DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEARS MASTER OF EDUCATION

(M.Ed. PROGRAMME)

(CHOICE BASED CREDIT SYSTEM)

(With Effect from Academic Session 2021-22)

RAJIV GANDHI UNIVERSITY
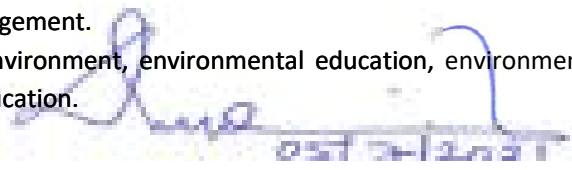**RONO HILLS: DOIMUKH**
ARUNACHAL PRADESH

05/7/2021

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DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH

COURSE STRUCTURE OF TWO YEAR M.Ed. PROGRAMME
(EFFECTIVE FROM ACADEMIC SESSION2021-2022)

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Programme Objectives:

1. To know basic principle, areas, schools and recent tendencies in Philosophy of Education.
2. To understand the concept of Psychology, Educational Psychology, Growth and Development and Learning Environment.
3. To comprehend different areas of research in education, types of educational research, review of related literature, variables, qualitative and quantitative approaches, sampling process, and tools for data collection in educational research.
4. To understand roles and responsibilities of teachers in the light of NCFTE 2009, Pre-Service and In-Service Teacher Education and evaluation of Teacher Education Programmes.
5. To know the process of test administration and interpretation as well as the conduction of research.
6. To familiarize the characteristics of social organization, social system, culture, social change and certain issues and concerns in Sociology of Education.
7. To acquaint with foundations, essential components, and types of curriculum as well as process of curriculum development, curriculum transaction, evaluation of curriculum with testing and non-testing techniques.
8. To understand structure of Higher Education in India, problems and the areas of research, quality assurance in reform as well as university administration and its autonomy.
9. To get awareness on concept and the types of data and understand measures of central tendency, variability, correlation, normal distribution and inferential statistics.
10. To provide clear awareness on historical perspective of education, committees and commissions on Education after independence, recent trends in school education and in higher education.
11. To provide conceptual ideology on educational measurement and evaluation, trends of evaluation, tools of evaluation and test construction.
12. To understand relationship between technology and education, educational technology, teaching-learning process in instructional design and programmed learning.
13. To acquaint with conceptual framework of secondary education, policies and programmes, curriculum transaction, and teacher preparation.
14. To create awareness on early childhood education, behavioral and developmental aspects of early childhood and agencies of free school education.
15. To know the nature of guidance and counseling, steps of counseling process, testing and non-testing techniques of guidance and research trends in guidance and counseling.
16. To know educational management and organization, leadership in educational administration as well as educational planning, financing and supervision as well as role of SMC and SMDC in institutional management.
17. To understand the concept of ICT, OER, E-learning resources, assessment and management through ICT and library resource management.
18. To familiarize with the concept of environment, environmental education, environmental Act and research in environmental education.

19. To understand historical development of human rights, international covenant, convention, gender equity, value education and peace education.
20. To know the perspectives of inclusive education for emotionally disturbed, deprived, slow learners, gifted and delinquent.

Credit Weightage per Paper and Semester:

*4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, assignments, practical etc.)

** 1 credit= 16 periods/16 hours per month

***4 hours per week

**** Total credits per semester: No. of papers 5 x 4 credit points= 20 credits
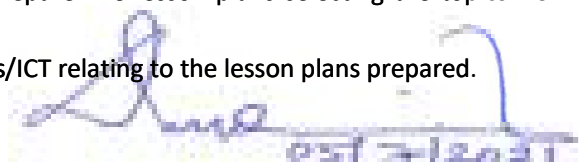
Semester -I

Paper Code	Title	Internal Marks	External Marks	Credits	Teaching Hours	Total Marks
MED -511	Philosophical Foundations of Education	30	70	4	64	100
MED -512	Psychological Perspectives in Education	30	70	4	64	100
MED -513	Methodology of Educational Research	30	70	4	64	100
MED -514	Teacher Education	30	70	4	64	100
MED -515	Field Experience and Practicum (Psychological Practicals)	30	70	4	64 (credit hours)	100
Total of semester I		**150**	**350**	**20**	**320**	**500**

SEMESTER - II

Paper Code	Title	Internal Marks	External Marks	Credit	Teaching hours	Total Marks
MED -521	Sociological Foundations of Education	30	70	4	64	100
MED -522	Curriculum Studies	30	70	4	64	100
MED -523	Higher Education in India	30	70	4	64	100
MED -524	Statistical Methods in Educational Research	30	70	4	64	100
MED -525	Lesson Planning and Practice Teaching (Practicum)	50 20	30 (Viva voce)	4	64 (credit hours)	100
Total of II Semester		**190**	**310**	**20**	**320**	**500**

*Note: ***

(i) The teacher educators are to prepare five lesson plans selecting the topics from B.Ed. course.

(ii) Preparation of five teaching Aids/ICT relating to the lesson plans prepared.

(iii)   The prepared five lessons plans will be delivered by using the prepared and relevant teaching aids.
(iv)   Observation of two lesson delivered by B.Ed. students. One from each specialization.
(v)   The process of preparation of lesson plans, teaching aids and delivery of the lesson plans in B.Ed. Class will be evaluated by two internal examiners of the Department and marks will be awarded out of 70 marks.

SEMESTER - III

Paper Code	Title	Internal Marks	External Marks	Credit	Teaching Hours	Total Marks
MED - 531	Perspectives of Education	30	70	4	64	100
MED - 532	Educational Measurement and Evaluation	30	70	4	64	100
MED - 533	Educational Technology	30	70	4	64	100
MED - 534	Synopsis Presentation (a) Preparation of synopsis and presentation (b) Preparation of test	25 25	25(presentation) 25(reporting and viva voce)	4	64 (credit hours)	100
MED - 535	Optional Papers (Any one) MED -535 Opt. (a) Elementary Education MED -535 Opt. (b) Secondary Education MED -535 Opt. (c) Early Childhood Care Education	30	70	4	64	100
Total of III Semester		**170**	**330**	**20**	**320**	**500**

(i)   The teacher educators will prepare a research synopsis by selecting an appropriate and relevant problem by consulting his/her supervisor.
(ii)   The research synopsis will be presented in a seminar organized by the department by appointing two internal experts along with one expert from cognate department to evaluate the research synopsis and awarding marks out of 50 marks.
(iii)   The teacher educator will select any topic of the course content of any class and the achievement test will be prepared by following Bloom's taxonomy of cognitive objectives and to be submitted by him/her to the department of Education.
(iv)   The test will be evaluated by the concerned teachers and one faculty member nominated by the Head of the Department.

