theory, research methodology, teaching strategies, and leadership in education. The curriculum provides a balanced mix of core and elective subjects, enabling students to build a strong foundation in the philosophy, psychology, and sociology of education during the initial semesters. As the program advances, learners have the opportunity to specialize in areas such as educational technology, inclusive education, curriculum development, or educational administration, based on their interests and professional aspirations. Upon successful completion, graduates will be well-prepared for various career avenues such as teaching at higher secondary and college levels, academic research, educational consultancy, curriculum planning, and administrative roles in educational institutions. With in-depth pedagogical knowledge and research skills, M.Ed. graduates will emerge as reflective practitioners and transformer leaders in the field of education.

Program Outcomes:

Upon successful completion of the **Master of Education (M.Ed.)** program, students will be able to:

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	Administration and Management Capacities: Apply 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.



R. L. W.
16/5/2025

Seenuka
16/05/25

P07	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.
08	Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.
09	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.
10	Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose 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.

PROGRAMME SPECIFIC OUTCOMES (PSOs) : At the end of the program, the student will be able to:

PSO1	To enhance self-learning and improve classroom teaching performance
PSO2	To perform research in conjunction with others as well as individually.
PSO3	To imbibe effective teaching skill and confidence level.
PSO4	To develop problem solving skills, thinking and creativity.
PSO5	To produce next generation researchers in education.

Master of Education (M.Ed.)

Specification of Course	Semester	No. of Courses	Credits
Core	I-IV	09	36
Elective	I-IV	04	16
Internship/Practical	I-IV	07	48
Total		20	100

[Handwritten signatures]
[Signature] *R. L. [Signature]* *[Signature]*

MASTER OF EDUCATION (M.ED.)

PROGRAMME STRUCTURE

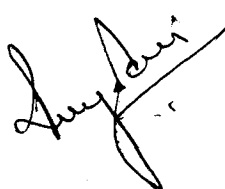
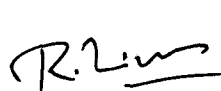
Semester	Course Nature	Course Code	Course Title	Course Type (T/P)	Hrs/Week	Credits	Marks		
							CI A	ESE	Total
Semester-I	Core	MED 101	Philosophical Perspectives of Education	T	6	4	20	80	100
	Core	MED 102	Introduction of Research Methodology in Education	T	6	4	20	80	100
	Elective 1	MED 103(A)	Education Technology	T	6	4	20	80	100
		MED 103(B)	Teacher Education	T	6	4	20	80	100
	Core	MED 104	Strengthening Language Proficiency (Hindi/ (English)	T	6	4	10+ 10	40 + 40	100
	Practical	MED 105	Exploring Library Resources	P	3	4			50
Semester-II	Core	MED 201	Sociological Perspectives of Education	T	6	4	20	80	100
	Core	MED 202	Psychological Perspectives of Education	T	6	4	20	80	100
	Elective 2	MED 203 (A)	Specialization part I- (i) Educational Guidance and Counseling	T	6	4	20	80	100
		MED 203 (B)	(ii) Education for Differently abled						
	Practical	MED 204	Proposal of Dissertation,	P		4			100
	Practical	MED 205	Psycho-metric assessment	P		4			50
Semester-III	Core	MED 301	History and Development of Education in India	T	6	4	20	80	100
	Core	MED 302	Economic and Political perspectives of Education	T	6	4	20	80	100
	Elective 3	MED 303 (A)	A. Advanced Education Statistics	T	6	4 4	20	80	100
		MED 303 (B)	B. Education Administration						
	Core	MED 304	Gender Perspectives in Education	T	6	4	20	80	100
	practical	MED 305	School based Internship Activities	P		8			50

[Signature]

R. L. [Signature]

[Signature]

Semester-IV	Core	MED 401	Curriculum Development	T	6	4	20	80	100
	Elective-4 (Select any one)	MED 402 (A)	Specialization Part II-(A) Educational Guidance and Counseling	T	6	4	20	80	100
		MED 402 (B)	(B)Education for Differently abled	T	6	4	20	80	100
	Practical	MED 403 (A)	Academic Writing- One Research paper / Research Article/ Tool Construction	P		4			50
		MED 403 (B)	Dissertation	P		12			100
		MED 403 (C)	Viva Voce on Dissertation	P		12			100


Programme Articulation Matrix:

Following matrix depicts the correlation between all the courses of the programme and Programme Outcomes

Course Code	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
MED 101	√	√	√	√	√	√	√	x	√	√		√	√	√	√
MED 102	√	√	√	√	√	√	√	x	√	√	√	√	√	√	√
MED 103(A)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 103 (B)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 104	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 105	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 201	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 202	√	√	√	√	√	√	√	√	√	√		√	√	√	√
MED 203 (A)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 203 (B)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 204	√	√	√	√	√	√	√	x	√	√	√	√	√	√	√
MED 205	√	√	√	√	√	√	√	x	√	√	√	√	√	√	√
MED 301	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 302	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 303 (A)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 303 (B)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 304	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 305	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 401	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 402 (A)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 402 (B)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 403 (A)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 403 (B)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MED 403 (C)	√	√	x	√	√	√	x	√	√	√	x	√	√	√	√
No. of courses mapping the PO/PSO	24	24	23	24	23	22	23	20	24	23	23	23	24	24	24

[Signature]

R. L. Lim

[Signature]

M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
MED. 101	PHILOSOPHICAL PERSPECTIVE OF EDUCATION		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

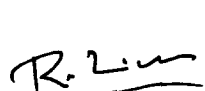
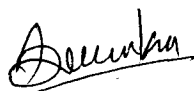
Learning Objective (LO):

The course helps students understand the philosophical foundations of education. It develops their ability to analyze educational issues through various philosophical lenses, enabling them to reflect critically on the aims, values, and processes of education in contemporary society.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To develop understanding of the interrelationship between Philosophy and Education	R
2	To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.	U
3	To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.	Ap
4	To acquire knowledge of human values and role of education.	Ap
5	To develop the understanding of interrelationship between Sociology and Education.	An
6	To develop appreciation of education as a means of social reconstruction	U
7	To understand the bearing of various Political & religious ideologies on Education.	U

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C>Create).

CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO2	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO3	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO4	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO5	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO6	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO7	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Philosophical Foundation of Education – - 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	1
II	Indian Schools Philosophy - Sankhya, 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.P.Naik, J.Krishnamurthi, Dr. Radhakrishnan, Arbindo to educational thinking	10	2
III	Western Schools of Philosophy - 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.Dr. A P J Abdul Kalam: Technology Enhanced Education.	8	3
IV	Axiology & Education - Meaning of values - Types of various- spiritual, moral, social, aesthetic values	10	4

Signature

R. L. M. Sankar

	• Values as mentioned in different schools of philosophy and their educational implications • Professional ethics of teachers.		
V	Critical Analysis of educational thoughts: With reference to • Concept of man and the process of development • Epistemological perspectives of different thoughts. • Schools of Indian and western thought.	8	5

Books Recommended:

1. The Philosophical and Sociological foundations of Education (Doaba House, Booksellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
2. Groundwork of Theory of Education - by Ross
3. Modern Philosophy of Education - by Brubacher
4. Foundations of Education - V.P. Bokil
5. Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.
6. Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
7. Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
8. Chakravorty M.: Gandhian Dimension in Education Daya Publishing House New Delhi.
9. Mani R.S.: Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
10. Ministry of Human Resource Development: National Policy on Education, 1996, New Delhi.
11. Mohanty Jagannath: Indian Education in Emerging Society, Sterling Publication, New Delhi.
12. Pandey, Shyam Swaroop: Shiksha ki Darshanik evam Samajik Shastriya Pursht Bcomi Vinod Pustak Mandir, Agra.
13. Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra.
14. Pathak, RD. and Tyagi, I.S.D. Shiksha ke Samariya Siddhant. Vinod Pust8tk Mandir, Agra. 15. Saxena, N:R. Swaroop Shksha Re Samanya Siddhant, Lyall Book Depot, Meerut.
15. Singh B.P.: Alms of Education in Indía, Ajanta Publication New, Delhi.
16. Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.
17. Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.
18. Bhatnagar. R.R & Agarwal, Vidya Shaikshlk Prashasan, Eagle Books.
19. Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
20. Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.
21. Manav Sansadhan Vikas mantralaya: Rashtriy Shiksha Niti 1986. New Delhi.
22. Safaya. Raghunath,, School Sangathan, Dhanpat Ram & Sons, Delhi.
23. Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
24. Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddátiyan. Lyall Book Depot, Meerut.
25. Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir, Agra.
26. Higher Education in India ; Albac

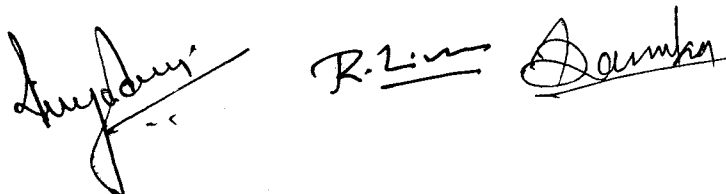
Suggested Digital Platforms:

1. N-LIST:

National Library & Information Services (Subscription-based)
(Linked with Shodh Sindhu)

2. NDL (National Digital Library):

Developed by IIT Kharagpur under Ministry of Education, Government of India



M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
MED. 102	Introduction to Research Methodology in Education.		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

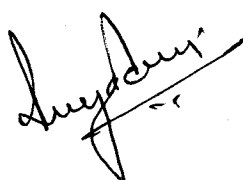
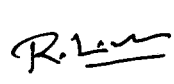
Learning Objective (LO):

The course enables students to understand basic concepts, types, and processes of educational research. It builds their capacity to design research proposals, collect and analyze data, and interpret findings in an educational context.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the concept of research and educational research.	U
2	To understand the types and methods of educational research,	U
3	To understand the steps involved in educational research,	U
4	To understand the use of different tools and techniques in educational research	R
5	To use the library, Internet services and other sources of knowledge for educational research Purposes	Ap
6	To understand the procedure to conduct the research In the educational field.	An
7	To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them	U
8	To understand the role and use of statistics in educational research.	Ap
9	To select the appropriate statistical methods in educational research.	Ap
10	To review the educational research articles Use computers for data analysis.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).


CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO2	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO3	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO4	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO5	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO6	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO7	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO8	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO9	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3
CO10	2	2	2	3	3	2	2	2	3	3	2	2	2	3	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Concept of Educational Research - 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	1
II	Types and Methods of Educational research - Types of educational research Fundamental, Applied, Action research - Methods of Educational Research: I. Qualitative Research- Ethono-methodical II. Quantitative Research III. Research problems. Variables and Hypothesis IV. Population and Sampling	10	2
III	Review of related literature tools & Research Ethics - 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	3

[Signature]

[Signature]

[Signature]

IV	Analysis of interpretation of data • NPC- Properties and uses, Skewness and Kurtosis • Descriptive Statistics- Significance and uses of: (A) (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) (i) Correlation - Concepts, types and uses: assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method, (ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation and phi-coefficient. (iii) Regression equation and predictions	10	4
V	Inferential Method • 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	10	5

Books Recommended:

1. Best, J. W., & Kahn, J. V. (1982). Research in education (10th ed.). Prentice of India Pvt. Ltd.
2. Garrett, H. E. (1973). Statistics in education and psychology. Yakills Fitter & Simons Pvt. Ltd.
3. Kuriz, A. J., & Mayo, S. T. (1981). Statistics in education and psychology. Narousa Publishing House.
4. Buch, M. B. (Ed.). (1974). A survey of research in education (Centre of advanced Studies in M.S. University Baroda, 1974). Necklamal Publication.
5. Mohan, R. (2006). Research methods in education. Sage Publication.
6. George, A. (2007). Statistics for research II edition. Agra.
7. Kapil, H. K. (1980). Indian education in emerging society. New Delhi.
8. Mohanty, J. (1977). Shiksha ke sammya siddhant. Vinod Pustak Mandir.
9. Jagannath Mohanty's Shiksha ke Sammya Siddhant

Suggested Digital Platforms :

- (i) N List National Library & Information Service (Shodh Sindhu). (2025). Retrieved from
- (ii) National Digital Library Central Govt. Ministry of Education (Developed by Kharagpur). (2025).

M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
MED. 103 A	EDUCATIONAL TECHNOLOGY		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

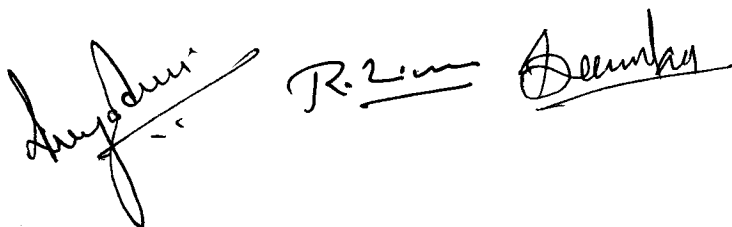
Learning Objective (LO):

The course helps students understand the concepts, tools, and applications of educational technology. It enables them to effectively integrate ICT, multimedia, and innovative teaching methods to enhance the learning process.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To enable the learner to become effective user of technology in Education	U
2	To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.,	R
3	To make the student familiar with new trends, techniques in education along with e learning. ,	Ap
4	To understand the use of different tools and techniques in educational research	An
5	To enable the student to become good actioner of Educational technology and e-learning.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3
CO2	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3
CO3	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3
CO4	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3
CO5	2	2	2	3	3	3	3	3	3	2	2	2	3	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Meaning & Scope of Educational Technology - 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 micro-teachingmicroteaching, Flander;s interaction analysis simulation.	10	1
II	Communication Modes in education - Concepts and process of communication - Principals of communications - Communication and learning - Modes of communication: - Speaking and listing <--- > Writing and reading < ---- > visualizing and observing - SMCR model of communication, Sharon's model of communication - Task analysis	10	2
III	Integrating Multimedia in education - Multimedia concept and meaning text, graphics, animation, audio, video - Multimedia applications	10	3

Signature

R. L. M.

Signature

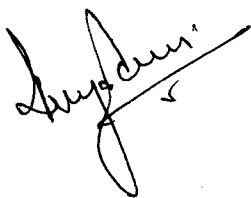
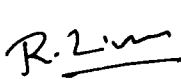
	○ Computer based training ○ Electronic books and references ○ Multimedia application for educationist ○ Information kiosks ○ Multimedia www and web based training		
IV	Educational software applications • Computer assisted instruction • Drill & practice software • Educational simulations • Integrated learning system • Curriculum specific Educational software	10	4
V	E-learning • E-learning definitions, scope, trends, attributes & opportunities. • 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	5

Books Recommended:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asis
8. Education and Communication, O. P. Dham

Suggested Digital Platforms :

- I. N List National Library & Information Service (Shodh Sindhu). (2025). Retrieved from
- II. National Digital Library Central Govt. Ministry of Education (Developed by Kharagpur). (2025).


M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
MED. 103 B	TEACHER EDUCATION		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

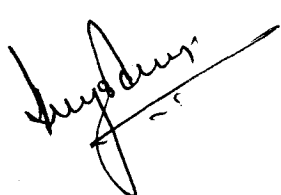
Learning Objective (LO):

The course enables students to understand the roles, responsibilities, and professional ethics of teachers. It equips them with the knowledge and skills required for effective teacher preparation, curriculum planning, and educational leadership.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the concept of teacher Education	R
2	To develop necessary skills	U
3	To develop insight into the problems of teacher Education at different levels.	U
4	To develop experimental attitude in teacher Education	Ap
5	To understand new trends, and techniques in teacher Education.	An

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



R. Lin



CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO2	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO3	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO5	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Historical development of teacher Education in India • 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, Higher Secondary, Higher Education. • Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational Technical and work experience.	10	1
II	Content of Teacher Education • Theory of teacher education and its duration. • Practical activities to be conducted during the training Course • Relationship and weightage given to theory and practical work. • Evaluation - Internal and external ➤ Instructional Methods in Teacher Education • Lecture and discussion • Seminars • Work shops • Symposium • Group Discussion • Supervised study • New Methods- Micro-teaching, Macro-teaching,	10	2

[Signature]

[Signature]

[Signature]

	programme learning, Models of teaching, Content-cum methodology approach. • Virtual and e-mode ➤ Practice teaching in Teacher Education. • Demonstrations • Experimentation • Practice teaching and observations • iv Significance and Supervision of Practice teaching • v Internship vi Relationship of College of Education with Co-operating Schools		
III	Evaluation procedures in Teacher Education • Assessment I. Aspect of Internal & External Assessment II. New techniques of Evaluation • 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	3
IV	Research and Teacher Education • 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 • Teacher Education and UGC, NCTE, University. • Preparing teacher for special school • Preparing teacher for Inclusive classroom. • 4.9 Integrating Technology in Teacher Education.	10	4
V	Types of Teacher Education Programmes and Agencies: • 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. e-learning on line learning management.	10	5

[Signature]

[Signature]

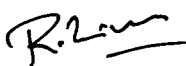
[Signature]

Books Recommended:

1. Sualemeyarl indsey - working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor - Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji - Education of Teachers in India, Valun 1 e I& II - S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi-G
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.

Suggested Digital Platforms :

- I. N List National Library & Information Service (Shodh Sindhu). (2025). Retrieved from
- II. National Digital Library Central Govt. Ministry of Education (Developed by Kharagpur). (2025).



