M. ED. FIRST SEMESTER
MED 101

Psychology of Learning and Development

Objectives –
1. To offer the students the information about the Indian and Western concepts of Psychology.
2. To provide the students the theoretical insights of different psychologist.
3. To make the students understand different learning styles.
4. To enable the students to understand the different stages of development.

Course Outcomes–
After completing this course, the students will be able to –
1. understand the meaning and scope of psychology of learning in Indian & Western concepts and their relevance for the teacher.
2. differentiate among different theories of learning.
3. understand the concept of different styles of learning.
4. identify the changes which occur in different stages of development.

Course Content
Unit 1
    A) Educational Psychology: Meaning, Scope, Indian & Western view, The relevance of educational psychology for the teachers.
    B) Contribution of various schools in education: (Behaviourism, Psychoanalysis, Cognitive and Humanistic schools)

Unit 2
    A) Theories of Learning-. Bandura's Socio learning theory, Bruner and Vygotsky's Constructivist Theories
    B) Hull's reinforcement theory, Toleman's theory of learning, Gagne's hierarchy of learning

Unit 3
    A) Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary ; Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
    B) Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

Unit 4
    A. Process of growth and development: Social, Emotional and Cognitive, Indian concept of development (with special reference to Sanskara);
    B. Theories of development: Erikson's psycho-social development Kohlberg's moral development; Language development Theory: Skinner, Chomsky and Vygotsky

Transactional strategies -
Lectures, dialogic presentations, case method, field-based observations and brainstorming

Evaluation Rubrics -
Unit Test, Assignment and Case study

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Bernard, Harold W. (1972) : Psychology of Learning and Teaching, Mc Graw Hill Book Company
- Bhatnagar, S. and Saxena, A. : Advanced Educational Psychology, R. Lall Book Depot, Meerut
- Chauhan, S.S. (2002): Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- Cronback, L.J. (1954): Educational Psychology, Harcort Brace, New York.
- Dececco, J.P. and W. Crawford (1988): Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
- Dutt, N.K. (1974): Psychological Foundation of Education, Doaba House, New Delhi.
- Gagne, Robert M. (1970): The Conditions of Learning, Holt, Reinhart and Winston, Inc., New York
- Hurlock, E. (2017): Developmental Psychology: A Life - Span Approach, McGraw Hill Education, 5th edition.
- Mangal, S.K.: Essentials of Educational Psychology, Prentice Hall of India, New Delhi.
- Pandey, K.P. (2007): Advanced Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.
- Skinner, C.E. (2003): Educational Psychology Fourth Edition Prentice Hall of India, New Delhi.
- Travers, John F. (1979): Educational Psychology, Harper and Row Publishers.
- Travers, Robert M.W. (1973): Educational Psychology-A Scientific Foundation for Educational Practice, The Macmillan Company, New York.

MED 102
Philosophical Foundation of Education

Objectives–

1. To enable the students to understand the relation between Philosophy and Education.
2. To help them understand the different schools of western philosophy.
3. To know about the branches of Indian philosophy.
4. To help them understand the educational thoughts of Indian and western philosophers.

Course Outcomes -
After completing this course, the students will be able to –
1. understand the importance of Educational Philosophy and the relation between Philosophy and Education.
2. critically analyses different schools of Western philosophy.
3. explain the different branches of Indian & Western philosophy and work out their educational implications.
4. gain knowledge about the educational thoughts of Indian and Western philosophers.

Course Content
Unit 1-
   A) Relation between education and philosophy: Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic.
   B) Modern Concepts of philosophy: Linguistic analysis, Positivism and Relative positivism. Importance of Educational philosophy; Meaning and objectives of Education in different political systems

Unit 2-
   A) Schools of western philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, Marxism and educational implication.
   B) knowledge and Wisdom, Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches

Unit 3-
   A) Branches of Indian philosophy : Sankhya, Yoga, Vedanta and Buddhism – Basic principles and their Educational implications,
   B) Islamic education: Meaning, Educational aims and Methods of acquiring valid knowledge; A critical comparison of Indian & Western school of philosophy with reference to metaphysical implications of education

Unit 4-
   A) Indian Educational philosophers: Savitribai Phule, J. Krishnamurti, Shri Aurobindo and, Giju Bhai Badheka, Their educational thoughts and implications in the contemporary perspective
   B) Western Educational philosophers: Wollstonecraft, Ivan Illich, Paulo Freire, and Nel Noddings, their educational thoughts and implications in the contemporary perspective.

Transactional strategies–

Discussions, Reflective seminars, Summary presentations of educational thoughts, Interactive lectures.

Evaluation Rubrics–

Unit Test, Assignment, Assigned reading followed by power point presentation and Seminar.

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Baker, Jhon L. (1980): Modern philosophy of education, Tata Mc Graw-Hill's.
- Bigge, Morris L. (1971): Positive relativism: An Emergent education philosophy, Harper row.
- Brubacher, J. (1962): Modern Philosophies of Education, McGraw Hill Company.
- Butler J.D. (1968): Four Philosophies and Their Practice in Education and Religion (3rd Ed.), Harper and Row Publisher, New York.
- Kabir H. (1961): Indian Philosophy of Education, Asia Publishing House, Bombay
- Knellar, Jeorge F. (1971): Introduction to philosophy of education: Jhon willy and sons.
- Pandey, K. P. (1988): Perspectives in social foundations of education. Shipra Publication Delhi.
- Pandey, Ramshakal (2006): Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra.
- Sharma, R.N. (2000): Text Book of Educational Philosophy, Kaniska Publishers and Distributors, New Delhi.
- Verma, M. (1989): Philosophy of Indian Education, Meenakshy publication, Meerut.
- Verma S.K.(2018) : Paulo Freire Aur Bharteeya Shiksha, Harshvardhan Publication, Aurangabad

MED 103
Educational Studies

Objectives–
1. To enable the students to understand the basic concepts of education as discipline
2. To acquire the knowledge about interdisciplinary basis of Education.
3. The help the student to have knowledge about linkage of knowledge.
4. To familiarize them with the critical analysis of contemporary thoughts of education, teaching and learning.

Course Outcomes –
After completing this course, the students will be able to –
   1. analyse the nature of education as discipline.
   2. explain the interdisciplinary basis of Education.
   3. understand the process of creation of knowledge in the context of education, learning and teacher and learner role.
   4. acquire knowledge on Delors commission report, Multicultural and Diversified teaching and learning.

Course Content
Unit 1-
   A. Concept of knowledge in terms of knowing, learning, thinking and valuing; Difference between knowledge and information,
   B. Methods of obtaining knowledge , Methods of knowledge generation; knowledge without boundaries, Analysis of concepts, Principles and theory

Unit 2-
   A. Relationship of Education with other disciplines such as Philosophy, Psychology, Sociology, Anthropology, Economics, Management and Communication.
   B. Concept of liberal education, Vocational education and Professional education: needs and importance.