*Three weeks internship programme will be organized in the month of September and October of the academic session of the III semester along with B.Ed. teaching practice and the teacher educators will be attached with the nearby teacher training colleges.
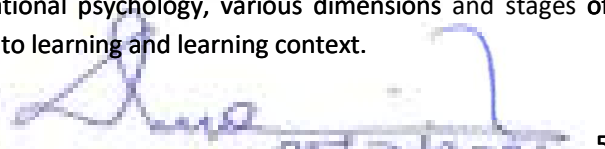
Paper Code	Title	Internal Marks	External Marks	Credit	Teaching hours	Total Marks
MED -541	Educational Planning, Administration and Leadership	30	70	4	64	100
MED -542	Environmental Education	30	70	4	64	100
MED -543	ICT and Library Resources	30	70	4	64	100
MED -500	Dissertation (Submission on or before 30th April of the academic Session *)	30	70	4	64 (credit hours)	100
MED -544	Optional papers (Any one) MED -544 Opt (a) Inclusive Education MED -544 Opt (b): Guidance and Counseling MED -544 Opt (c): Human Rights, Values and Peace Education	30	70	4	64	100
	Total of IV Semester	**150**	**350**	**20**	**320**	**500**

- The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners

- Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.

- The dissertation shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.

- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her on any one else by the university or any other university/institution.

- The dissertations shall be examined by one internal examiner (Supervisor) and one external examiner. Each shall receive a copy of the dissertation. They shall conduct the viva voce jointly.

Programme Outcomes:
1. To analyze and apply suitable philosophical areas, schools of thought, scientific tendencies, and eclectic tendencies in Philosophy of Education.
2. To explore various methods in educational psychology, various dimensions and stages of growth and development, approaches to learning and learning context.

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3. To identify and formulate research problem, hypotheses, qualitative, quantitative and mixed research approaches, target group for doing research as well as construct and develop tools for educational research.
4. To carry out roles and responsibilities of teachers, curriculum transaction strategies in teacher education to prepare tools and techniques of evaluation for Pre-Service and In-Service Teacher Education Programme.
5. To conduct, analyze and interpret the results of psychological tests and experiments and to prepare a report on test-construction, administration and interpretation.
6. To analyze factors of social organization, cultural patterns, social system and related issues and concerns in urbanization, modernization, Girls' education, youth movement, futurology and social mobility.
7. To illustrate process of curriculum development and transact the curriculum with the help of PI, Programmed Learning, Computer Aided Instruction and Bloom's Mastery Learning.
8. To apply the knowledge of higher education in order to provide quality as per NAAC norms, and UGC norms.
9. To apply statistical measures related to central tendency, variability, correlation, normal distribution and inferential statistics.
10. To explore about SSA, RTE Act 2009, RMSA, agencies of higher education, and financing of higher education in India.
11. To construct and develop achievement test, attitude scale and questionnaire by following features of the tools of evaluation in the light of taxonomy of educational objectives and prepare criterion reference test and norm reference test.
12. To enumerate elements of educational technology, levels of teaching –learning, models of teaching, new approaches of teaching such as PSI, CAI, team teaching, flipped classroom, digital education and avenue of ICT.
13. To list out programmes and policies of secondary education and transact the curriculum with new approaches and develop teacher competencies.
14. To illustrate behavioral development aspects of early childhood and analyze core elements of agencies of free school education such as Kindergarten, Montessori, and Integrated Child Development Scheme.
15. To enumerate nature, bases and types of guidance and counseling and apply testing and non-testing technique in order to provide proper Guidance and Counseling.
16. To analyze appropriate theory, traits, and styles of leadership, approaches of educational planning and making of educational budget.
17. To make e-content and use open-educational resources for better learning through online and use assessment tools as well as resources for career development.
18. To develop quality of life through managing natural resources and cultural resources and internalize behavior towards sustainable development.
19. To follow necessary approaches, methods, strategies for maintaining value oriented and peaceful human life.
20. To analyze elements of inclusive education and necessary assistive devices for emotionally disturbed, slow learners, gifted, disable and delinquent.

Note:
1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Course wise objectives:

M.Ed. FIRST SEMESTER
PAPER: MED-511
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

1. To acquaint with concept of Philosophy of Education and other Philosophical areas.
2. To know the basic tenants, principles, and developments of the major Indian schools of philosophy and educational thoughts of Indian philosophers.
3. To understand the basic principles and development of the major westerns schools of philosophy.
4. To comprehend the basic human values and role of education.

Expected Learning Outcomes:

1. To elucidate the concept, nature and functions of Educational Philosophy.
2. To explain interrelationship between philosophy and education.
3. To elaborate Indian and Western Philosophical thoughts and their influence on education.
4. To justify the importance of Philosophy for education.
5. To evaluate the recent tendencies in education.

M.Ed. FIRST SEMESTER
PAPER: MED-512
PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Learning Objectives:

1. To familiarize about the concept of psychology and educational psychology
2. To understand the importance of study of growth and development of adolescents and their problems.
3. To analyze different learning theories in relation to cognitive and psychosexual developments of the learners.
4. To know different approaches of learning and their applications in class room practices.
5. To understand the role of home, school, community for the holistic development of the learners.

Expected Learning outcomes:
1. To explain meaning, nature and scope of educational psychology.
2. To explore various methods of educational psychology and its relevance in the field of educational psychology.
3. To differentiate between growth and development of adolescence with regard to physical, social, emotional and mental development and list out various problems of adolescence period.
4. To analyze developmental processes in the light of Piaget Cognitive development, Kohlberg's Moral development, Erikson's psychosocial development, Havighurst's Developmental task and Freud psychosocial development in real life situations.

5. To adopt suitable approaches of learning with regard to Humanistic, Cognitive and Behaviorist pattern.
6. To create positive learning environment for learners with effective mechanism of assessment and provision of learning experiences.

M.Ed. FIRST SEMESTER
PAPER: MED-513
METHODOLOGY OF EDUCATIONAL RESEARCH

Learning Objectives:
1. To familiarize the nature, purpose, scope, areas, and types of research in education.
2. To know the characteristics of quantitative, qualitative and mixed research.
3. To comprehend, elect and explain the method appropriate for a research study.
4. To know a literature search and develop a research proposal.
5. To acquaint a sampling design appropriate for a research study.
6. To analyze tool, design and procedure for collection of data.

Expected Learning outcomes:
1. To explain nature, purpose, areas and types of research in education.
2. To explore various sources of knowledge generation and review of related literature.
3. To trace out qualitative, quantitative and mixed research in educational research.
4. To identify and formulate research problems and hypotheses.
5. To select sample size and appropriate sampling techniques for collecting data systematically.
6. To construct and develop tools with regard to test and scale and prepare Questionnaire, Observation Schedule, Interview schedule and Focus Group Discussion (FGD) format.