M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	I
Course Code	Course Title		Course Type
MED. 104	STRENGTHENING LANGUAGE PROFICIENCY (Hindi/English)		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

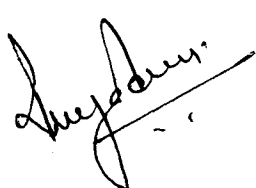
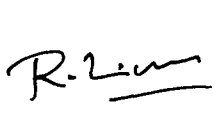
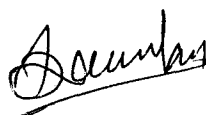
Learning Objective (LO):

The course enhances students' proficiency in Hindi and English through practice in reading, writing, listening, and speaking. It builds effective communication skills necessary for academic, professional, and teaching contexts.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the concept of teacher Education	R
2	To develop necessary skills	U
3	To develop insight into the problems of teacher Education at different levels.	Ap
4	To develop experimental attitude in teacher Education	An
5	To understand new trends, and techniques in teacher Education.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO2	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO3	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO4	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3
CO5	3	3	3	3	2	2	2	3	3	3	3	2	2	2	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	भाषा विज्ञान • अर्थ, क्षेत्र एवं अवधारणा • भाषायी सृजनात्मकता अलंकार, रस • संवाद लेखन • विवरणात्मक लेखन - चित्र वर्णन, यात्रा वर्णन, त्योहार, आत्मकथा, कहानी, निबंध इत्यादि (Weightage – 2 questions 5 marks each)	6	1
II	शब्द भण्डार • शब्द निर्माण - उपसर्ग, प्रत्यय • शब्दकोष का विकास, उपयोग • क्रिया भेद • विशेषण व क्रिया विशेषण • चिन्ह विन्यास, महत्व व उपयोग. (Weightage – 5 questions 2 marks each)	6	2,4
III	व्यवहारिक व्याकरण • सन्धि - प्रकार व नियम • वाक्यभेद - रचना के आधार पर • अनेकार्थी शब्द • मुहावरे और लोकोक्तियाँ • स्वर विज्ञान (ध्वनि पर आधारित) (Weightage – 20 questions 1 marks each)	6	3,5

Signature

R. L.

Signature

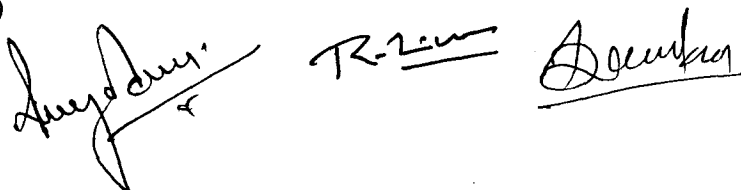
I	Linguistics: Meaning Scope and Concept • Creativity in language : Beautification of language use of simile and metaphor, Rhyme and Rhythm • Descriptive writing: Picture Scene, Park, Festival, Journey, College Function, Biography etc. • Letter writing (Formal ,Informal and Email) • Report Writing • Comparing (public speaking) (Weightage - 2questions 5 marks each)	6	1
II	Vocabulary • 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 (Weightage 5 Questions 2 marks)	6	2,4
III	Grammar • Use of Vowels: Vowel blends usage of C-V-C (Consonant-Vowel-Consonant) in words • Grammar rules: R rule, W rule • Phonetics: S sound, G sound • Diphthong and Digraph • Parts of sentences (Weightage 20 Questions 1 marks each)	6	3,5

Books Recommended:

1. Wren & Martin. *English Grammar & Composition*. Arihant Publication.
2. NCERT. *English Grammar Class VI*. New Delhi.
3. NCERT. *English Grammar Class VII*. New Delhi.
4. NCERT. *English Grammar Class VIII*. New Delhi.
5. Gupta, S. C. *English Grammar & Composit*. Arihant Publication.
6. Prasad, V. *Aadhunik Hindi Vyakaran Aur Rachna*.
7. Gupta, R. *Hindi Bhasha*. RPH Publication.
8. NCERT. *Hindi Vyakaran Class VI*. New Delhi.
9. NCERT. *Hindi Vyakaran Class VII*. New Delhi.
10. NCERT. *Hindi Vyakaran Class VIII*. New Delhi.
11. Shukla, A. *Bhasha Pravinta*. CG State Hindi Granth Academy.

Suggested Digital Platforms

- N-List: National Library & Information Service (Subscribe) – Shodh Sindhu
- NDL: National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)



M.Ed. SEMESTER I

Program	Subject	Year	Semester
M.Ed.	Education	1	I
Course Code	Course Title		Course Type
MED105	Exploring Library and Learning Resources		Practicum
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	3	2	1
Maximum Marks	CIA		ESE
50	50		-

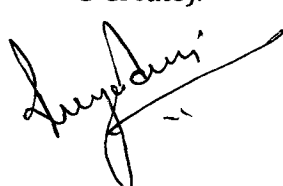
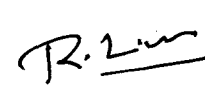
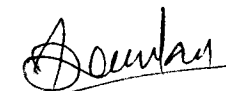
Learning Objective (LO):

The course enables students to effectively explore, access, and utilize various library and digital learning resources to support academic study and research. It promotes independent learning and information literacy skills.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows: • The institute library • Websites on the internet • Local events and facilities, as well as local issues (in the neighbor hood or town) • Members of local community • Visiting resource persons.	R,U
2	This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	2	2	2	3	1	1	3	3	3	2	2
CO2	3	3	3	3	3	3	3	3	2	2	2	3	3	3	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

Detailed Syllabus:

S No.	Topics	No. of Lectures	CO No.
1	Knowing your library, Layout of the Library	2	1
2	Library Policies	1	1
3	Library Procedures - cataloguing, locating a book/material in the library.	3	1
4	Library Management	3	2
5	Library as a resource of learning,	2	1
6	School library as an intellectual space for students and teachers.	2	2
7	A. Types of books and other material used by different readers. B. Techniques of keeping these books and materials C. Dimensions of setting up of a school library.	2	2
8	Newspaper, magazines, websites, learning guides, members of local community, resource persons.	2	2
	Work - Prepare a report of all the recourses of your nearby any teacher training Institute According the topic point no. 2, 4, 7 ABC, & 8		

Books Recommended:

1. Newspaper.
2. Magazines

[Handwritten signatures]

M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	II
Course Code	Course Title		Course Type
MED201	Sociological Perspectives of Education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

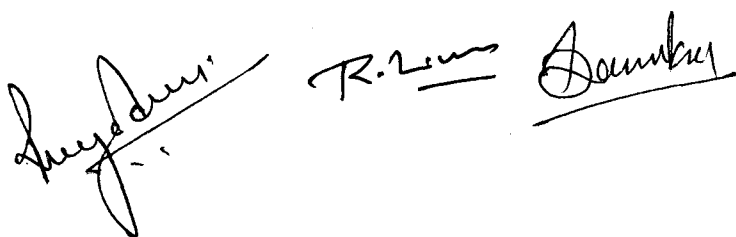
Learning Objective (LO):

The course helps students understand the relationship between education and society. It develops critical insights into how education influences and is influenced by social structures, culture, equity, and change.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To analyze the social perspective of education.	R
2	To interpret the role of education in social context.	U
3	To understand sociology of education.	Ap
4	To recognize the socio cultural aspects of education	An

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

The block contains three handwritten signatures in black ink. The first signature on the left is 'Surya', the middle one is 'R. Kumar', and the one on the right is 'Sankar'.

CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO-1	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO-2	2	3	2	3	3	-	1	2	2	3	2	3	3	-	1
CO-3	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO-4	2	3	2	3	3	-	1	2	2	3	2	3	3	-	1

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Sociology & Education ➤ Meaning & Nature of Educational Sociology ➤ Interrelationship between Education and Social Variables • 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 • Sex Education • Economics of Education • Education and Constitution	10	1
II	Education and Socialization • Process of Socialization • Social Stratification and education • Social Mobility and Education • The role of education in socialization of individual	8	2
III	Education as a means of social changes • 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	3

[Handwritten signatures]

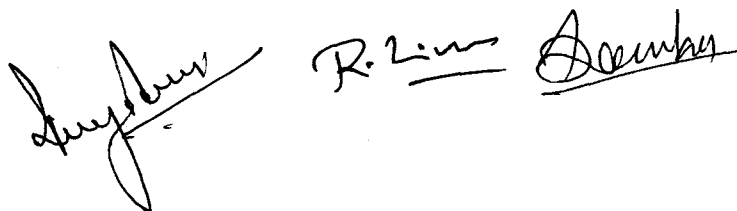
IV	Social forces and education • Education for maintaining the peace in diverse religious beliefs. • World problems and terrorism - its causes, its impact on Society and remedies through Education. • Concept of Secularism in India and World prospect and building of Secularism through Education	10	4
V	Political Ideologies and Education • 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	4

Books Recommended:

1. Mathur, S. S. *A Sociological Approach to Indian Education*. Vinod Pustak Mandir, Agra.
2. Bhatia, K., & Bhatia, B. *The Philosophical and Sociological Foundations of Education*. Doaba House, Book-sellers and Publishers, Delhi.
3. Brown. *Educational Sociology*. New Delhi.
4. Chouhan, R. *Sociological Perspective & Education*. Agrawal Publication, Agra.
5. Choubey, S. P. *Sociological Perspective & Education*. Agra.
6. Brubacher. *Modern Philosophy of Education*. New Delhi.
7. Bokil, V. P. *Foundations of Education*. New Delhi.
8. Brown. *Educational Sociology*. New Delhi.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)



M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	II
Course Code	Course Title		Course Type
MED202	Psychological Perspectives of Education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