Unit 3-
   A. Linkage of content knowledge with Pedagogy knowledge, School knowledge with Community knowledge and life outside the school.
   B. Linkage of Theoretical knowledge with Practical knowledge, Universal knowledge with local knowledge.

Unit 4-
   A. Delors commission Report: Learning to learn, learning to do, learning to live together and learning to be, educational implication, learning as a Search for meaning.
   B. Multicultural and Diversified teaching and learning, Teachers and learners as creators of knowledge, Philosophy of Inclusive education, Equitable and Sustainable development.

Transactional strategies –
 Thematic discussion, Guided studies, Assignment and presentation, dialogues
 and lectures.

Evaluation Rubrics -
 Unit Test, Assessment of students, Dialogic and Open discussions.

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Brophy J. E. et al (1976): Learning from teaching A Development perspective, Allyn & Bacom, Inc.
- Broudy, H. S. (1977): Types of knowledge and Purpose of Education in R.C. Anderson, R.J.
- Brown, George (1978): Lecturing and Explaining, Methuen
- Dearden, R. F. (1984): Theory and practice in Education, Routledge Kegen and Paul.
- Hyman, Ronald T. (1971): Contemporary thought on Teaching, Practice Hall, Inc.
- James, Rath et al (1967): Studying Teaching, Second Edition.
- MHRD (1992): Programme of Action, Govt. of India, New Delhi.
- NCERT (2005): National Curriculum Frame work, New Delhi.
- NCTE (2009): National Curriculum Framework for Teacher Education, New Delhi.
- Peters, R.S. (1967): The concept of Education, Routledge, U.K.
- Winch, C. (1986): Philosophy of Human Learning, Routledge, U.K.

MED 104
Sociology of Education

Objectives–
1. To offer the students the information about Sociology of education.
2. To help them analyse and interpret the concept of Social system and Education.
3. To enable the students to understand the various educational issues from the perspective of sociological approach.

Course Outcomes –
After completing this course, the students will be able to –
   1. understand the implications of sociological knowledge for explaining the problems of education.
   2. analyse the basic features of education as a social system.
   3. explain the various educational issues from the perspective of sociological approach like modernization, religion and culture.
   4. analyse the role of education in a society.

Course Content
Unit 1-
   A. Sociology of Education: meaning, Concepts, Scope, Nature and Importance. Sociological approach and education, Relation between Sociology and Education.
   B. Role of education, Family and Community in socialization; Social Control and Social Mobility- Meaning, Kinds, Importance and its relation with education.

Unit 2-
   A. Social system and Education: Structural and Functional Characteristics of Social System, Education and social change: Concept of Social change, Determinants of Social change.
   B. Conceptualizing Social Stratification: Social Differentiation and Social Inequality , Forms and Bases of Social Stratification: Caste, Class, Gender, Race, Ethnicity and Disability

Unit 3-
   A. Concept of Tradition and Modernization in reference to Education: Meaning and importance. Education, Religion and Culture: Concepts, Relations and their importance.
   B. Relationship Between Politics and Education, Perspectives of Politics of Education : Liberal, Conservative and Critical. Approaches to understanding Politics, Education for Political Development and Political Socialization

Unit 4-
   A. National Values as enshrined in the Indian Constitution : Socialism, Secularism, Justice, Liberty, Democracy, Equality, Freedom with special reference to education ,Role of education in a changing society: Education and holistic social development:
   B. Education and changing social context: Equity and Equality; Education of the disadvantaged group, Equality of educational opportunity: Concepts, Issues & challenges.

Transactional Strategies –

Preparation of reports, discussions, Interactive workshops &seminars and Issue based presentation.

Evaluation Rubrics -

Preparing an assignment on the social issues and presentation on selected themes.

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

- Aikara, J. (1994): Sociology of Education, Indian Council of Social Sciences Research, New Delhi.
- Bhattacharya & Srinivas (1962) : Sociology in Education, Academic Publishers, Calcutta.
- Dubey, Mukund (1995): Indian Society: challenges if equality: Integration and empowerment, Anand Publication, New Delhi.
- Dukhiem, E. (1950): Education and Sociology, New York: The free press.
- Gore, M. S., 1995. Indian Education: Structure and Process. Jaipur: Rawat Publications.
- Jayram, N. (1990): Sociology of Education in India, Rawat.
- Kumar, Krishna, 1991. Political Agenda of Education: A study of Colonialist and Nationalist Ideas. SAGE: New Delhi
- Kumar, Krishna (1989): Social Character of learning, SAGE, New Delhi.
- Ottaway, A.K.C. (1962): Education in Society; An Introduction to Sociology of Education, London Routledge and Kegan Paul Ltd.
- Pandey, K.P. (1988): Perspectives in social foundations of education. Shipra Publication Delhi.
- Pandey Ramshakal (2006): Teacher in Developing Indian Society, Vinod Pustak Mandir, Agra.
- Ruhela S.P. (1969): Social Determinants of Educability in India, Jain Brothers Publishers, New Delhi.

MED 105
Research Methodology in Education -I

Objectives–
1. To introduce the students to provide exposure to various research concepts.
2. To help them to build up on the basic assumptions in adopting methodologies for different research themes.
3. To provide the students the knowledge of research in a scientific manner.
4. To understand about the application of statistical tools and techniques in educational research.

Course Outcomes -
After completing this course, the students will be able to –
1. know the meaning, scope and types of educational research.
2. understand the concepts related to hypothesis and sampling.
3. use statistical techniques for the analysis and interpretation of data.
4. understand the measures of Central Tendency and comprehend the meaningful uses of Correlations.

Course Content

Unit 1-

A. Meaning and Scope of Educational Research, Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Types of Scientific Method (Exploratory, Explanatory and Descriptive), Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical).

B. Identifying Problem of research: Selection of problem, Concept of Limitation and Delimitation, Research Gap and Research Question.

Unit 2-

A. Hypotheses : Concept, Sources, Characteristics of a good hypothesis ,Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Hypothesis testing (Type I and Type II Errors), Levels of Significance, Parametric Techniques, Non- Parametric Techniques.

B. Concept of Universe , Population and Sample, Need of sample, characteristics of a good sample, Probability and Non-probability sampling methods: procedure and limitations., Characteristics of a Good Sample, Techniques of Sampling (Probability and Non-probability Sampling),

Unit 3-

A. Tools of Research - Validity, Reliability and Standardization of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), Techniques of Research (Observation, Interview and Projective Techniques) , Estimation of Reliability &validity of Research tools.