M.Ed. FIRST SEMESTER
PAPER: MED-514
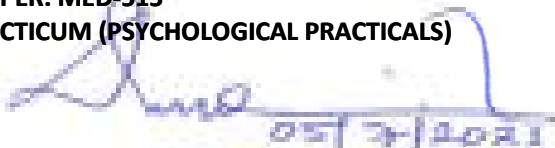### TEACHER EDUCATION

Learning Objectives:
1. To make the teacher educators well-aware of the teaching profession.
2. To create understanding among the teacher-educators about the pre-service and in-service teacher education programmes.
3. To provide the skill of evaluation for evaluating the teacher-education programmes.
4. To make the teacher-educators well aware of the emerging issues of teacher-education programmes in India.

Expected Learning Outcome
1. To describe teaching as a profession, roles and responsibilities of teachers.
2. To explain about NCFTE – 2009 in bringing quality Teacher Education.
3. To elucidate the historical development of Teacher Education Programme in Pre and Post independent India.
4. To explain the process, evaluation and recent trends of Pre-Service and In-Service Teacher Education Programme.

M.Ed. FIRST SEMESTER
PAPER: MED-515
FIELD EXPERIENCE AND PRACTICUM (PSYCHOLOGICAL PRACTICALS)

Learning Objectives:

1. To enable the teacher-educators know how to administer, analyze and interpret the result of Psychological test.
2. To understand how to conduct, analyze and interpret the result of Psychological experiment.

Expected Learning Outcomes:
1. To administer psychological test and prepare the report.
2. To conduct the psychological experiment and prepare the report.

M.Ed. SECOND SEMESTER
PAPER: MED-521
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Learning Objectives:
1. To understand the concept of Sociology, Education, Social organization, social institutions and social movements.
2. To understand the concept of Functionalism, conflict and social control.
3. To understand the concept of youth movement in India, De-schooling and Futurology.
4. To appreciate inter-relatedness and interdependence of individual and society in the context of human development.
5. To know the dynamics of social development.
6. To analyze the role of education in promoting social mobility and affirmative action.

Expected Learning Outcome:
1. To explain the concept, nature, origin, and scope of Educational Sociology.
2. To analyze the role of social organizations, social institutions, and social movements.
3. To discuss the nature and role of social control, social change and modernization.
4. To elucidate the important concerns and issues in education like social stratification, social equity and equalization of educational opportunities.
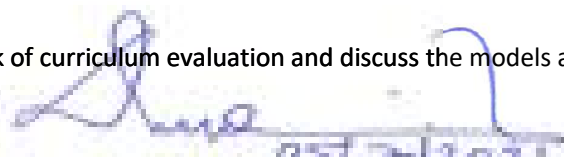

M.Ed. SECOND SEMESTER
PAPER: MED-522
CURRICULUM STUDIES

Learning Objectives:
1. To create awareness among teacher-educators about the foundations of curriculum development.
2. To make the teacher-educators understand the process of curriculum Development.
3. To make teacher-educators know the conceptual framework of curriculum transaction and various instructional technology of curriculum transaction.
4. To acquaint the teacher-educators with conceptual framework, models and techniques of curriculum evaluation.

Expected Learning Outcomes:
1. To explain the foundations of curriculum development.
2. To illustrate the process of curriculum Development.
3. To explain conceptual framework of curriculum transaction and discuss various instructional technology of curriculum transaction.
4. To illustrate the conceptual framework of curriculum evaluation and discuss the models and techniques of curriculum evaluation.

M. Ed. SECOND SEMESTER
PAPER: MED-523
HIGHER EDUCATION IN INDIA

Learning Objectives:
1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To evaluate curriculum and understand how to do research in Higher Education.

Expected Learning Outcomes:
1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To apply the knowledge in curriculum evaluation and conduct research in Higher Education.

M.Ed. SECOND SEMESTER
PAPER: MED-524
STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Learning Objectives:
1. To understand the framework of statistics.
2. To understand the concept of Data and its organization and graphical presentation.
3. To know the conceptual framework of descriptive statistics.
4. To understand the implications of inferential statistics.
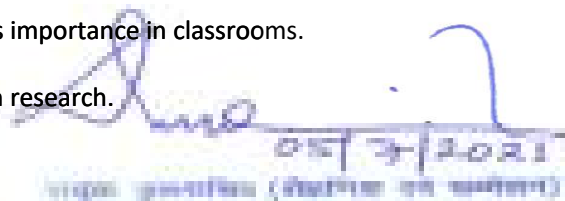
Expected Learning outcomes:

1. To explain the concept, nature and scope of statistics in educational research
2. To categorise data as per scales of measurement
3. To illustrate data with graphical representations
4. To compute measures of central tendency, measures of variability and correlation coefficient using Spearman and Pearson method
5. To elucidate properties and applications of Normal Probability Curve
6. To calculate t test, F test and Chi-square test with proper interpretation.

M.Ed. SECOND SEMESTER
PAPER: M.ED-525
LESSON PLANNING AND PRACTICE TEACHING

Learning Objectives
1. To understand the Pedagogical aspects of education.
2. To understand the classification of teaching aids and its importance in classrooms.
3. To know the concept and structure of lesson plan
4. To understand the importance of evaluation and action research.

Expected Learning Outcomes:

1. To explore and apply suitable teaching method and approaches of pedagogical domain.
2. To prepare lesson plan and appropriate teaching – learning materials.
3. To conduct action research in Science, Mathematics, Social Sciences and Languages.

M.Ed. THIRD SEMESTER
PAPER: MED-531
PERSPECTIVES OF EDUCATION

Learning Objectives:
1. To create awareness among the students relating to past and present scenario of education in the country.
2. To analyse various challenges of 21st century in the field of education.
3. To make the students well aware of the innovative ideas and schemes in the field of education.
4. To know about the ways and means for ensuring the quality of education.

Expected Learning Outcomes:
1. To distinguish between the past and present scenario of education in the country.
2. To illustrate various challenges of 21st century in the field of education.
3. To analyze various innovative ideas and schemes in the field of education.
4. To explain the ways and means for ensuring the quality of education.

M.Ed. THIRD SEMESTER
PAPER: MED-532
EDUCATIONAL MEASUREMENT & EVALUATION

Learning Objectives:
1. To know the conceptual framework of educational measurement and Evaluation.
2. To analyze the new trends of educational measurement and evaluation.
3. To familiarize with the concept of instructional objectives and their implications.
4. To cultivate the skills of preparing the various tools for educational measurement and evaluation.

Expected Learning Outcomes:
1. To state the concept of measurement and evaluation.
2. To analyze the new trends of evaluation and examination reforms.
3. To apply instructional objectives into expected behavioral outcomes (EBO).
4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.