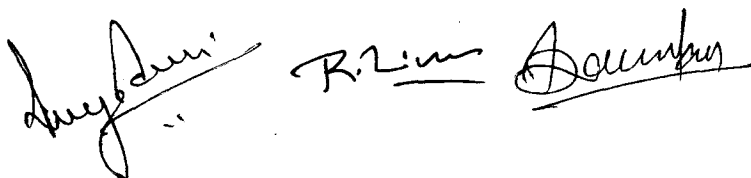
Learning Objective (LO):

The course enables students to understand how psychological theories and principles apply to learning, development, motivation, and classroom behavior, helping them to better support learners' individual needs.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To develop understanding of the Psychological basis of Education	R
2	To understand the Cognitive, Affective and Psycho-motor development of adolescents and youth.	U
3	To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.	Ap
4	To understand the Changing Concept of Intelligence and it's application.	An
5	To understand the theories of Learning and their Utility in the Teaching Learning Process.	Ap
6	To understand the Concept and Process of teaching.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO2	2	3	2	3	3	-	1	2	2	3	2	3	3	-	1
CO3	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO4	2	3	2	3	3	-	1	2	2	3	2	3	3	-	1
CO5	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO6	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Introduction to Psychological Basis of Education - 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- analytic, Humanistic and Cognitive. - Contribution of these Schools to Education.	10	1
II	Development - Development - Concept, stages, dimensions. - Factors influencing development – genetic, biological environmental and physical. - Theories of development 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 - Social development - Erisco's Psycho-socio test. - Moral Development- Theories of Piaget and Kolhers.	12	2,6
III	Personality and Intelligence - Theories of personality- Abraham Maslow's Humanistic theory, Albert Bandura's Social learning Theory, Freud's Psycho Analytical Theory - Measurement of Personality- Cattle'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	12	3

Signature

R.2m

Signature

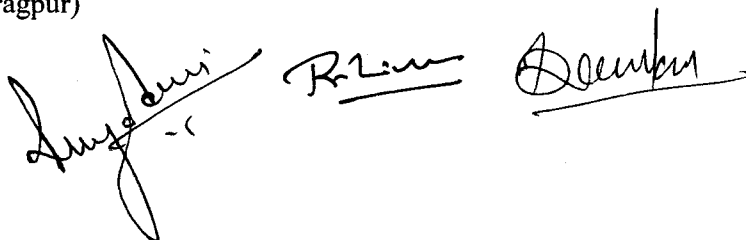
	• Measurement of Intelligence - Verbal, Non-Verbal Performance, Individual and Group Test of intelligence developed in India		
IV	Learning • Theories of Learning • Conditions of Learning (Gagne) • Hull's reinforcement theory • Toleman's theory of learning • Levin's field theory • Constructivism & learning. • Brain base learning. • Educational implications of theories of learning • Factors influencing learning	10	4
V	Teaching • Educational implications of researcher in the following areas in teaching : ○ 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	5

Books Recommended:

1. Ausubel, D. P., & Robison, F. G. *School learning: An introduction to educational psychology*. New York: Holt.
2. Bernard, H. W. *Psychology of learning & teaching*. New York: MacGraw Hill B.
3. Gage, N. L., & Berliner. *Educational psychology*. Mifflin Company.
4. Hays, J. R. *Cognitive psychology, thinking and creating*. Homewood, Illinois: The Dorsey Press, 1978.
5. Mangal, S. K. *Advanced educational psychology*. New Delhi: Prentice Hall of India.
6. Piaget, J., & Wordsworth, B. J. *Theory of cognitive and affective development*. New York: Longman Inc., 1989.
7. Green, M. *Theories of human development*. Englewood Cliffs, New Jersey: Prentice Hall, 1989.
8. Jayaswal, R. L. *Foundation of educational psychology*. Bombay: Allied Publishers.
9. Passi, B. K. *Creativity in education*. Agra: NPC, 1982.

Suggested Digital Platforms

- N-List: National Library & Information Service (Subscribe) – Shodh Sindhu
- NDL: National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)



M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	II
Course Code	Course Title		Course Type
MED203A	Specialization part I- (i) Educational Guidance and Counseling		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

Learning Objective (LO):

The course helps students understand the principles and techniques of educational guidance and counseling, enabling them to address learners' academic, emotional, and career-related concerns effectively.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	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.	R,U
2	To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.	U
3	To acquire the students with the tools and techniques required for providing guidance and counselling services to students.	Ap

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).





CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1
CO2	2	3	2	3	3	-	1	2	2	3	2	3	3	-	1
CO3	3	3	3	3	3	-	1	3	3	3	3	3	3	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Guidance and Counselling Basics - Guidance and Counselling: - Concept, - nature, - need, - scope and purpose; - relationship with education; - issues and problems; - role of teacher - Basic types of Guidance and the underlying principles, their nature, scope and purposes. - Basic approaches of counselling and their underlying assumptions.	8	1
II	Educational & Vocational Guidance - Educational Guidance; basic assumptions and principles Curricular choice and its implications for Career guidance; Guidance and Curriculum and the class room learning. - Vocational Guidance; basic principles. Vocational choice as a development process Nature of work and Job analysis, dissemination of occupational information: vocationalisation of secondary education and career development	10	2
III	Personal & Group Guidance - Personal Guidance: basic assumptions; types of behavioral 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	3

[Handwritten signatures]

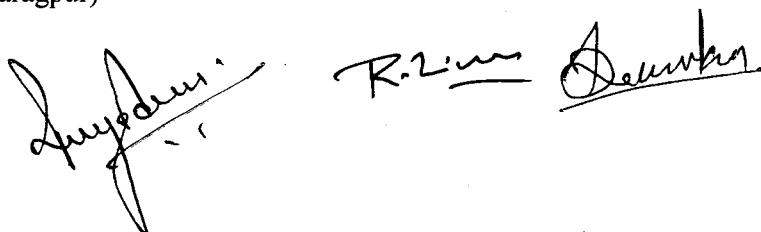
IV	Counselling • Counselling: Meaning, need, characteristics, principles of Counselling • Process and types of Counselling • Counselling theories	8	3
V	Guidance Counselling & Current Trends • Guidance and Counselling in Groups: Nature, aim, Principles and procedure; Group Counselling Vs Individual counselling; counselling for adjustment. Types of group activities- their merits and demerits • 2. Current Trends, Concerns and Demands in Guidance.	10	3

Books Recommended:

1. Blocher, D. H., et al. (Eds.). (1971). *Guidance systems*. New York: The Ronald Press Co.
2. Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective*. New Delhi: Vikas Publishing House.
3. Bernard, H. W., & Fullmer, D. W. (1972). *Principles of guidance – A basic text*. Bombay: Allied Publishers.
4. Fullmer, D. W., & Bernard, H. W. (1972). *Counselling: Content and process*. New Delhi: Thompson Press.
5. Jones, Staffiree, & Stewart. (1978). *Principles of guidance* (6th ed.). New Delhi: Mac.
6. Indu, D. (1983). *The basic essentials of counselling*. New Delhi: Sterling Publishers Pvt.
7. Lakshmi, K. S. (Ed.). (2000). *Encyclopaedia of guidance and counselling*. New Delhi: Mittal Publications.
8. Mortensen, D. U., & Schmuller, A. M. (1976). *Guidance in today's schools*. New York: John Wiley & Sons Inc.
9. Hackney, H., & Nye, S. (1973). *Counseling strategies and objectives*. New Jersey: Prentice Hall Inc.
10. Raj, S. (1994). *Educational and vocational guidance*. New York: Commonwealth Publishers.
11. Basell, R. (1971). *Interviewing and counselling*. London: H. T. Batsford Ltd.
12. Stefflee, & Grant. (1972). *Theories of counselling*. New York: McGraw Hill.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)



M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	EDUCATION	1	II
Course Code	Course Title		Course Type
MED203B	Specialization part I- (ii) EDUCATION FOR THE DIFFERENTLY ABLED		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

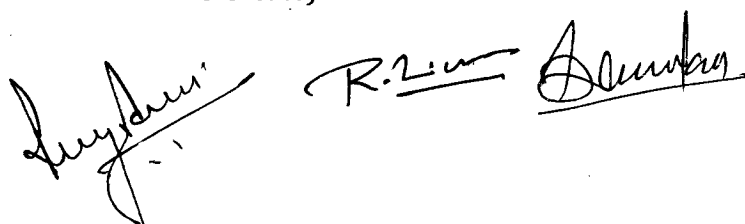
Learning Objective (LO):

The course enables students to understand inclusive education principles, policies, and practices, preparing them to support and empower learners with diverse abilities in various educational settings.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.	R
2	To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.	U
3	To enable the learner with the new trends in education for the differently abled with respect to the curriculum.	Ap
4	To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.	An
5	To enable the learner with the educational programmes, equipments and aids for the differently abled.	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	3	3	3	3	3	-	1	3	3	3	-	1
CO2	2	3	3	2	3	2	3	3	-	1	2	3	3	-	1
CO3	3	3	3	3	3	3	3	3	-	1	3	3	3	-	1
CO4	2	3	3	2	3	2	3	3	-	1	2	3	3	-	1
CO5	3	3	3	3	3	3	3	3	-	1	3	3	3	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	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.	8	1
II	Current issues & Cross Disability and Role of family – 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	2
III	special children& Social and emotional 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.	10	3
IV	Children with exceptional abilities & Measurement 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	8	4