B. Preparation of Research Proposal: Structure for a Research proposal in quantitative & qualitative research.

Unit 4

    A. Measures of central tendency: Computation of Mean, Median Mode and Explaining their uses in treatment of data. Measures of variability: Range, Mean-deviation, Standard deviation, Variance and Quartile-Deviation and their uses. Measures of relative position: Percentiles and Percentile ranks .Graphical representation of data, Normal probability curve: properties and application.

    B. Correlation – Meaning of Correlation, calculation and interpretation of coefficient of correlation by Spearman and Pearson's methods.

Transactional Strategies –

    Case based presentations, lectures, review of selected researches and their presentation, teacher and peer directed practice session

Evaluation Rubrics -

    Unit Test, Assignment and Presentations

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

➢ Best, John W. (1993): Research in Education, Prentice Hall Incorporation, New Delhi.

➢ Corey, Stephen M. (1953): Action Research to Improve School Practices, Burean of Publication, Teachers college, Columbia University, New York.

➢ Dalen, Van & Deobold B. Van (1973): Understanding Educational Research, An Introduction (3rdEdition) McGraw Hill Book Company, New York.

➢ Ferguson, G.A. (1981): Statistical Analysis in Psychology and Education, McGraw Hill International Book company, New York.

➢ Garrett, H.E. (1981): Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay.

➢ Guilford, J.P. (1986): Fundamental of statistics in Psychology and Education, McGraw Hill Book company, New York.

➢ Kerlinger, Fred N. (1983): Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road, Kamala Nagar, New Delhi.

➢ Kothari, C.R. (2006): Quantitative Techniques, second reprint, Vikas Publishing House PVT. Ltd. New Delhi.

➢ Koul, Lokesh (1990): Methodology of Educational Research, Vikash Publishing House PVT. Ltd. New Delhi.

➢ Pandey, K.P. (2005): Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.

➢ Sharma, R.A. (1993): Fundamentals of Educational Research; Loyal Book Depot, Meerut.

➢ Tuckman, Bruce W. (1978): Conducting Educational Research, New York, Harcourt Bruce Jovanovich, Inc.

➢ Verma M. (1965): An Introduction to Educational and Psychological Research, Asia Publishing House.

M. ED. SECOND SEMESTER

MED 201
Psychology of Intelligence and Personality

Objectives –
1. To helps the students to understand the concept of Intelligence.
2. To develop in students an analytical utility of motivation in motivating students,
3. To helps the students to understand the personality.
4. To make the students understand the importance of adjustment.
5. To develop an understanding of classroom as social group and Group processes.

Course Outcomes
After completing this course, the students will be able to –
1. interpret the concept of Intelligence and its different theories with educational implication.
2. explain the concept of Personality & the different Indian and Western theories.
3. understand the concepts of Adjustment and Stress and their educational implication.
4. analyses classroom as social group and Group processes.

Course Content
Unit 1
   A) Concept of Intelligence: Social intelligence, Multiple intelligence, Emotional intelligence and Artificial intelligence, Intelligence by Sternberg and Gardner, Assessment of Intelligence Concept formation: Meaning, Process and Educational Implications.
   B) Motivation: concept, Techniques of motivating for diverse groups of learners, Motivational strategies for Special children: Educationally backward children, Gifted and Mentally retarded child: Identification and Educational provision

Unit 2
   A) Personality: Concept, Nature and Structure of Personality, Indian concept of Personality.
   B) Personality Theories– Trait approach (Allport), Psychoanalytic theory (Freud), Humanistic theory (Rogers), Eysenck personality theory, Big Five Factor Theory, Assessment of Personality.

Unit 3
   A) Adjustment: Concept, Types, process and different Defense Mechanisms. Concept of Mental Health, School and Classroom Practices for enhancing Adjustment and Mental Health among students.
   B) Stress and Conflict- Concept and Sources of Stress, Factors influencing Stress, Strategies for coping with Stress and Stress Management. Measurement of Stress, Outcomes of Stress, Meaning and types of conflict, Resolution of conflict.

Unit 4
   A) Group Dynamics: Concept, Structure and Characteristics of Classroom as a Group, Dynamics of classroom groups, and its impact upon learning, Interaction between teacher and Learner group. Effective classroom groups, Group morale, Teacher as leader of group and facilitator of learning.

B) Problem Solving, concept, nature and steps and strategies involved in problem solving; Meta cognition: Meaning, Components and difference between Cognition and Meta cognition.

***Transactional strategies* -**

Lectures, dialogic presentations, case method, field-based observations and brainstorming

***Evaluation Rubrics* -**

Unit Test, Assignment and Case study

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

➢ Allen, B. P. (2006). Personality Theories: Development, Growth, and Diversity (5th ed.), Needham Heights, MA: Allyn and Bacon.
➢ Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lall Book Depot, Meerut
➢ Burger, J. M. (2010). Personality (8th ed.). Belmont, CA: Wadsworth Publishing
➢ Chauhan, S.S. (2002): Advanced Educational Psychology, Vikas Publishing House, New Delhi.
➢ Cronback, L.J. (1954): Educational Psychology, Harcort Brace, New York.
➢ Dutt, N.K. (1974): Psychological Foundation of Education, Doaba House, New Delhi.
➢ John, D. and Metcalfe, J (2008): Metacognition (1st ed). Sage Publications, Inc
➢ Mangal, S.K.: Essentials of Educational Psychology, Prentice Hall of India, New Delhi.
➢ Pandey, K.P. (2007) : Advanced Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.
➢ Skinner, C.E. (2003): Educational Psychology Fourth Edition Prentice Hall of India, New Delhi.
➢ Travers, John F. (1979): Educational Psychology, Harper and Row Publishers.
➢ Travers, Robert M.W. (1973): Educational Psychology-A Scientific Foundation for Educational Practice, The Macmillan Company, New York

MED 202
Curriculum Design

Objectives–
1. To make the students understand the basic concept of curriculum,
2. To provide the students the knowledge of curriculum Planning.
3. To offer the students the information about the principles of curriculum development.
4. To know about the curriculum evaluation.

Course Outcomes -

After completing this course, the students will be able to -
1. understand the concept, nature and forms of curriculum.
2. understand the concept of Curriculum Planning and its levels.
3. develop comprehensive knowledge about models of curriculum.
4. understand the concept and process of curriculum evaluation

Course Content
Unit 1-
  A. Curriculum: Nature, Meaning and Concept; Structure of curriculum, course of studies and syllabus, Philosophical, Sociological, Psychological and Historical foundations of curriculum.
  B. Approaches to translate curriculum: Behavioural approach, System's approach, Intellectual approach and Humanistic approach.

Unit 2-
  A. Curriculum planning and its levels- National, State, Institutional and individual teacher level, Improvement of curriculum planning, A review of NCF2005.
  B. Curriculum Development: Concept and Principles, Process of curriculum construction Dimensions of curriculum development, The curriculum triangle- Learning objectives, Congruent experiences and evaluation of learning outcomes (behavioural change).