M.Ed. THIRD SEMESTER
PAPER: MED-533
EDUCATIONAL TECHNOLOGY

Learning Objectives:
1. To know the Concept of Educational Technology.
2. To comprehend the systems approach specifically to the area of instruction.
3. To understand functions, levels and models of Teaching Learning process.
4. To know the role of communication in the process of teaching learning.
5. To acquaint with various types of programme learning.

6. To understand the concept of Flipping Classroom and Techno-Pedagogical Skills

Expected Learning Outcomes:

1. To identify and describe various bottlenecks of Technology and uses of Educational Technology.

2. To describe the major elements of teaching models and their role in classroom situation.

3. To describe the importance of operation of teaching in teaching and training.

4. To understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., Verbal, non-verbal, interpersonal, intrapersonal communication.

5. To describe some strengths and weaknesses of teaching and learning through programme instructional materials.

6. To describe the steps for implementing flipped classroom.

M.Ed. Third Semester
PAPER: MED-534
Synopsis Presentation and Test Construction

Learning Objectives:
1. To know how to prepare and present a synopsis.
2. To understand how to construct a test systematically.

Expected Learning Outcomes:

1. To get practical experience in preparing and presenting a synopsis.
2. To construct and develop a test with essential procedure.

M.Ed. THIRD SEMESTER
OPTIONAL PAPERS
PAPER: MED-535
OPT.(A)
ELEMENTARY EDUCATION

Learning Objectives:
1. To acquaint the students conceptual framework of elementary education
2. To make the students know various policies and programmes on universalisation of Elementary Education
3. To provide the knowledge of curriculum and its transaction at the elementary school stage.
4. To make them know the problems and issues at elementary level.

Expected Learning Outcomes:
1. To explain the conceptual framework of elementary education
2. To describe various policies and programmes on universalisation of Elementary Education
3. To define curriculum and its transaction at the elementary school stage.
4. To discuss the problems and issues at elementary level.

M.Ed. THIRD SEMESTER
PAPER: MED-535
OPT. (B)
SECONDARY EDUCATION

Learning Objectives:

1. To make students understand the conceptual framework of secondary education.
2. To create awareness among students regarding the policies and programmes of universalisation of secondary education and Its Issues.
3. To know about the curriculum and its transaction at the secondary stage.
4. To make students understand the secondary school stage teacher preparation programme and its problems.

Expected Learning outcomes:

1. To explain the conceptual framework of secondary education.
2. To discuss the policies and programmes of universalisation of secondary education and Its Issues.
3. To illustrate the conceptual framework of curriculum and its transaction at the secondary stage.
4. To analyze secondary school stage teacher preparation programme and its problems.

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M.Ed. THIRD SEMESTER
PAPER: MED-535
OPT. (C)
EARLY CHILDHOOD CARE EDUCATION

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Learning Objectives:

1. To enable students understand the conceptual framework of early childhood education.
2. To develop understanding among students about behavioral and developmental aspects of early childhood.
3. To make the students know brief history of Pre-School Education.
4. To create awareness among students regarding various agencies of Pre-School Education.

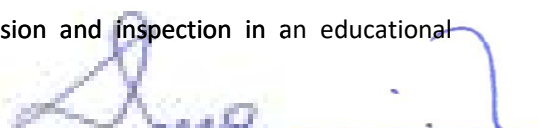**Expected Learning Outcome:**

1. To explain the conceptual framework of early childhood education.
2. To illustrate behavioral and developmental aspects of early childhood.
3. To summarize brief history of Pre-School Education.
4. To list out and evaluate various agencies of Pre-School Education.

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M.Ed.FOURTH SEMESTER
PAPER: MED-541

EDUCATIONALPLANNING, ADMINISTARTION AND LEADERSHIP

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Learning Objectives:
1. To make students understand the concepts of management thoughts in Education.
2. To create interest among learners about the conceptual framework of educational planning and system of Educational Financing.
3. To familiarize the students on the concepts of Leaderships and styles of leaderships in educational management.
4. To make students understand the role of supervision and inspection in an educational organization.

Expected Learning Outcomes:
1. To investigate, analyse and maintain quality parameters.
2. To provide Leadership and resolve conflict in Organisation
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

M.Ed. FOURTH SEMESTER
PAPER: MED-542
ENVIRONMENTAL EDUCATION

Learning Objectives:
1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Expected Learning Outcomes
1. To make the students aware of the environment and its related problems
2. To familiarize the students with the concept and importance of Environmental Education
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources
5. To develop an 'Eco-friendly Attitude' and environmental values.

M.Ed. FOURTH SEMESTER
PAPER: MED-543
ICT & LIBRARY RESOURCES

Learning Objectives:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management
4. To familiarize with library facilities, organization of resources and management
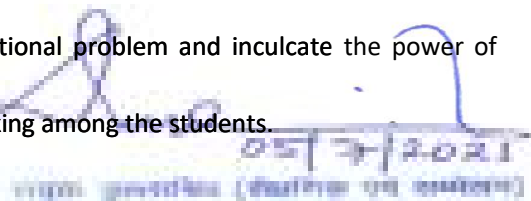
Expected Learning Outcomes:

1. To appreciate the historical development of various educational media
2. To use various digital technologies and open educational resources
3. To identify the role of ICT in authentic and alternative assessment and management
4. To familiarize with library facilities, organization of resources and management.

M.Ed. Fourth Semester
PAPER: MED-500
DISSERTATION

Learning Objectives:

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.
2. To develop enquiry mindedness and logical thinking among the students.

3. To make them understand use of various quantitative and qualitative tools and techniques for conducting research.
4. To make them familiar with the use of sampling techniques and research design.
5. To equip them with knowledge of collecting, organizing and analysis of the data.
6. To make them understand about the discussion of the result and drawing out conclusion based upon it.
7. To familiarize them with the art of writing a research report.

Expected Learning Outcome

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To elucidate the criteria of formulating a research problem.
4. To execute a research project.
5. To write a research report.

M.Ed. FOURTH SEMESTER
PAPER: MED-544
OPT. (A)
INCLUSIVE EDUCATION

Learning Objectives:
1. Understand concept, meaning and significance of inclusive education.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers
3. understand the national commitments towards the education of children with special needs
4. analyze special education, integrated education, mainstream and inclusive education practices
5. understand the current and future needs, trends and issues related to inclusive education
6. Identify and utilize existing resources for promoting inclusive practice

Expected Learning Outcomes:

1. To elaborate the concept of Inclusive education and need of diverse group of learners.
2. To distinguish between normal and special educational needs children.
3. To describe the types of disability, causes, identification, characteristics and education of diverse group of learners.
4. To explore the legal provisions for disadvantaged children and policy thereto for dealing with disabilities.
5. To justify the need of Inclusive education in the 21st century.