Signature *R.2.m* *Signature*

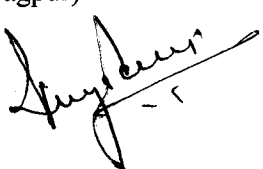
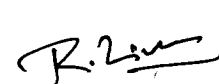
	of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy, evaluation and placement for each type.		
V	Problem children & educational programme Problem children: concept, meaning of truants, delinquents, drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes; placement of delinquents, drug addicts and other types.	10	5

Books Recommended:

1. Bender, W. N. *Learning Disability*. Boston, London.
2. Berdine, W. H., & Blackhurst, A. E. (Eds.). (1980). *An Introduction to Special Education*. Boston: Harpers Collins Publishers.
3. Dunn, L., & Bay, D. M. (Eds.). *Exceptional Children in the Schools*. New York: Holt, Rinehart & Winston.
4. Hewett, F. M., & Foreness, S. R. (1984). *Education of Exceptional Learners*. Massachusetts.
5. Jorden, T. E. *The Exceptional Child*. Ohio: Merrill.
6. Kirk, S. A., & Gallagher, J. J. (1989). *Education of Exceptional Children*. Boston: Houghton Mifflin Co.
7. Magrificio, L. X. *Education of the Exceptional Child*. New York: Longman.
8. Shanker, U. *Exceptional Children*. Jullundur: Sterling Publications.
9. Strange, R. *Exceptional Children & Youth*. Prentice Hall.

Suggested Digital Platforms

- N-List: National Library & Information Service (Subscribe) – Shodh Sindhu
- NDL: National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur)


M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	Education	1	I
Course Code	Course Title		Course Type
MED204	Proposal of Dissertation		Practicum
Credit	Hours Per Week (L-T-P)		
	L	T	P
2	-	-	3
Maximum Marks	CIA		ESE
100	-		100

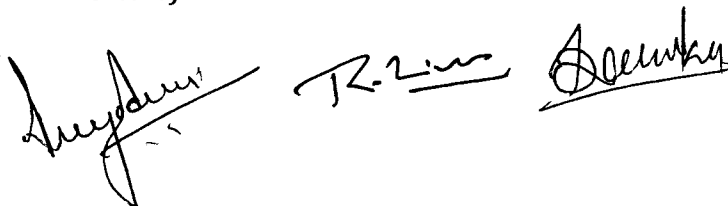
Learning Objective (LO):

This course enables students to develop a comprehensive understanding of research problem identification, review of related literature, formulation of research questions, objectives, and hypotheses. It also enhances the ability to prepare a well-structured and academically sound dissertation proposal relevant to the field of education.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Professional Capacity Building: Apply the knowledge	R
2	Psychology Management, and ICT to set the context of teaching profession	U
3	Advances the capacities in teaching, research and extension work in the field of education	Ap
4	Sensitivity for Emerging Issues	An
5	Research and Knowledge Creation	C

CL: Cognitive Levels (R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create).



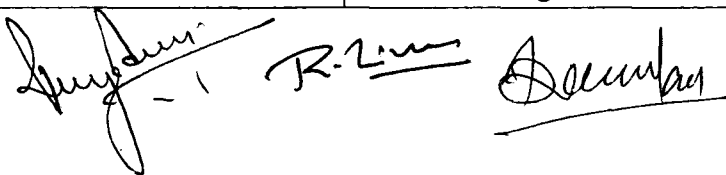
CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	-	1	3	3	3	-	1	3	3	3	-	1
CO2	2	3	3	-	1	2	3	3	-	1	2	3	3	-	1
CO3	3	3	3	-	1	3	3	3	-	1	3	3	3	-	1
CO4	2	3	3	-	1	2	3	3	-	1	2	3	3	-	1
CO5	3	3	3	-	1	3	3	3	-	1	3	3	3	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

S No.	Topics	CO No.
1	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.	
2	Outline Or Format: format of proposal for support:	
	1. Introduction 2. Rationale of the study 3. Statement of the problem 4. Operational definition of key terms 5. Description of variables 6. Review of related literature 6.1 Indian review of literature 6.2 Foreign review of literature 6.3 Conclusion of review 7. Delimitation of the study 8. Objectives of the study 9. Hypothesis of the study 10. Research Methodology 10.1 Research method 10.2 Research Design 10.2 Population of the study 10.3 Sample of the study 10.4 Sampling method 10.5 Description of tools 10.6 Source of data 1. प्रस्तावना 2. अध्ययन का समीक्षात्मक आधार 3. समस्या का कथन 4. समस्या के प्रमुख पदों की प्रक्यात्मक परिभाषा 5. चरों का विवरण 6. संबंधित साहित्य की समीक्षा 6.1 समीक्षा भारतीय साहित्य 6.2 समीक्षा विदेशी साहित्य 6.3 समीक्षा का सारांश 7. अध्ययन का परिसीमन 8. अध्ययन का उद्देश्य 9. अध्ययन की परिकल्पना 10. शोध प्रारूप 10.1 शोध विधि 10.2 अध्ययन की जनसंख्या 10.3 अध्ययन का न्यादर्श 10.4 न्यादर्श विधि 10.5 उपकरण का विवरण 10.6 समंक के श्रोत 11. सांख्यिकीय अनुप्रयोग	



11. Statistical Analysis	12. अध्ययन का शक्षिक महत्व	
12. Educational implications of study	13. अध्याय विभाजन (प्रस्तावित)	
13. Chapterization (Proposed)	14. संदर्भसूची	
14. Bibliography		

Books Recommended:

1. As per library Resources

[Handwritten signatures]

M.Ed. SEMESTER II

Program	Subject	Year	Semester
M.Ed.	Education	1	I
Course Code	Course Title		Course Type
MED205	Psycho-metric Assessment		Practicum
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	-	-	3
Maximum Marks	CIA		ESE
50	50		-

Learning Objective (LO):

The course aims to equip students with knowledge of psychometric principles, test construction, standardization, and interpretation of psychological and educational tests. It enables learners to understand the concepts of reliability, validity, item analysis, and norms, and to apply these in developing, administering, and analyzing educational assessments effectively.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.	Ap
2	To understand the use of psychological test for student	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

[Handwritten signatures]

CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	3	-	1	3	3	3	-	1	3	3	3	-	1
CO2	2	3	3	-	1	2	3	3	-	1	2	3	3	-	1

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

S No.	Topics	No. of Lectures	CO No.
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)		
	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.		

Books Recommended:

1. NCERT. *National Library of Educational and Psychological Tests (NLEPT)*. National Council of Educational Research and Training.
2. Singh, A. K., & Sengupta. *GCAT*. National Psychology Corporation, Agra.
3. Rao, C. R., & Nagappa. *Science Aptitude Test*. National Psychology Corporation, Agra.
4. Shriniwasan, P. *Emotional Intelligence Scale E*. NPC, Agra.
5. Singh, A. K., & Shruti. *Emotional Intelligence Scale H/E*. NPC, Agra.

Suggested Digital Platform

- N-LIST (National Library & Information Services)
- NDL (National Digital Library, Ministry of Education – Developed by IIT Kharagpur)

[Handwritten signatures]

M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED301	History and development of Education In India		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

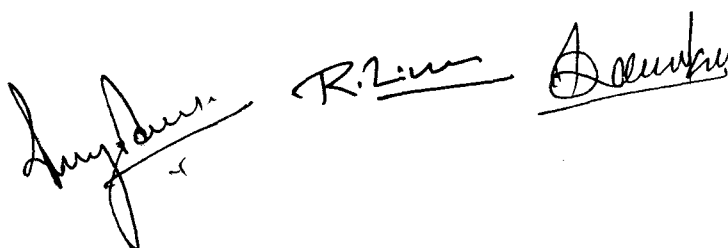
Learning Objective (LO):

The course enables students to understand the historical evolution of the Indian education system from ancient to modern times. It helps learners analyze the contributions of various educational policies, commissions, and thinkers in shaping Indian education. Students will critically examine the socio-political influences on education and assess the continuity and changes in educational practices over time.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To be acquainted with the salient features of education in India in Ancient & Medieval times.	U
2	To be acquainted with the development of education in British India.	R
3	To be acquainted with the development of education in Independent India, including significant points of selected Education.	An
4	To be acquainted with current issues and trends in Education.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
CO2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
CO3	3	2	3	3	3	2	3	3	3	2	3	3	3	2	3
CO4	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Education in Ancient and Medieval India - Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to - Aims and Objectives (b) Subject of study (c) Pupil Methods of teaching including teacher - 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 Maktabas. - 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)	12	1
II	Commission & Basic Education - 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	2
III	Constitutional provision & recommendations of different Education Commission - 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	3

[Handwritten signatures]

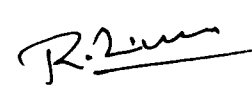
IV	Current issues & NPE - National Policy on Education (1986). New Education policy 2020 (In Brief). - Current issues in education: Equalization of Education Opportunities. - Programmes on Universal Elementary Education (DPEP & SSA) - Non-formal education and alternative schooling, Education of women.	10	4
V	Problems in Indian Education & comparative education - 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	4

Books Recommended:

1. Altekar, A. S. *Education in Ancient India*. New Delhi.
2. Basu, A. N. *Education in Modern India*. New Delhi.
3. Basu, A. N. *Adam's Report*. New Delhi.
4. Banerjee, J. P. *Education in India – Past, Present and Future*. New Delhi.
5. Dhar, Niranjana. *Fundamentals of Social Education*. New Delhi.
6. Keay, E. E. *India Education in Ancient Times*. New Delhi.
7. Law, N. N. *Promotion of Learning in India*. New Delhi.
8. Mukherjee, S. N. *Education in India*. New Delhi.
9. Government of India. *Report of the Secondary Education Commission (1952–53)*. New Delhi.
10. Government of India. *Report of the University Education Commission (1948–49)*. New Delhi.