Unit 3-
  C. Components and sources of curriculum design, curriculum approaches- Subject centered approach, learner centered approach, problem centered approach.
  D. Models of curriculum; Grass root model vs administrative model, technical vs non-technical model, Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, C I P P Model (Context, Input, Process, Product Model)

Unit 4-
  A. Curriculum Evaluation: Concept, Nature and Purpose Types of curriculum evaluation, Models of Curriculum Evaluation: Tyler's Model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.
  B. Curriculum Reforms, Participants in curriculum Change and innovation: teachers, administrators and students, Role of teachers as curriculum leader and decision makers.

Transactional strategies –

Practical analysis of curriculum at various levels of school education, Evaluation of selected school text books and other Instruments of curriculum-Handwork, Manual, Workbook etc. ,Identification of co-curriculum activities, lecture, groups activities and presentation.

Evaluation Rubrics -

Unit Test and Assignment

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

➢ Anderson &Venon (1956) : Principles and procedure of curriculum Improvement, Ronaldo Press Company, New York.
➢ Chagla, M.C. (1962): The Role of Education in the world of Today, Asia Publishing House, Bombay.
➢ Dewey, John (1959): The Child and the Curriculum, The University of Chicago Press.
➢ NCERT (2005): National Curriculum Frame work 2005, NCERT, Sri Aurobindo Marg, New Delhi.
➢ NCTE (2009): National Curriculum frame work for Teacher Education.
➢ Wiles, J.W. & Joseph, Bondi (2006): Curriculum development: A Guide to practice pearson publication.

MED 203
Economics of Education

Objectives–
1. To make the students understand the basic concept of economics of education.
2. To provide the students the knowledge about the relationship in education and human development.
3. To offer the students the information about different global issues that affect education.
4. To know about the economic growth.

Course Outcomes –

After completing this course, the students will be able to –
1. understand the concept of economics of education as a discipline.
2. explain the specific role of education in human development.
3. Analyse the impact and implications of globalization, privatization and commercialization for education.
4. Work out the implications of education for economic growth in micro and macro contexts.

Course Content

Unit 1-
  A. Concept of Economics of Education, Development of economics of Education as a discipline. Education as an investment, concept of education as a merit good.
  B. Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education, Signaling Theory Vs Human Capital Theory,

Unit 2-
  A. Education for development of human resource, Human development index (HDI), Constraints and implications for Human Resource Development from budgetary angle.
  B. Educational planning: Meaning, Kinds and Needs, The Niti Ayog: Its role and Functions in the context of education for different levels of education.

Unit 3-
  A. Globalisation, Privatization, Commercelisation and Liberalisation as consequence of global economy.
  B. Market failure and Education, Impact of market failure on educational development, New liberal perspectives and education development.

Unit 4-
  A. Economic growth: Concept and Meaning, Poverty, Inequality, Economic reforms and education.
  B. Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting Education – Concept of Public good, Basic needs, Human right..

Transactional strategies –

Case reports, Summary of selected five-year plans and evaluation of their strength and weakness, discussion and quiz session.

Evaluation Rubrics -

Unit Test and Assignment

Mapping –

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Ahuja, Amrish Kumar (2007): Economics of Education, Authors press, Jawahar Park, Laxmi Nagar, Delhi.
- Ansari, M.M. (1987): Education and Economic Development, AIU Publication, New Delhi.
- Blaug Mark (1980): An Introduction to Economics of Education, England, Penguin Books Ltd.
- Kneller, G.F. (1968): Education and Economic Growth, John Wiley, New York.
- Nagpal, C.S. & Mittal, A.C. (eds) (1993): Economics of Education, Anmol Publication, New Delhi.
- Sethi, Vinita (1997): Educational Development and Resource Mobilization, Kanishka Publication, New Delhi.
- Singh, Baljeet (1984): Education an Investment, Meenakshy Publication, Meerut.
- Sodhi, T.S. (1978):   Education and Economics Development, Ludhiana, Mukand Publication.
- Tilak, J.B.G. (1987): Economics of Inequality in Education, Sage Publication, New Delhi.
- Vaizey, John (1962): Economics of Education, Faber & Feber, London.

MED 204
Research Methodology in Education -II

Objectives–
1. To introduce the students to provide exposure to various research designs.
2. To help them to prepare research proposal for different research themes.
3. To provide the students the knowledge of research in a scientific manner.
4. To know about the scope and function of statistical methods.

Course Outcomes

After completing this course, the students will be able to –
1. understand Qualitative Research Designs and Quantitative Research Designs
2. write scientific Research reports.
3. conduct advanced level analysis and interpretation of data.
4. comprehend the meaningful uses of Correlations, Regression and Chi- Square Test.

Course Content

Unit 1-
A. Qualitative Research Designs: Grounded Theory Designs (Types, characteristics),Narrative Research Designs (Meaning and Characteristics), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting Ethnographic research), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs,
B. Quantitative Research Designs: Survey, Descriptive, Correlational, Causal-comparative/quasi experimental and Experimental.

Unit 2-
A. Writing of Research Report: Thesis and dissertation formats, Scientific writings, Preparation of Research articles, Seminar papers and Monographs and their formats.
B. Different referencing styles: APA and MLA and their Salient Features and its Application.

Unit 3-
A. Use of statistical techniques for data analysis: Parametric and Non- parametric test.
t-test, z-test, The F-test [ANOVA (one–way and two-way) and ANCOVA], chi-square Mann-whitney, Wilcoxon and Kruskal- wallice tests: their calculations and application., Concept of Triangulation
B. Qualitative Data Analysis: Definition, types, analysis and examples.

Unit 4-
A. Partial and Multiple correlation, Eta Coefficient: Their calculation and interpretation.
B. Phi-Coefficient, Bi-serial and point bi-serial Coefficients; Contingency coefficient via Chi-square: their calculation and usage.

Transactional strategies

Case based presentations of data, Evaluation of the relevance and rationale of advanced statistical techniques: study of dissertations, thesis, monographs and research articles and their summary presentations.

Evaluation Rubrics-

Unit Test, Assignment and presentations

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Best, John W. (1993): Research in Education, Prentice Hall Incorporation.
- Corey, Stephen M. (1953): Action Research to Improve School Practices, Burean of Publication, Teachers college, Columbia University, New York.
- Ferguson, G.A. (1981): Statistical Analysis in Psychology and Education, McGraw Hill Book company, New York.
- Garrett, H.E. (1981): Statistics in Psychology and Education, Vakis Feffers and Simons, Pvt. Ltd. Bombay.
- Guilford, J.P. (1986): Fundamental of statistics in Psychology and Education, McGraw Hill Book company, New York
- Kerlinger, Fred N. (1983): Foundations of Behavioural Research, Surjeet Publication, 7 K Kolhapur Road, Kamala Nagar, Delhi.
- Koul, Lokesh (1990): Methodology of Educational Research, Vikash Publishing House PVT. Ltd. New Delhi.
- Pandey, K.P. (2005): Fundamentals of Educational Research; Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. (1993): Fundamentals of Educational Research; Loyal Book Depot, Meerut.
- Siegel, Sidney (1956): Non parametric Statistics for Behavioral Sciences, International Student Edition, Auckland McGraw Hill International Book Company.
- Travers, M.W. (1961): An Introduction to Educational Research, The Mac Millian Company, New York.
- Tuckman, Bruce W. (1978): Conducting Educational Research, New York, Harcour Bruce.
- Verma M. (1965): An Introduction to Educational and Psychological Research, Asia Publishing House.