M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT (B):
GUIDANCE AND COUNSELING

Learning Objectives:
1. To familiarize the students with the significance of guidance and counseling.
2. To make aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

Expected Learning Outcomes:
1. To describe the significance of guidance and counseling.
2. To explain the various concepts of guidance and counseling.
3. To apply the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT (C)
HUMAN RIGHTS, VALUES AND PEACE EDUCATION

Learning Objectives:

1. To understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and value education.
5. To describe the concept of peace, education and its approaches.

Expected Learning Outcomes:
1. To explain the concept of human rights and human rights education.
2. To list out the rights of children and their education.
3. To discuss issues of gender equity and human right education of girl child.
4. To evaluate the approaches for inculcating value education and illustrate the concept of peace, education and its approaches.

M.Ed. FIRST SEMESTER
PAPER: MED-511
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

1. To acquaint with concept of Philosophy of Education and other Philosophical areas.
2. To know the basic tenants, principles, and developments of the major Indian schools of philosophy and educational thoughts of Indian philosophers.
3. To understand the basic principles and development of the major westerns schools of philosophy.
4. To comprehend the basic human values and role of education.

Course Content:

Unit –I: Philosophy of Education
- Concept and branches of Philosophy
- Meaning, nature, functions and scope of Educational Philosophy
- Interrelationship between Philosophy and Education
- Philosophical attitude and its applications in Educational Research

Unit-II: Philosophical areas and Education
- Metaphysics; Concept, nature of reality and its related domains with their pedagogical significance.
- Epistemology –concept, types and theories of knowledge with reference to methods of teaching.
- Axiology-concept, value theories and their educational implications
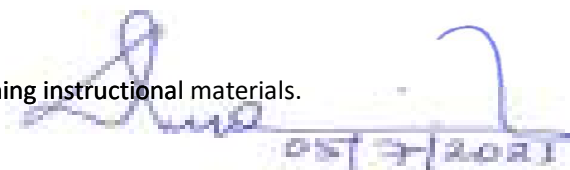
Unit-III: Schools of Philosophy
- Sankhya, Vedic, Buddhist, Jainism, Islamic Traditions: Educational Implications
- Contributions of J. Krishnamurthi, Dr. S. Radhakrishnan and Yogi Aurobindo to educational thinking.
- Perennialism, Essentialism, Reconstructionism, Existentialism, and Progressivism: Educational implications
- Contribution of J.F. Herbart, Rousseau and John Dewey to Education System.

Unit-IV: Education and Recent Tendencies
- Psychological Tendencies (J. F. Herbert)), Scientific Tendencies in Education (Herbert Spencer)
- Sociological Tendencies (J. J. Rousseau), Eclectic Tendencies in Education
- Ecology of Education and Philosophical analysis
- Shadow Education; issues and challenges

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes

1. To elucidate the concept, nature and functions of Educational Philosophy.
2. To explain interrelationship between philosophy and education.
3. To elaborate Indian and Western Philosophical thoughts and their influence on education.
4. To justify the importance of Philosophy for education.
5. To evaluate the recent tendencies in education.

Sessional Work: (Any one)

(1) Reading of Original text-books of Indian educational thinkers and organizing discussion
(2) Study of the comparison between one western school with one Indian school of philosophy
(3) Study of recent research's about the course content

Scheme of Evaluation:

i)	Internal Assessment	:	30 marks
ii)	External Assessment (Written Examination)	:	70 marks
iii)	Duration	:	3 Hours
iv)	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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Learning Objectives:

1. To familiarize about the concepts of psychology and educational psychology.
2. To understand the importance of study of growth and development of adolescents and their problems.
3. To analyze different learning theories in relation to cognitive and psychosexual developments of the learners.
4. To know different approaches of learning and their applications in class room practices.
5. To understand the role of home, school, community for the holistic development of the learners.

Course Content

Unit –I: Psychology and Education

- Meaning, Nature and Scope Education and Psychology
- Relationship of Education and Psychology
- Meaning, nature and scope of Educational Psychology
- Methods of Educational Psychology: experimental, differential, clinical and observation method
- Relevance of Educational Psychology for Teachers

Unit-II : Growth and Development of Adolescents

- Meaning, dimensions and stages of Growth and Development
- Physical Development and its educational implications
- Social development and its educational implications
- Emotional Development and its educational implications
- Mental Development during adolescence characteristics of this period and its educational implications
- Problems of Adolescence Period and role of the teachers

Unit III: Developmental Processes

- Piaget's cognitive development
- Kohlberg's stages of moral development
- Erikson's theory of Psychosocial development
- Havighurst's Developmental tasks
- Freud's psychosexual development

Unit IV: Approaches to Learning and Learning Environment
(a) Humanistic approach to learning
- Carl Rogers view on learning
(b) Cognitive field approach to learning
- Kurt Levin and Gestalt theory of learning

(c) Behaviouristic approach to learning
- Learning theories of E.L. Thorndike, Pavlov and Skinner
(d) Learning Environment and Assessment: Meaning, Nature and scope of Learning Environment, Assessment of Learning Difficulties in learning context.

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:
1. To explain meaning, nature and scope of educational psychology.
2. To explore various methods of educational psychology and its relevance in the field of educational psychology.
3. To differentiate between growth and development of adolescence with regard to physical, social, emotional and mental development and list out various problems of adolescence periods.
4. To analyze developmental processes in the light of Piaget Cognitive development, Kohlberg's Moral development, Erikson's Psychosocial development, Havighurst's Developmental task and Freud Psychosocial development in real life situations.
5. To adopt suitable approaches of learning with regard to Humanistic, Cognitive and Behavioristic patterns.
6. To create positive learning environment for learners with effective mechanism of assessment and provision of learning experiences.

Sessional Work (Any one)

(1) Case study and reporting on slow learners/gifted learners and presentation.
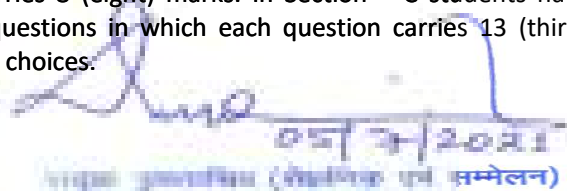(2) Administration of psychological test.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bloom, B.S. (1971). *Mastery Learning in J.H. Block (ed) Mastery Learning* : *Theory and Practice*, N.Y. Holt Rinehart and Winston
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M.Ed. FIRST SEMESTER
PAPER: MED-513
METHODOLOGY OF EDUCATIONAL RESEARCH

Learning Objectives:
1. To familiarize the nature, purpose, scope, areas, and types of research in education.
2. To know the characteristics of quantitative, qualitative and mixed research.
3. To comprehend elect and explain the method appropriate for a research study.
4. To know a literature search and develop a research proposal.
5. To acquaint a sampling design appropriate for a research study.
6. To analyze tool, design and procedure for collection of data.