Suggested Digital Platforms

- N-LIST (National Library & Information Services – Shodh Sindhu)
- NDL (National Digital Library, Ministry of Education – Developed by IIT Kharagpur)


M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED302	Economic and Political perspectives of Education		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

Learning Objective (LO):

The course equips students with an understanding of how economic and political forces shape educational policies, systems, and access. Learners will analyze the role of education in economic development, social equity, and political empowerment. It also helps them critically evaluate education funding, privatization, governance, and the impact of political ideologies on educational reform.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To be acquainted with the development of education in India & Impact of Five Year Plans on Education	R
2	To be acquainted with the development of education in Independent India, including significant points of selected Education.	U
3	To be acquainted with current issues and trends in Education.	E
4	Understand the role, function & impact of different organizations in up-liftment of education.	Ap
5	Understand the recent initiatives in education, At National level & Chhattisgarh State Level	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

[Signature]

R. Lim

[Signature]

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	-	3	2	2	-	3	2	2	-	3	2	2	-	3	2
CO2	-	3	2	2	-	3	2	2	-	3	2	2	-	3	2
CO3	-	3	2	2	-	3	2	2	-	3	2	2	-	3	2
CO4	-	3	2	2	-	3	2	2	-	3	2	2	-	3	2
CO5	-	3	2	2	-	3	2	2	-	3	2	2	-	3	2

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Economic Approach to Education - Economics of Education - Financing of Education - Financing Higher Education in India - Finance Commission and Allocation of Resources to the states for Education - Economic problems of Education - related to quality and quantity.	12	1
II	Educational Economy & Planning - 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	2
III	Educational Finance - Educational Finance - Need, Significance & Principles - Concept of Educational Finance - Demand for Education - Supply of Education. - Educational Financing in India - a historical perspective	10	3
IV	Political perspective of Education - 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	4
V	Educational Policy Indian Constitution & Its provisions for Education, Various	10	5

[Signatures]

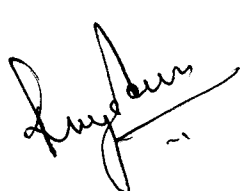
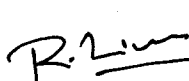
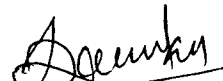
	articles related to Education, RTE • Need and importance of Education Policy • Types of Educational Policy - National, State Level & Institutional Level • Role, Function & Impact of following organizations in upliftment of Education ○ NCERT ○ UGC ○ NCTE ○ SCERT ○ NUEPA • Recent Initiatives in Education ○ At National level ○ At Chhattisgarh State Level ○ At District Level		
--	---	--	--

Books Recommended:

1. Sekaram, P. C. *Educational Planning & Management*. Sterling Publication Pvt. Ltd.
2. Bhargava, M., & Bhargava, R. *Perspectives of Education*. H.P. Bhargava Book House.
3. Agarwal, J. C. *Educational Planning Budgeting & Financing in India*. Arya Book Depot, New Delhi.
4. Sharma, Y. K. *History & Problems of Education: Volume I & II*. Delhi.
5. UNESCO. (1963). *Economic & Social Aspects of Educational Planning – 1963*. N.C.E.R.T. – The First Year Book of Education.
6. Mathur, S. P. (2001). *Financial Administration & Management*. The Indian Publications, India.
7. Padma, R., & Vasantha, R. (2005). *Education in India*. National Book Trust, New Delhi.

Suggested Digital Platforms

- N-List: National Library & Information Services (Subscription based – Shodh Sindhu).
- NDL: National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur).

M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED303A	Advanced Educational Statistics		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

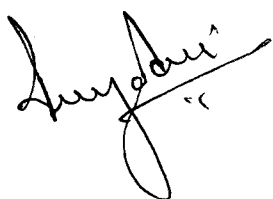
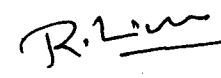
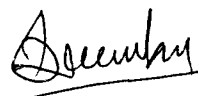
Learning Objective (LO):

The course aims to develop students' skills in applying advanced statistical techniques for educational research and data analysis. Learners will gain proficiency in descriptive and inferential statistics, including correlation, regression, ANOVA, and non-parametric tests. It enables them to interpret complex data sets and make evidence-based decisions in educational contexts.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the role and use of advanced Statistics in educational research.	
2	Select appropriate statistical methods in educational research	
3	To understand various Statistical measures for interpretation of data.	
4	To interpret the Statistical data.	

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	1	-	3	2	2	-	3	2	2	-	3	2	2	-
CO2	3	1	-	3	2	2	-	3	2	2	-	3	2	2	-
CO3	3	1	-	3	2	2	-	3	2	2	-	3	2	2	-
CO4	3	1	-	3	2	2	-	3	2	2	-	3	2	2	-

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	The Normal distribution & Statistical measures. - 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	1
II	The scaling of tests - 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	2
III	Analysis of Variance - Meaning of variance - Method of analyzing variance - Meaning of Covariance - Analysis of Co-variance	10	3
IV	Testing of Experimental hypothesis by, non parametric tests - Chi-square test - Sign test - Median test - Man Whitney U test	10	4

[Signature]

R. L. [Signature]

[Signature]

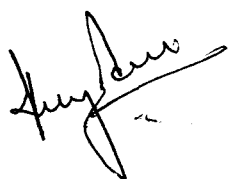
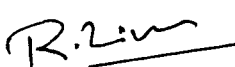
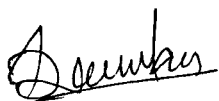
V	Regression and prediction. • Nature of Scatter- diagram • Meaning of regression • .Regression equations • Application of regression equations in prediction	10	4
---	---	----	---

Books Recommended:

1. H.E. gareth- Ststistics on Psychology & edn, Longman Green & co., London
2. fruchter-Introed 1.1ction to factor analysis - D Van Hostrand & co., N.Y.
3. G Thompson - Fretoranalysis of human Ability, University of London Press
4. Albert Kurtz Semual Mayo -Statistical Methods in education and Psychological springer International student edition.

Suggested Digital Platforms

- N-List: National Library & Information Services (Subscription based – Shodh Sindhu).
- NDL: National Digital Library, Ministry of Education, Govt. of India (Developed by IIT Kharagpur).

M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED303B	EDUCATIONAL ADMINISTRATION AND MANAGEMENT		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

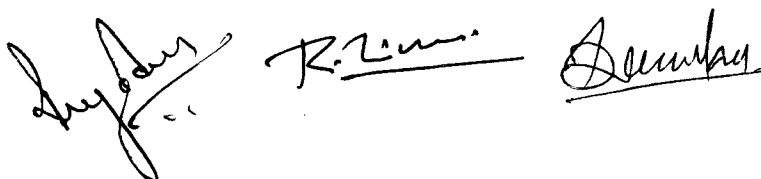
Learning Objective (LO):

The course aims to provide students with conceptual and practical knowledge of educational administration and management. It equips learners with skills in planning, organizing, directing, and controlling educational institutions. Students will understand leadership styles, institutional effectiveness, and policy implementation in the educational system.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To enable the learner to become effective manager of teaching /Administration of Education.	R
2	To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.	U
3	To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.	U
4	To acquaint the learner with the Central and State machinery for educational administration and management.	Ap
5	To make the students understand about the finance, management of Education.	An
6	To make the student familiar with the new trends and techniques of education.	C
7	To enable the students to get some insight into supervision, inspection and know trends of development	E
8	To development an understanding of the planning of education in India and its Socio- economic context.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3
CO2	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3
CO3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3
CO4	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3
CO5	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3
CO6	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3
CO7	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3
CO8	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Management concept and process - 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	1
II	Application of Management concept in Academic areas of the educational systems - 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	2,5
III	Machinery for educational Administration - 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	10	3

[Signature]

[Signature]

[Signature]

	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.		
IV	Finance Management • 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	4
V	Quality Management in Education • 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	5,6
	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.		