MED 205
Research Proposal and Internship

This component is intended to develop necessary preparedness and competencies for undertaking research and research projects in the discipline of education. And Participation in Internship. As such it consists of two parts-

A) Formulation of Research proposal &Presentation-

The first part is directed towards helping students in formulation of research proposal and presentation thereon. The course transactor will take up graded exercises for development of research proposal on a theme chosen by a student. The research proposal will have a following structure-

* The research theme.
* Background of the study.
* Research Gap
* Research Question.
* Statement of research problem.
* Hypothesis and rational for its formulation.
* Objectives of the proposed study.
* Research design.
* Population and Sampling techniques to be employed
* Research tools to be used
* Data analysis procedure
* A tentative chapter scheme for the presentation of a dissertation
* Bibliography

Note –

1. For research problem involving the Qualitative paradigm, the structure of the proposal as specified above will be suitably amended.
2. Each proposal developed by the student will have to be presented in a faculty seminar with adequate scope for critiquing-peer review and expert review.
3. Both research proposal and presentations thereon will be evaluated out of 50 marks by an expert / board of examiners as deemed desirable and the appointment of such experts may be external / internal depending on the discretion of the Head of Department of Education of the University.

B) Internship

The students will get first-hand experience by visit to Teacher's Training Institutes for practicum in their specialization courses where B.Ed. / M.Ed. programmes are being conducted and the student will be required to have hands on experience by undertaking the following activities -

1. Observation of Institutional activities such as programme of teaching, conduct of practicum, preparation of TLM and designing of assessment tools etc.

2. Power point presentation of a constructivist lesson plan.

3. Preparation of observation matrixes (at least five) using systematic observation of tools such as category system or sign methods. This will be based on observation / supervision of a school classroom teaching learning session.

4. Review of any one text/ reference book prescribed for M.Ed. Syllabus.

5. Writing of at least 05 research review of related literature using APA or MLA

Note – Each of the activities will be assessed externally. All five activities will be evaluated out of 50 marks by an expert / board of examiners as deemed desirable and the appointment of such experts may be depending on the discretion of the Head of Department of Education of the University.

Evaluation Rubrics -

Evaluation will be done by a team of faculty members and peers focusing on extent and quality of participation in internship and contributions of the trainee as evident from records.

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M. ED. THIRD SEMESTER
MED 301

Perspectives and Issues in Teacher Education

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Objectives –

1. To help them to understand the basic concept of teacher education.

2. To analyse the issues and challenges facing teacher education in India.

3. To equip the students with the knowledge of Profession and Professionalism.

Course Outcomes --

After completing this course, the students will be able to –

1. view teacher education programme as essentially professional in nature.
2. obtain the knowledge about the problems of pre service and inservice teacher education.
3. explain the specific role of NCTE in teacher education programme.
4. develop awareness about professional ethics of teachers.

Course Content

Unit 1-

A) Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision, Teacher education in India: historical perspectives, approaches to teacher development-traditional, competency based and reconstructionist.

B) Purpose and Components of Pre-service Teacher Education, Transactional Approaches : Expository, Collaborative and Experiential learning, Face to Face, Open and Distance learning modes, Blended approach, Induction, One shot and Cascade.

Unit2 -

A) View point of Schulman, Deng and Luke & Habermas on knowledge base of teacher education, Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models.

B) Problems of pre-service teacher education: Privatization and Commercialization, Issues related to enhancing teacher educators competency, Qualification of teachers, Teacher recruitment policies, Professional development of teachers and vertical mobility of teachers.

Unit3 -

A) Concept, Need, Purpose and Scope of In-service Teacher Education, Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE and UGC).

B) NCTE: Structure and function, Scope of teacher education programmes as reflected in NCTE Guidelines, Stage specific and area specific teacher education programme. NAAC-NCTE criteria for assessment of teacher education institutions.

Unit4 -

A) Concept of Profession and Professionalism, Teaching as a Profession, Professional Ethics of Teachers, Enhancing and evaluating teacher effectiveness, Challenges of professional development of teachers

B) Quality assurance of teacher education programmes, networking of teacher education institutions, Quality Enhancement for Professionalization of Teacher Education, Innovation in Teacher Education, Measures for effectiveness of teacher education programmes.

Transactional strategies –
- Issues based discussions, Group discussion and dialogues on problem of school education teacher preparation and research priorities.
- Study of at least two annual reports of national/state level teacher education institutions and preparing a summary thereon.
- Seminar presentation/Group discussion based on specific issues of teacher education.

Evaluation Rubrics –
Unit Test, Assigned reading followed by power point presentation

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Flanders, N.A. (1970): Analysing Teacher Behaviour Reading, Addison-welsey, Mass.
- Gardener, H. (1983): Frame of mind: The theory of multiple intelligence, Basic Book, New York.
- NCTE (1979): Organisation of core Teaching Programme Package, NCERT, New Delhi.
- NCTE (2009): Curriculum Frame work of Teacher Education, NCTE, New Delhi.
- NCTE (2014): Norms and Guidelines of Teacher Education Programme.
- Passi, B.K. (eds) (1976): Becoming better Teacher, Ahmedabad, Sahitya Mudranalaya.
- Sahoo, P.K. et al (eds) (2010): Professionalism in Teacher Education, New Delhi.
- Sahoo, P.K. et al (eds) (2014): Quality Education in India Vol I & Vol II New Delhi.
- Sharma, R.A. (1999): Teacher Education, Loyal Book Depot, Meerut.
- Single, L.C. (1990): Teacher Education in Indian New Delhi, NCERT.

MED 302

Educational Administration

Objectives–
1. To help them to understand the concept of administration in education.
2. To know the development perspectives of educational administration.
3. To help them to analyse the role of supervision in administration.
4. To enable them to understand emerging issues relating to management.

Course Outcomes --

After completing this course, the students will be able to –
1. understand the theoretical dimension of Educational Administration.
2. motivate to understand the development perspectives and structure of educational administration.
3. analyse the role of supervision.
4. develop awareness about various emerging issues relating to management.