Course Content
Unit – I: Conceptual Framework of Research in Education
- Nature, Purpose, and Areas of Research in Education
- Types of Educational Research: Basic, Applied, and Action Research
- Sources of Knowledge Generation: Science and Scientific Method
- Review of Related Literature: Concept, Need and Sources (offline and online resources)
- Variables: Meaning and Types

Unit – II: Approaches to Educational Research
- Qualitative Research: Features and Types (Phenomenological, Ethnography, Grounded Theory and Historical approach)
- Quantitative Research: Features and Types (Descriptive, Ex-post facto research, Experimental research)
- Mixed Research Methodology: Triangulation
- Identification and formulation of research problem
- Formulation of hypotheses: Concept, sources, types and testing

Unit – III: Sampling in Educational Research
- Concept of Population and Sample
- Sampling Unit, Sample Size, Sampling Error, Sampling Frame
- Sampling Techniques: Probability Sampling – Simple Random, Systematic, Stratified Random, Cluster & Multi-Stage
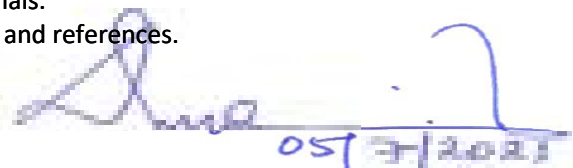- Non-probability Sampling – Convenience, Purposive, Quota, Snowball and Incidental

Unit – IV: Tools for Data collection
- Tests and Scales: Construction and Standardization of Tools
- Meaning, Purpose, Types and Procedure for Preparation of
  (i) Questionnaire (iii) Observation
  (ii) Interview   (iv) Focus Group Discussion (FGD)

Mode of Transaction
- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; CAI, PSI, Blended Approach, Flipped learning etc
- Providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:

1. To explain nature, purpose, areas and types of research in education.
2. To explore various sources of knowledge generation and review of related literature.
3. To trace out qualitative, quantitative and mixed research in educational research.
4. To identify and formulate research problems and hypotheses.
5. To select sample size and appropriate sampling techniques for collecting data systematically.
6. To construct and develop tools with regard to Test and Scales and prepare Questionnaire, Observation Schedule, Interview Schedule and Focus Group Discussion (FGD) format.

Sessional Work (Any one)

- Development of Research Proposal and Presentation
- Preparation of a research tool
- Review of a research article and Presentation

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
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Learning Objectives:
1. To make the teacher educators well-aware of the teaching profession.
2. To create understanding among the teacher-educators about the pre-service and in-service teacher education programmes.
3. To provide the skill of evaluation for evaluating the teacher-education programmes.
4. To make the teacher-educators well aware of the emerging issues of teacher-education programmes in India.

Course Content:
Unit – I: Teachers and Teaching Profession
- Teachers and their roles and responsibilities in 21st century.
- Teaching as a profession.
- Service conditions and ethics for teachers.
- Concept of teacher educator.
- Roles and responsibilities of teacher educators.
- Preparation of Teacher educators.
- NEP 2020 with special reference to Teacher & Teaching Profession
- NCFTE – 2009.
- Historical development of Teacher Education Programme in Post Independent India.

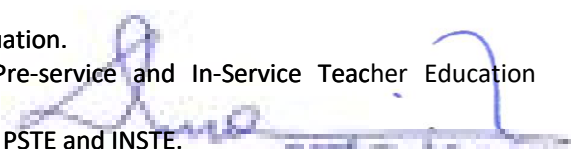**Unit – II: Pre-service Teacher Education**
- Nature and Scope of Pre-service Teacher Education.
- Functions UGC, NCTE and NCERT
- Models of Pre-service Teacher Education Programmes.
- Issues and concepts of PSTE.
- Teacher Education Curriculum for different school stages. .
- School experience programme (Internship).
- Curriculum Transaction: Strategies:- (a) Lecture-cum-Discussion, (b) Demonstration, (c) Constructivist approach (d) PSI and MI

Unit – III: In-service Teacher Education
- Nature and scope of In-service Teacher Education.
- Modes of In-service Teacher Education: face to face, distance mode and eclectic mode.
- Planning and organization of INSTE: - assessment of training needs formulation of training curriculum, preparation of course materials.
- Issues, concerns and problems of In-service Teacher Education.
- PMOST , SOPT, NISHTHA and Teacher Training

Unit – IV: Evaluation of Pre-service and In-service Teacher Education programmes
- Concept of Evaluation, Evaluation of Pre-service Teacher Education, In-service Teacher Education Programme.
- Implications of Formative & Summative Evaluation.
- Tools and Techniques of Evaluation for Pre-service and In-Service Teacher Education Programmes.
- Issues and Problems in evaluation system for PSTE and INSTE.

Mode of Transaction:
- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcome
1. To describe teaching as a profession, roles and responsibilities of teachers.
2. To explain about NCFTE – 2009 in bringing quality Teacher Education.
3. To elucidate the historical development of Teacher Education Programme in Pre and Post independent India.
4. To explain the process, evaluation and recent trends of Pre-Service and In-Service Teacher Education Programme.

Sessional Work: (Any one)
- Study of NCTE Norms for recognizing the teacher-training institutions.
- Identification of teaching skills and organizing discussion.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.
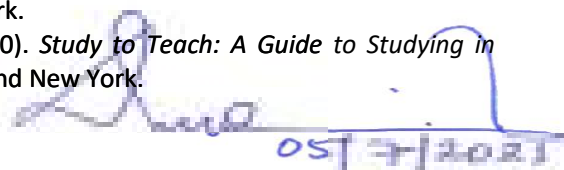
For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach.* State University of York.
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M.Ed. FIRST SEMESTER
PAPER: MED-515
FIELD EXPERIENCE AND PRACTICUM (PSYCHOLOGICAL PRACTICAL)

Learning Objectives:
1. To enable the teacher-educators know how to administer, analyze and interpret the result of Psychological test.
2. To understand how to conduct, analyze and interpret the result of Psychological experiment.