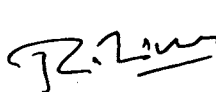
Books Recommended:

1. Sachdeva, M. S. *School Organisation and Administration*.
2. Chaudhary, N. R. *Management in Education*. A.P.H. Publishing Corporation, New Delhi.
3. Chandrasekaran, P. *Educational Planning and Management*. Sterling Publication Pvt. Ltd.
4. Mathur, S. S. *Educational Administration and Management*. New Delhi.
5. Vashost, S. R. *Theory of Educational Administration*. New Delhi.
6. Pandya, S. R. *Administration and Management of Education*. Himalaya Publishing House.
7. Mukharji, S. N. *Administration of Education in India*. New Delhi.
8. Mathur, S. S. *Educational Administration: Principles and Practices*. New Delhi.

[Handwritten signatures]

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Central Govt., Ministry of Education (Developed by IIT Kharagpur)



M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED304	GENDER PERSPECTIVES AND EDUCATION		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

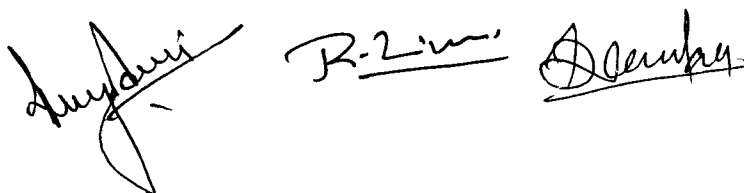
Learning Objective (LO):

The course enables students to critically examine how gender influences access to, participation in, and outcomes of education. It fosters an understanding of gender equity, inclusion, and the role of education in challenging stereotypes and promoting social justice. Students will develop the ability to analyze educational policies and practices from a gender-sensitive perspective.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	Develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;	R
2	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;	U
3	Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and	Ap
4	Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).



CO-PO/PSO Mapping for the course:

PO \ CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	3	3	2	3	3	-	3	3	2	3	3	2	3	3
CO2	3	2	3	3	2	3	-	2	3	3	2	3	3	2	3
CO3	3	2	3	3	2	3	-	2	3	3	2	3	3	2	3
CO4	3	2	3	3	2	3	-	2	3	3	2	3	3	2	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

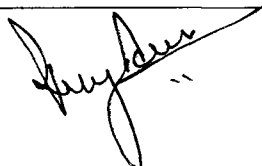
Unit No.	Topics	No. of Lectures	CO No.
I	Gender Issues: Key Concepts - Gender, sex, sexuality, patriarchy, masculinity and feminism - Gender bias, gender stereotyping, and empowerment - Equity and equality in relation with caste, class, religion, ethnicity, disability and region. ➤ Suggested Practicum - 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	1
II	Gender Studies: Paradigm Shifts - 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. ➤ Suggested Practicum - 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 as the Mahila Samakhya programmes. - Project on women role models in various fields with emphasis on women in unconventional roles.	10	2

[Signature]

[Signature]

[Signature]

III	Gender, Power And Education ➤ Theories on Gender and Education: Application in the Indian Context • Socialization theory • Gender difference • Structural theory • Deconstructive theory ➤ Gender Identities and Socialisation Practices in: • Family • Schools • Other formal and informal organisation. ➤ Schooling of Girls: • Inequalities and resistances (issues of access, retention and exclusion) ➤ Suggested Practicum • Discussion on theories of gender and education with its application in the Indian context • Project on analyzing the institution of the family (i) Marriage, reproduction (ii) Sexual division of labour and resources	10	3
IV	Gender Issues in Curriculum • Gender, culture and institution: Intersection of class, caste, religion and region • Curriculum and the gender question • Construction of gender in curriculum framework since Independence: An analysis • Gender and the hidden curriculum • Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy) • Teacher as an agent of change • Life skills and sexuality. ➤ Suggested Practicum • 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.	10	4



R. L. Lim



V	Gender, Sexuality, Sexual Harassment and Abuse • 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. ➤ Suggested Practicum • Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed. • Debate on how they perceive role models in their own lives • Preparing analytical report on portrayal of women in print and electronic media.	10	5
---	--	----	---

Books Recommended:

- Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina
- Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
- Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
- Geetha, V. (2007) Gender. Stree: Calcutta.
- National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female
- Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunel University, Anthropology and Education.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Central Govt., Ministry of Education (Developed by IIT Kharagpur)

M.Ed. SEMESTER III

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	III
Course Code	Course Title		Course Type
MED305	School based Internship Activities		Practicum
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	-	2	4
Maximum Marks	CIA		ESE
50	50		-

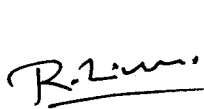
Learning Objective (LO):

The course aims to provide hands-on experience of real classroom settings and school functioning. Students will actively participate in teaching-learning processes, classroom management, evaluation methods, and co-curricular activities under the guidance of mentor teachers. This internship helps in bridging theory with practice, enhancing professional competencies and reflective teaching skills.

Course Outcomes (CO):

CO No.	Expected Course Outcomes At the end of the course, the students will be able to :	CL
1	This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.	R
2	To understand the work place of education institution.	U
3	To know the different school base activity involve in education institutions.	Ap
4	To understand the use of psychological test for student learning.	Ap

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).


CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	2	2	3	3	2	3	3	2	3	3	2	3	3	2
CO2	3	3	3	2	3	3	2	3	3	2	3	3	2	3	3
CO3	3	2	3	2	3	3	2	3	3	2	3	3	2	3	3
CO4	3	3	3	2	3	3	2	3	3	2	3	3	2	3	3

"3" - Strong; "2" - Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

S. No.	Topics	No. of Lectures	CO No.
	Internship: School based Activities		
1	Work for Internship.		
2	Observation of student teacher teaching practice.		
3	Mentoring the pupil teacher in practices.		
4	To help the new comer pupil teacher in their preparation of teaching aids.		
5	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.		

Books Recommended:

1. NCERT, NCERT Books for class VI, Delhi
2. NCERT, NCERT Books for class VII, Delhi
3. NCERT, NCERT Books for class VIII, Delhi
4. NCERT, NCERT Books for class IX, Delhi
5. NCERT, NCERT Books for class X, Delhi
6. CG, CG Board books All Subject, CG

[Handwritten signatures]

M.Ed. SEMESTER IV

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	IV
Course Code	Course Title		Course Type
MED401	CURRICULUM DEVELOPMENT		Core
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

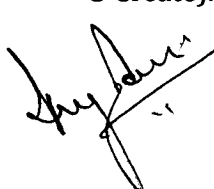
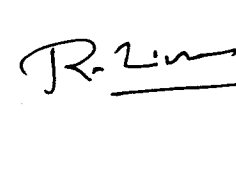
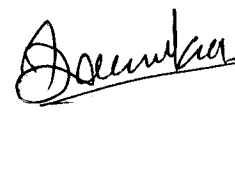
Learning Objective (LO):

The course enables students to understand the principles, approaches, and processes of curriculum development. It helps learners critically analyze existing curricula, design need-based curriculum frameworks, and align educational content with contemporary needs and learner diversity. Students will develop the ability to evaluate and adapt curriculum to improve learning outcomes.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To understand the concept and principles of curriculum development.	R
2	To understand and appreciate curriculum as a means of development of the individual.	U
3	To gain insight in to the development of new curriculum.	Ap
4	To understand the Foundations of curriculum development.	Ap
5	To appreciate the need for continuous Curriculum reconstruction.	C
6	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.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

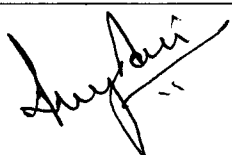
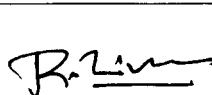
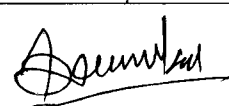
CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	2	-	3	2	-	3	2	-	3	2	-	3	2	-
CO2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2
CO3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2
CO4	3	2	-	3	2	-	3	2	-	3	2	-	3	2	-
CO5	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2
CO6	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2

"3" – Strong; "2" – Moderate; "1" - Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Principles of Curriculum Development - Meaning and Concept of Curriculum - Concept of Curriculum development - Stages in the Process of Curriculum development - Curriculum Syllabus and Units	8	1
II	Philosophical, Sociological and Psychological foundation of curriculum. - 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	2
III	Curriculum Development - 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	3
IV	Procedure of organizing Content - 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. - Problems of curriculum reform.	10	4

	• Periodic revisions of curriculum in view of the knowledge. • Evaluation as an integral part of curriculum development. • Need for permanent curriculum research unit.		
V	Evaluating the Curriculum • A frame work for evaluation • Planning for evaluation • Conducting the Programme evaluation • Evaluating the curriculum materials • Conducting the Curriculum material evaluation	10	5,6
	PRACTICAL WORK 1. Seminar on one of the topic assigned. 2. Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary. 3. A report on the recent research on curriculum development 4. A Comparative study of two syllabi-state Government/ ICSE.		