Course Content

Unit 1-
A. Theoretical dimensions of Educational Administration – Federalism, decentralization and multi-level system of Educational Administration. Differentiating Administration from management.
B. Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organinsational development.

Unit 2
A. Historical and development perspectives of Educational Administration of India, Constitutional provisions, Legal enactments, Rules and procedures influencing educational administration in India with special reference to state of U.P.
B. Structure of educational administration, functions and processes at the centre, state, district and sub- district levels.

Unit 3-
A. Supervision: Meaning, Nature, Scope, Need and Functions. Principles and practices of supervision and monitoring school standard and evaluation of academic support.
B. Code of conduct and professional ethics, Regulatory bodies and academic support structure (NCERT, SCERTs, SIEMATs, DIETs, BRC and CRC).

Unit 4-
A. Governance of Secondary Education, New trends, Human resource management in Secondary school, RMSA and its major concerns.
B. Emerging issues relating to management of public education and continuing professional development of teachers: Adapting TQM at secondary level of education, Research in Educational Administration and its relevance for promoting Quality for school at secondary level.

Transactional strategies –
- Lecture cum Discussion
- Guided study
- Projects
- Review of historical development of educational administration at district and sub-districts levels- Case based presentation.

Evaluation Rubrics -
Unit Test, Case based presentations

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
➢ Gupta, Shashi K. & Joshi, Rosy (2008): Organisational Behaviours, Kalyani Publishers, Ansari Road Daryaganj, New Delhi.
➢ Koortz, H. & Weitirich, H. (2007): Essentials of management, Mc Grow Hill Publishing Company Limited.
➢ Mathur, S.S. (1990): Educational Administration and Management, The Indian Publishers, India.
➢ Mukhopadhyay, Marmar (2005): Total Quality Management in Education, Sage Publication, Delhi.
➢ Pareek, Udai (2004): Understanding Organizational Behaviours, Oxford University Press.
➢ Rai, O.P. (2013-14): Fundamentals of organizational behavior, wisdom books, Varanasi.
➢ Tosi Henry, L. & Mero Neal, P. (2003): The fundamentals of organizational Behaviours, Blackwell publishing, 7/22 Ansari Road Daryaganj New Delhi (Distributors)

MED 303

Educational Management

Objectives–
1. To identify the concept and approaches to Educational management.
2. To understand the essentials of management.
3. To understand motivational approaches for better school management.
4. To understand the concept of effective management of schools

Course Outcomes --

After completing this course, the students will be able to –
1. understand differences between management and administration.
2. enable to understand the importance of planning and human resource in management.
3. analyse different motivational theories for increasing motivation and performance.
4. Comprehend the concept of effective management of schools.

Course Content

Unit 1-
A. Management and administration differentiated, defining educational management, emerging concepts of educational management. Models of management: Input-output model,
B. Research in school management: management of change with reference to school education, innovative practices for better management of school, teaching and learning in classroom.

Unit 2-
A. Educational Planning: meaning, need and steps of planning; Institutional planning: meaning, characteristics and steps; Premises for planning: meaning, classification and process.
B. Human resources management: concept, characteristic, function, essentials of human resource management and Human resource management at secondary education level; Performance Appraisal :concept ,purpose, method and steps in appraising performance; Change Management: Meaning, Need for Planned change, Three Step-Model of Change (Unfreezing, Moving, Refreezing)

Unit 3-
A. Techniques for increasing motivation and performance, content and process theory of motivation with special reference to Maslow's need hierarchy, Alderfer's ERG Theory, Herzberg's motivation Hygiene Theory, McGreger's Theory X and Y, Vroom's Expectancy Theory, Porter Lawler's Model.
B. Organizational culture: meaning, importance, function and types, ensuring effective organizational climate and ambience.

Unit 4-

    A. Concept of effective management of schools, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism

    B. Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma,

__Transactional strategies__ –
- Case based presentations and discussions
- Case study of best school practices
- Interactive discussions and lectures
- Projects

__Evaluation Rubrics__ -
    Unit Test, Case based presentations

__Mapping__

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

- Hersey, P. & Blanchard, K. (1988): Management of organizational Behaviour, Prentice Hall, New York.
- Gupta,C.B. (2002), Human Resource Management, Sultan Chand & Sons, New Delhi
- Koortz, H. &Weitirich, H. (2007): Essentials of management, Mc Grow Hill Publishing Company Limited.
- Mukhopadhyay, Marmar (2005): Total Quality Management in Education, Sage Publication, Delhi.
- Vasishth, Neeru: Principles of management, 3rd Edition, Taxmann Publication, Delhi.
- Prasad,L.M. (2002), Organisational Behaviour, Sultan Chand & Sons, New Delhi

MED 304

Educational Leadership

Objectives–
1. To understand the concept of educational leadership.
2. To know the different types of leadership.
3. To acquire the knowledge about effective and successful leadership characteristics.

Course Outcomes

After completing this course, the students will be able to –
1. understand the meaning and approaches of educational leadership.
2. differentiate between various leadership styles.
3. identify and internalize the essential attributes of a successful leadership style for secondary school.
4. familiarize themselves with the concept of out of the box thinking approaches to management of schools.

Course Content
Unit 1-
   A. Meaning, nature and scope of educational leadership, difference among managing, leading and administering. Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic.
   B. Human factors in managing and leading, Situational leadership style and concepts, Fiedler's contingency leadership model, Tri-dimensional Model, Hersey and Blanchard's Model.

Unit 2-
   A. Formal and Informal leader, successful leaders VS effective leader, Transactional and Transformational leader- characteristics, role and functions. The managerial grid, leadership function.
   B. Decision making: concept, types, techniques and process of decision making, Organizational Behaviour modification : Concept, steps of OB modification, OB models

Unit 3-
   A. Concept of an effective school system, Determinants of effectiveness in the Indian Context, the Indigenous model of Gurukul and their characteristics for effective management style.
   B. Promoting effective and successful leadership characteristics at school level, the characteristics of a transformational and transactional leader for better management of school.

Unit 4-
   A. The characteristics of out of the Box Thinking as related to management for school, the innovative school practices and their relevance.
   B. Management for change through leadership style: Concept of Vision, Mission and Goals in respect of school education, Use of effective interventions as reflected in RMSA.

Transactional strategies –
- Group discussion
- Case study of selected schools known for innovative practices
- Development of leadership models
- Assigned readings of certain exemplary cases
- Interactive lectures followed by group discussion

Evaluation Rubrics -

Unit Test and presentation of leadership profiles related to various levels of school education.