Instructions:
Students are required to complete three tests and two experiments from the following lists:

Group I - Test Administration and Interpretation: 3 (three) Tests
1. Achievement Test
2. Measurement of Attitude
3. Personality Test/Questionnaire
4. Intelligence Test (Verbal/Non Verbal)
5. Adjustment Inventory/Test

Group II - Experiments: 2 (two)
1. Mirror Drawing
2. Maze Learning
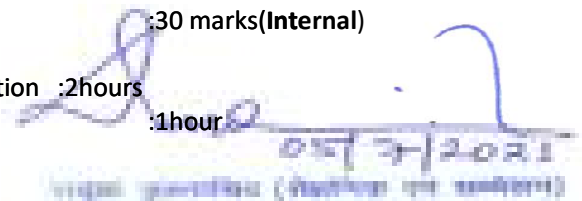3. Memory
4. Fatigue

Expected Learning Outcomes:

1. To administer psychological test and prepare the report.
2. To conduct the psychological experiment and prepare the report.

Evaluation Scheme:

The candidate has to attempt two questions taking 1-1 question from each group carrying 25 marks each.

The detail of marks distribution is given below:

Conduction of Experiment and Test Administration (25x2)   :50 marks(**External**)
Viva- voce with Expert Board (Internal and External)   :20 marks(**External**)
Internal Assessment & Preparation of Practical Notebook   :30 marks(**Internal**)
Duration
    (a) Completion of Test, Experiment and Interpretation :2hours
    (b) Viva-voce   :1hour

The Practical notebook will be evaluated by the board of internal and external examiners. The proper record book should be prepared and maintained by the students and submit on the day of examination.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s

M.Ed. SECOND SEMESTER
PAPER: MED-521
SOCIOLOGICAL FOUNDATION OF EDUCATION

Learning Objectives:
1. To understand the concept of Sociology, Education, Social organization, social institutions and social movements.
2. To understand the concept of Functionalism, conflict and social control.
3. To understand the concept of youth movement in India, De-schooling and Futurology.
4. To appreciate inter-relatedness and interdependence of individual and society in the context of human development.
5. To know the dynamics of social development.
6. To analyze the role of education in promoting social mobility and affirmative action.

Course Content

Unit – I: Sociology and Education
- Origin and Meaning of Sociology
- Nature and scope of Educational Sociology
- Methods of Educational Sociology
- Social organization and its concepts, characteristics of social organization and its educational implications; Factors influencing social organization – folk ways, mores; institutions; values

Unit – II: Social system, Culture and Social Movement
- Social system; concept and elements of social system, Education as a social subsystem
- Culture; Characteristic of Indian culture, Cross culture transmission
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern; Socio cultural diversity in education
- Functional characteristic, Symbolic Interaction
- Concept of Social Movement and its theories (DeprevationTheory by Robert Merton) & Mass Society Theory (William Kornhauser)

Unit – III: Education, Social Control, Social Change and Modernization
- Social control: Nature, Agencies and Role of Education in social control
- Social change: concept of social change, factors promoting social change and modernization in India
- Social Groups: Meaning, Characteristics and Types
- Education of Socially, Economically Disadvantaged Section
- Constraints on social change and Modernization in India.
- Conflict Theory (Karl Marx's Conflict Theory)

Unit – IV: Important Concerns and Issues In Education

- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, rural population and problems and Issues of Girls' education in India, Gender bias, Gender inequality in Education
- Youth Movement in India, De - schooling and Futurology
- Urbanization and social mobility.

Mode of Transaction:
- Lecture cum Discussion
- Observational Studies
- Providing Self-learning Instructional Materials
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcome:
1. To explain the concept, nature, origin, and scope of Educational Sociology.
2. To analyze the role of social organizations, social institutions, and social movements.
3. To discuss the nature and role of social control, social change and modernization.
4. To elucidate the important concerns and issues in education like social stratification, social equity and equalization of educational opportunities.

Sessional Work: (Any one)
(1) A report on specific community.
(2) Preparations of socio-economic status scale as per the social conditions of Arunachal Society.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Brown, R. (2000). Group Processes: Dynamics Within and Between Groups. (2nd Edition). Blackwell Publishers.
2. Bhushan, V &Sachdeva, D.R. An Introduction to Sociology: KitabMahal Agency, Sarojini Nagar Marg, Allahabad & 28 NetajiSubhashMarg, New Delhi.
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M.Ed. SECOND SEMESTER
PAPER: MED-522
CURRICULUM STUDIES

Learning Objectives:
1. To create awareness among teacher-educators about the foundations of curriculum development.
2. To make the teacher-educators understand the process of curriculum Development.
3. To make teacher-educators know the conceptual framework of curriculum transaction and various instructional technology of curriculum transaction.
4. To acquaint the teacher-educators with conceptual framework, models and techniques of curriculum evaluation.

Course Content:

Unit – I: Foundations of Curriculum
- Philosophical Foundations of Curriculum: Naturalism, Idealism, Pragmatism
- Psychological Foundations of Curriculum: Behaviorism &Cognitivism
- Sociological Foundations of Curriculum
- Historical foundation of curriculum development

Unit – II: Curriculum Development
- Principles of Curriculum Development
- Approaches of curriculum development
- Process of Curriculum Development
- Types of Curriculum: Subject centered, learner-centered, problem-centered and core-curriculum

Unit – III: Curriculum Transaction
- Curriculum Transaction: Meaning, Nature, and Need.
- Curriculum Transaction: Principles, factors of effective transaction
- Instructional Technology for Curriculum transaction: PSI, MI, CAI ,Flipped Approach and Blended Learning

Unit- IV: Evaluation of Curriculum
- Curriculum Evaluation: Meaning, Nature, Need and Types
- Models of Curriculum Evaluation: Scientific (Metfessel-Michael Evaluation and Provu's Discrepantly) and Humanistic Models (Stake's Responsive Evaluation Model, Paclett and Hamilton's model)
- Testing Techniques: Formative and Summative Tests, Pre and Post-Testing
- Non-Testing Techniques: Observation, Interview, and questionnaire

Mode of Transaction:
- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc.
- Providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:

1. To explain the foundations of curriculum development.
2. To illustrate the process of curriculum Development.
3. To explain conceptual framework of curriculum transaction and discuss various instructional technology of curriculum transaction.
4. To illustrate the conceptual framework of curriculum evaluation and discuss the models and techniques of curriculum evaluation.

Sessional Work: (Any one)
- An analysis of Primary school stage curriculum.
- An analysis of the curriculum of any one subject taught at secondary school stage.
- Development of curriculum by taking one unit of any school subject.
- Identification of problems in implementing the school curriculum relating to teachers and students.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment	:	70 marks
	(Written Examination)		
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.
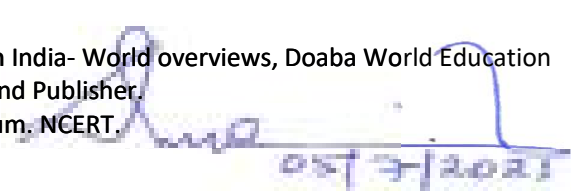
For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.