Books Recommended:

1. Curriculum Organization and Design- Jack Walton, Great Briton
2. Curriculum and lifelong Education- Studies for UNESCO
3. School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
4. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
5. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi.
6. Evaluation and Research in Curriculum Construction- M.I.Khan I B.K. Nigam- Kanishka, Publisher, New York
7. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Central Govt., Ministry of Education (Developed by IIT Kharagpur)

M.Ed. SEMESTER IV

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	IV
Course Code	Course Title		Course Type
MED402A	EDUCATIONAL GUIDANCE AND COUNSELING (PART II)		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

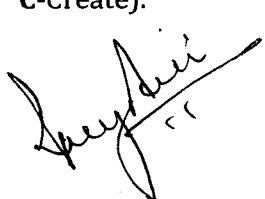
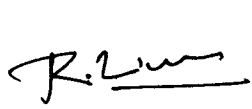
Learning Objective (LO):

The course aims to deepen students' understanding of guidance and counseling principles, techniques, and their applications in educational settings. It enables learners to identify students' personal, academic, and career-related needs and provide appropriate counseling support. Students will develop practical skills to conduct individual and group counseling sessions and apply ethical practices in the counseling process.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To acquire the students with the concepts, needs and viewpoints about Guidance and Counseling and the underlying principles in reference to normal children as well as in reference to children with special needs.	U
2	To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.	Ap
3	To acquire the students with the tools and techniques required for providing guidance and counseling services to students.	C

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).


CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	2	-	3	2	-	3	2	-	3	2	-	3	2
CO2	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3
CO3	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3

"3" – Strong; "2" – Moderate; "1" – Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
I	Bases & Concept of guidance - 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, educational, Career, Social, Health, Marital, Moral. - Adjustive guidance: Identification of maladjusted children and the principles of dealing with them.	10	1,2
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	3
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	3
IV	Procedure of organizing Content - 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	2

[Handwritten signatures]

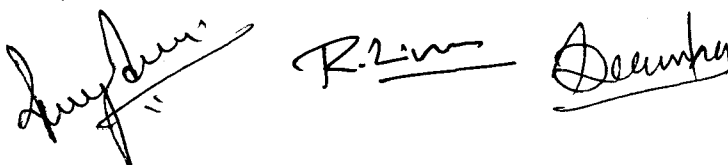
V	Job Analysis satisfaction - • Job Analysis: Meaning and objectives of job analysis • Outline for job study • Job profiles • Job satisfaction Practical Work (any one) 1. Job analysis of any one occupation 2. Prepare an interview schedule for an effective Counselling 3. Visit a guidance Centre and Write a report about its organization and functions.	8	1
---	--	---	---

Books Recommended:

1. Blocher, D. H., Heppner, P. P., & Johnston, J. A. (Eds.). (1971). *Guidance systems*. New York: The Ronald Press Co.
2. Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective*. New Delhi: Vikas Publishing House.
3. Bernard, H. W., & Fullmer, D. W. (1972). *Principles of guidance: A basic text*. Bombay: Allied Publishers.
4. Fullmer, D. W., & Bernard, H. W. (1972). *Counselling: Content and process*. New Delhi: Thompson Press.
5. Jones, A. J., Stefflre, B., & Stewart, N. R. (1978). *Principles of guidance* (6th ed.). New Delhi: Mac.
6. Indu, D. (1983). *The basic essentials of counselling*. New Delhi: Sterling Publishers Pvt.
7. Lakshmi, K. S. (Ed.). (2000). *Encyclopaedia of guidance and counselling*. New Delhi: Mittal Publications.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Central Govt., Ministry of Education (Developed by IIT Kharagpur)



M.Ed. SEMESTER IV

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	IV
Course Code	Course Title		Course Type
MED402B	EDUCATION FOR THE DIFFERENTLY ABLED(PART II)		Elective
Credit	Hours Per Week (L-T-P)		
	L	T	P
4	5	1	--
Maximum Marks	CIA		ESE
100	20		80

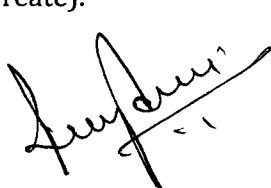
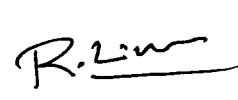
Learning Objective (LO):

This course aims to develop an in-depth understanding of inclusive education practices and policies for differently abled learners. It enables students to design and implement individualized educational plans (IEPs), use adaptive teaching strategies, and assess learning needs. Learners will be equipped to promote accessibility, equity, and empowerment of children with disabilities within mainstream education.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.	R
2	To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.	U
3	To enable the learner with the new trends in education for the differently abled with respect to the curriculum.	Ap
4	To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.	c
5	To enable the learner with the educational programmes, equipments and aids for the differently abled.	E

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

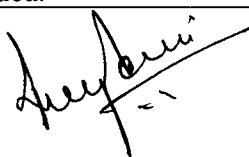
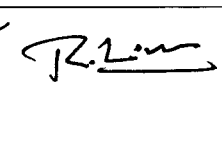
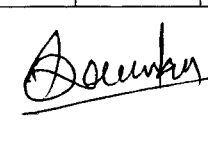

CO-PO/PSO Mapping for the course:

PO CO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	2	3	-	3	3	1	3	3	3	-	3	3	-	3	3
CO2	2	3	-	2	3	1	2	2	3	-	2	3	-	2	3
CO3	2	2	-	3	2	2	3	3	2	-	3	2	-	3	2
CO4	2	3	-	3	3	2	3	3	3	-	3	3	-	3	3
CO5	2	3	-	2	3	2	2	2	3	-	2	3	-	2	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

Unit No.	Topics	No. of Lectures	CO No.
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. - 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.	10	1
II	Education for the hearing impaired - 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	2
III	Education for the Orthopaedically handicapped - 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	3
IV	Education for the mentally retarded - 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	4

Handwritten signatures:   

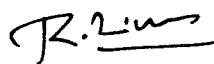
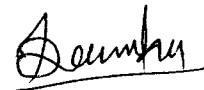
V	Socially deprived and emotionally disturbed children • Socially deprived and emotionally disturbed children: Concept, characteristics and types (Dyslexic and delicate). Etiology and prevention. • Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement.	10	5
---	---	----	---

Books Recommended:

1. Bender, W. N. Learning Disability. Boston London.
2. Berdine, W. H., and A. E. Blackhurst, editors. An Introduction to Special Education. Harpers Collins Publishers, 1980.
3. Dunn, L., and D. M. Bay, editors. Exceptional Children in the Schools. Holt, Rinehart, Winston, 1984.
4. Hewett, Frank M., and Steven R. Foreness. Education of Exceptional Learners. Massachusetts, 1984.
5. Jorden, Thomas E. The Exceptional Child. Ohio: Merrill.
6. Kirk, S. A., and Gallagher J. J. Education of Exceptional Children. Houghton Mifflin Co., 1989.
7. Magnifico, L. X. Education of the Exceptional Child. New York: Longman.
8. Shanker, Udey. Exceptional Children. Jullundur: Sterling Publications.
9. Strange, Ruth. Exceptional Children & Youth. J J: Prentice Hall.
10. Bender, W. N. Learning Disability. Boston London.

Suggested Digital Platforms

- **N-List:** National Library & Information Service (Subscribe) – Shodh Sindhu
- **NDL:** National Digital Library, Central Govt., Ministry of Education (Developed by IIT Kharagpur)

M.Ed. SEMESTER IV

Program	Subject	Year	Semester
M.Ed.	EDUCATION	2	IV
Course Code	Course Title		Course Type
MED403 A B C	Academic Writing & Dissertation, Viva voce		Practicum
Credit	Hours Per Week (L-T-P)		
	L	T	P
12	-	1	5
Maximum Marks	CIA		ESE
250 (200+50)	50		100+100

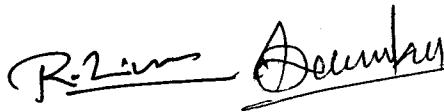
Learning Objective (LO):

This course enables students to conduct independent educational research, develop academic writing skills, and present findings systematically. It prepares them to defend their dissertation confidently during viva voce and contribute effectively to scholarly discourse in education.

Course Outcomes (CO):

CO No.	Expected Course Outcomes	CL
	At the end of the course, the students will be able to :	
1	To develop the competency for academic writing.	R
2	To understand the standard form of research article	U
3	To know the standard format of dissertation.	An

CL: Cognitive Levels (**R**-Remember; **U**-Understanding; **Ap**-Apply; **An**-Analyze; **E**-Evaluate; **C**-Create).

CO-PO/PSO Mapping for the course:

CO \ PO	POs										PSO				
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5
CO1	3	3	1	2	3	-	3	3	-	3	1	2	3	-	3
CO2	3	-	1	2	3	-	2	3	-	2	1	2	3	-	2
CO3	3	-	1	2	2	-	3	2	-	3	1	2	2	-	3

"3" – Strong; "2" – Moderate; "1"- Low; "-" No Correlation

Detailed Syllabus:

S.No.	Topics	No. of Lectures	CO No.
I	403 A Academic Writing- (Internal) Work: - One Research paper / or *Research Article / or Tool Construction - One copy attach with dissertation. (Compulsory)	3	
A.	403 B Dissertation (External)	-	
B.	403 C Viva Voce on Dissertation (External)	-	

[Handwritten signatures]