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books

- Blake, R.R. & Munton, J.S. (1969): Building a Dynamic Corporation through Grid Organization Development Reading, M.A. Addison –Wesley.
- Fiedler, F.E. (1967): A theory of Leadership Effectiveness, Mc Graw Hill, New York.
- Hersey, P. & Blanchard, K. (1988): Management of organizational Behaviour, Prentice Hall, New York.
- Stogdill, R.M. (1974): Handbook of leadership: A survey of Theory and Research, New York: Free Press.
- Thomas, A.B. (1988): Does leadership make a difference to organizational performance? Administrative Science Quarterly, 33.
- Vasishth, Neeru: Principles of management, 3rd Edition, Taxmann Publication, Delhi.

MED 305

INCLUSIVE EDUCATION

Objectives–
1. To understand the concept of inclusive education.
2. To let them know about the diverse learner.
3. To acquire the knowledge about planning of inclusive classrooms.
4. To know the importance of technology for diverse children.

Course Outcomes

After completing this course, the students will be able to –
1. understand the meaning of Inclusive Education.
2. understand the educational needs of diverse learners.
3. promote a culture of inclusive education in the classroom interactions.
4. learn role of technology for meeting diverse needs of learners.

Course Content

Unit 1

A) Inclusive Education: Concept, Principles, Scope and differences in Special, Integrated and Inclusive Education,

B) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA) and its implication.

Unit 2

A) Concept of Impairment, Disability and Handicap, ICF Model of disability, Preparation of school for inclusive education, Importance of early identification of Diverse Learners for Inclusion.

B) Types, Characteristics and Educational Needs of Diverse learners'(Sensory, physically and Intellectual challenged, developmental disabilities, scholastic backward children), Causes and prevention of disabilities,

Unit 3

A) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices, Curriculum and Curricular Adaptations for Diverse Learners,

B) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching), Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers and School

Unit 4

A) Barriers in Inclusive Education :Attitude, Social and Educational Barriers, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

B) Role of Technology for meeting diverse needs of learners, Creating Conducive Environment in Inclusive Schools.

Transactional strategies –
- Using Case methods to highlight the events of exclusion.
- Discussions on causes of exclusion and measures to mitigate their effect.
- Brainstorming sessions on promoting a culture of inclusive practices at school level.
- Reflective readings on excerpts from documents such as that of UNESCO.

Evaluation Rubrics -
    Unit Test, Case based presentations

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

- Ahuja, A., & Jangira, N.K. (2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T. (2003). The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education
- Govinda, R. (2011).: Who Goes to School? Exploring exclusion in Indian Education, Oxford University Press
- Jangira, A. & Mani, M.N.G. (1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- Jha, M. (2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
- Nambisan, G.B. (2009): Exclusion and discrimination in schools, Indian Institute of Dalit Studies & UNICEF
- Parekh, B.C.(2000) : Rethinking multiculturalism: Cultural Diversity & political theory: Palgrave
- Pathak, A., (2013): Social Implications of schooling: knowledge, pedagogy and consciousness: Aaker Books.
- Sharma, P.L. (1990). Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications
- UNESCO(2009) : Policy guidelines on inclusion in education

M. ED. FOURTH SEMESTER

MED 401

Guidance and Counselling in Education

Objectives–
1. To understand the concept of guidance and counselling.
2. To enable them to understand the different types of guidance services.
3. To provide knowledge about the various psychological tools.

Course Outcomes --

After completing this course, the student will be able to –
1. understand the importance and application of guidance in their daily life.
2. understand different types of guidance and counseling approaches.
3. understand different types of guidance services.
4. conduct counselling sessions in school situation.

Course Content

Unit 1-
A) Guidance – Concept, Need, Scope, Basic assumptions and Principles, Modern trends and tendencies ,Recommendations of various education commissions, Techniques of Guidance and Group Guidance
B) Kinds of Guidance – Educational, Vocational, Personal and social – objectives, difference, applied techniques and guidance for children with different abilities.

Unit 2-
A) Types of Guidance Services: Information service, Individual information collection, Counselling service, Placement services, Follow up service and Research service.
B) Organization and Administration of Guidance Programs in Schools , Evaluation of Guidance Programme - Perspectives of evaluation, steps and methods of evaluation, Role of teachers in organizing of the guidance programs. Management of resources in guidance programme.

Unit 3-
A) Counselling : Concept, Principle, Steps of counselling process, Characteristics of Good Counsellor
B) Behavioural approach: Cognitive Behavioral Therapy (CBT), Rational Emotive Behavioral Therapy (REBT), Humanistic approach: Person centered approach (Carl Rogers), Psychoanalytic approach.

Unit 4-
A) Tools and Techniques of counselling: Use of Standardized and Non-Standardized Psychological Tests.
B) Counselling Skills-Building Trust: Listening, Attending, Building Rapport, Demonstrating Empathy, Observing, Interview (types of Interview), Procedure of conducting interview: Preparation, Process, Interpretation, Recording, and Termination

- To present report based on a counselling session of five students on the basis of case study for solving their problems.
- Preparation of a report by using an any two tools of evaluation in the context of guidance.
- Interactive lectures.

Evaluation Rubrics -
Unit Test, Case study reports and counselling in practical/simulated sessions.

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:
- Agrawal, J.C. (1989): Education Vocational Guidance and Counselling, Doaba House, New Delhi.
- Bhatia, K.K.: Principles of Guidance and Counselling, Kalyani publishers.
- Jones, Athor J. (1963): Principles of Guidance, MacHill Book Company Incorporation.
- Kochhar, S.K. (1993): Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Private Limited, New Delhi.
- Moyers, Jorge E. (1971): Principles and Techniques of Vocational Guidance, McGraw Hill Company
- Pandey, K.P. (2000): Educational and Vocational Guidance in India, Vishwavidyalaya Prakashan, Varanasi

MED 402
Assessment and Educational Technology

Objectives–
1. To understand concept of assessment and pedagogy.
2. To know about feedback devices and systematic observation of teaching
3. To study different theories of pedagogy.
4. To have an idea about usage of ICT in education.

Course outcomes

After completing this course, the student will be able to –
1. understand the concept of assessment and pedagogy.
2. learn the process of systematic observation of teaching.
3. differentiate among Behaviourist, Cognitive and Constructivist Theories
4. equip with ICT evaluation.

Course Content

Unit 1

A) Assessment – Meaning, Nature, Perspectives (assessment for Learning, assessment of learning and Assessment of Learning) - Types of Assessment (Placement, formative, diagnostic, summative) Relations between objectives and outcomes , Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

B) Pedagogy - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education, Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model), Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy .

Unit 2

A) Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources

B) Assessment in Andragogy of Education **-** Systematic observation of Teaching: Flanders' Interaction Analysis Categories System (FIACS), Reciprocal category system (RCS) and Equivalent Talk category system (ETCS). Galloway's system of interaction analysis, Criteria for teacher evaluation, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Unit 3

A) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky), Relationship between Learning Theories and Instructional Strategies

B) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction

and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design, Application of Computers in Education: Concept of CAI, CAL, CBT, CML,

Unit 4

A) Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.

B) Massive Open Online Courses; Concept and application), E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning, Heutagogy: elements and principles. Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Transactional Strategies -

- Construction of teaching plan on the basis of any one teaching model.
- Construction of at least five interaction matrix by using any one systematic observation method.
- Interactive/power point based lectures.
- Discussions and group work.

Evaluation Rubrics -

Unit Test, Portfolios related to instructional designs developed by trainees

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

- Aggarwal, J.C. (1995): Essentials of Educational Technology, Teaching-learning Innovations in Education. Vikash Publishing PVT Ltd. New Delhi.
- Dececco, John P. (1964): Educational Technology: Reading Programmed Instruction, Hall, New Delhi.
- Flanders, Ned A. (1972): Analyzing Teaching Behaviour, Addison-Wesley Publishing Company, California, London.
- Joyee, Bruce & Marsha Weil (1972): Models of Teaching, Prentice Hall Inc, Englowoodcliffs, N.J.
- Pandey, K.P.: Dynamics of Teaching Behavior, Amitash Prakashan, Ghaziabad.
- Pandey, K.P.: Modern concepts of teaching behavior, Vishwavidyalaya Prakashan, Varanasi.
- Sharma, R.A. (1996): Educational Technology, International Publishing House, Meerut.
- Skinner, B.F. (1968): The Technology of Teaching, Meredith Corporation, New York.

MED 403
Gender Studies

Objectives–
    1. Relate the issues of gender in school and social practices in a correct perspective.
    2. Identify the gender related discriminatory practices in educational context.
    3. Identify the scope of gender studies.
    4. Explain the classroom situations having potential for gender based discrimination

Course Outcomes --

After completing this course, the student will be able to –
    1. understand the concept of sex and gender.
    2. develop the ability to identify gender in educational contexts
    3. provide knowledge about Femineity and Masculinity.
    4. clearly understand the role of teacher to creating gender unbiased environment.

Course content

Unit 1-
  A) Sex and Gender; Types of Gender, Gender Roles, Gender Stereotyping and Gender Discrimination, Social construction of gender and identity, Gender and Education.
  B) Patriarchy, Femininity and Masculinity, Feminist Theories and Perspectives on Education, Instrumentalist Approach to Women Education with Special Reference to India, Feminist Pedagogy and Research Methods,

Unit 2-
  A) Biological, Phenomenological and Socio-Cultural Perspectives of body, Gender and construction of knowledge, Gender socialization: meaning, theories, stages and agencies.
  B) Gender, Ideology and School Curriculum, History of Women's Education in India, Gender and Educational Discourse in Post-Independence in India; Gender, Education and Nation.

Unit 3-
  A) Definition and Understanding of femineity, Gender as Attributional Fact, Essentials of Construction of Femininity , Media and Feminine Identities
  B) Definition and Understanding of Masculinities, Sociology of Masculinity, Privileged Position of Masculinity ,Masculinity and Power ,Media and Masculine Identities

Unit 4-
  A) Scope of gender Studies, From Women 's Studies to Gender Studies: A Paradigm Shift, Gender inequality in school. Role of teacher and society for creating gender unbiased school
  B) The third gender: concept, types, their psycho-social and educational problems, and their adjustment in society, challenges in teachers training institution on gender diversity and inclusion, role of teacher in creating gender inclusive classroom. Role of teachers family and media,

Transactional Strategies -

- Readings and reflections on selected documents on education of women.
- Case presentations followed by discussions.
- Discussions/Seminars on themes having national relevance for education of women.
- Assignments in the form of Compositions and Creative writings highlighting the predicaments of the girl child in India.

Evaluation Rubrics -

Case studies and Case reports, Unit tests

Mapping

Course Outcomes	1	2	3	4
Mapping of course content with course outcomes	Unit 1	Unit 2	Unit 3	Unit 4

Reference Books:

- Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Kali for Women.
- Bhasin, Kamla. (2004). Exploring Masculinity. New Delhi: Women Unlimited
- Bhatt, H.: The diary of a school teacher, An Azim Premji University publication, New Delhi.
- Chandra, S, (2019), Psychological and Educational Problems of LGBTQ community in India. IP Innovative Publication Pvt, Ltd, New Delhi,
- Chandra, S (2021). Reengagement of Transgender Persons, IP Innovative Publication Pvt, Ltd, New Delhi
- Kushwaha, M. (2017). Gender Issues in Education, Ganga Saran & Grand Sons, Varanasi
- Menon, N. : Seeing like a feminist India : Penguin (2012)
- Nirantar: Textbook regimes: A feminist Critique of nation and identity, New Delhi. (2010)

MED 404
Dissertation

This course will be a continuation of the course MED 205 which relates to formulation of research proposal and presentation. In the fourth semester at this stage the student will be required to do the following -

a. Implementation of research proposal already approved under course MED 205.

b. Development/Selection of research tool related to the proposed research theme.

c. Selection of data and field work/library work.

d. Data analysis and interpretation.

e. A short presentation on the research outcomes followed by peer-critiquing and expert review.

f. Writing of dissertation with the chapter scheme decided under course MED 205

g. The dissertation will have the following format for final submission.

   - The caption- Title page

   - Introductory page- preface, content, list of tables, list of figures (if any)

   - The main body of the dissertation under various chapters such as Introduction, related studies, plan/design of the study, Data presentation & analysis, results of the study and their educational implication.

   - Supplementary pages consisting of Bibliography, detailed references and appendices.

Note: -

1) The dissertation will be evaluated at **UNIVERSITY EVALUATION CENTER ONLY** by a board of examiners consisting of an External and Internal member to be appointed by the Board of studies / Head of the Department of Education, Maa Vindhyavasini University, Mirzapur.

MED 405

Thematic presentation and Viva -Voce

This course lays down thematic presentation by students as a part of their academic acquisition and excellence in pedagogy, management and core/perspective papers prescribed. The thematic presentation will be decided by the faculty members for five sessions of 25 to 30 minutes each by a candidate on a theme specified by the course transactors of various semesters. The performance in thematic presentation will be adjudged EXTERNALLY along with the internal member. The evaluation of thematic presentation will be out of 50 marks (2 credits) while that of comprehensive viva-voce out of 50marks (2 credits). For Comprehensive Viva & Thematic presentation a board of examiners consisting of an external and internal member will be appointed by the Board of Studies / Head of Department of Education, M. G. Kashi Vidyapith, Varanasi. In the comprehensive viva the following parameter will be used.

a. Mastery over the content.

b. Linguistic competence.

c. Evidence of extensive/intensive readings.

d. Ability to provide implications of educational concepts in practical school/field related situation.

Note: - The Comprehensive viva -voce will be based as all the courses taken up by the candidate during the spell of four semesters of the two-year M.Ed.