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M. Ed. SECOND SEMESTER
PAPER: MED-523
HIGHER EDUCATION IN INDIA

Learning Objectives:
1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To evaluate curriculum and understand how to do research in Higher Education.

Course Content:
Unit- I : Structure and Development of Higher Education
- Structure of Higher Education in India
- Objectives of Higher Education
- Historical Development of Higher Education in India
- Recommendations of Calcutta University Commission, Kothari Commission (1964-66) and Radhakrishnan Commission on university Education (1948-49)
- International Commissions on higher Education: Dalor's commission
- NEP2020 and Higher Education

Unit-II: Problems and Areas of Research in Higher Education
- Problems of Higher Education at general, technical and professional levels and their suggestive measures
- Quality issues in Higher Education: challenges, prospects and best practices
- Areas of Research in Higher Education

Unit-III: Quality Assurance and Reforms in Higher Education
- NAAC: Functions and Parameters
- UGC: Role and Responsibilities in relation to equity, access, quality and excellence
- Internationalization of Higher Education and quality of education
- RUSA: objectives , educational reforms and Problems of Implementation
- Privatization of Higher Education
- NIRF: concept and components of assessment

Unit-IV: University Administration and Autonomy
- Higher education: Concept, significance and scope of autonomy
- Concept types and functions of Universities
- Structure of University administration and their responsibilities
- University authorities: Rector , Chancellor, Pro-chancellor, Vice-chancellor and Pro vice-chancellor
- University autonomy: academic, administrative and financial

Mode of Transaction:
- Lecture cum discussion
- Seminar, workshops, study on documents and references.

- New Approaches of teaching: CAI, PSI etc.

Sessional Work (Any one)

1. Reporting on the Problems of Rajiv Gandhi University and presentation.
2. Reporting on the Problems of any one affiliated college of Rajiv Gandhi University and presentation.
3. Conducting action research by selecting any one problem pertaining to problems of Higher education in any college of Arunachal Pradesh and prese

Expected Learning Outcomes:

1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To apply the knowledge in curriculum evaluation and conduct research in Higher Education.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1.10-20% of the course to be based on online teaching.
2.In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. AIU (2013): Special Issue on RashtriyaUchchatarShikshaAbhiyan, RUSA: National Higher Education Mission, Vol.I& II, S1.No. 28, July 15021, Vol-S1, No. 39, September 30- October 06
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M.Ed. SECOND SEMESTER
PAPER: MED-524
STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Learning Objectives:
1. To understand the framework of statistics.
2. To understand the concept of Data and its organization and graphical presentation.
3. To know the conceptual framework of descriptive statistics.
4. To understand the implications of inferential statistics.

Course Content:

Unit – I   Statistics and Graphical representations
- Statistics: Meaning, Nature, Need and Scope
- Implications of Statistics in Educational Research
- Data: Concept, Types, Score and its Limits
- Organization and Tabulation of data w.r.t. Frequency Distribution Table
- Graphical Representation of Data: Frequency Polygon, Histogram, Cumulative Frequency Curve and Pie-Diagram

Unit – II Measures of Central Tendency, Variability and Correlation
- Measures of Central Tendency: Mean, Median, Mode and their Computation on using Ungrouped and Grouped Data
- Measures of Variability: Range, Average Deviation (AD), Quartile Deviation (Q), Standard Deviation (SD) and their Computations
- Concept of Correlation and its types and Range
- Pearson's Product-Moment Correlation, Spearman's Rank Difference, Method of Correlation and their Properties

Unit – III Normal Distribution and Sampling Errors
- Normal Probability Curve and its Properties
- Applications of Normal Probability Curve
- Standard Error of Measurement: Standard Error of Mean, median, Standard Deviation, Proportions and Correlation
- Testing of Hypothesis: Type-I and Type-II Errors, One-tailed Test and Two-tailed Tests, Levels of Significance and Degree of Freedom

Unit – IV Inferential Statistics
- Parametric Test: 't' test (Correlated and Uncorrelated sample), ANOVA (one way and two way)
- Non Parametric Test: Chi-square test based on hypotheses of equality, normality and independence; contingency coefficient
- Median test, U- test, H- test, K-S test and it assumptions and computations

Mode of Transaction

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; CAI, PSI, Blended Approach, Flipped learning etc
- Instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:

1. To explain the concept, nature and scope of statistics in educational research.
2. To categorize data as per scales of measurement.
3. To illustrate data with graphical representations.
4. To compute measures of central tendency, measures of variability and correlation coefficient using Spearman and Pearson method.

5. To elucidate properties and applications of Normal Probability Curve.
6. To calculate t test, F test and Chi-square test with proper interpretation.

Sessional Work (Any one)

1. Preparation of frequency polygon and presentation.
2. Preparation of Histogram and cumulative frequencies and presentation.
3. Testing of hypothesis by taking hypothetical problem and presentation.
4. Use of two-way analysis of variance by taking hypothetical scores and presentation.

Scheme of Evaluation

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.
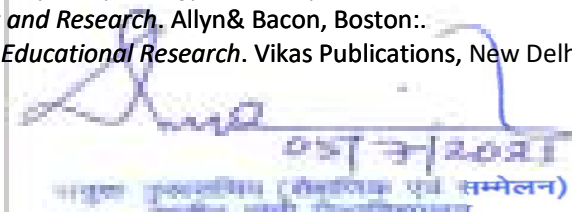
For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1.10-20% of the course to be based on online teaching.
2.In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
(1)   Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. John Wiley & Sons Inc, New York.
(2)   Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, McGraw Hill, New York:.
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(12) Miles, M.B., &Huberman, A.M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook.* Thousand Oaks, Sage, CA

(13) Van Leeuwen, T., &Jewitt, C. (Eds). (2001). *Handbook of Visual Analysis*. Sage, London:

Learning Objectives:
1. To understand the Pedagogical aspects of education.
2. To understand the classification of teaching aids and its importance in classrooms.
3. To know the concept and structure of lesson plan.
4. To understand the importance of evaluation and action research.

Course Content:
Section – A (Conceptual aspects: classroom theoretical transaction)

Unit- I   : Practice Teaching and Pedagogical Aspects
- Pedagogy in educational process and shift with respect to Philosophical, Sociological, Psychological and Technological aspects.
- Teaching approaches and methods with respect to : (i) Science and Mathematics, (ii) Social Sciences, and (iii) Language Education

Unit-II : Lesson Planning and Teaching Learning Materials
- Lesson Plan: Steps and Preparation
- Teaching-Learning materials in Science and mathematics, Social Sciences and Languages.

Unit-III: Evaluation and Action Research
- Evaluation in Sciences, Mathematics, Social Sciences and Languages
- Nature and Scope of Action Research in Sciences, Mathematics, Social Sciences and Languages
- Tools and Techniques of Action Research

Section – B (Practical)

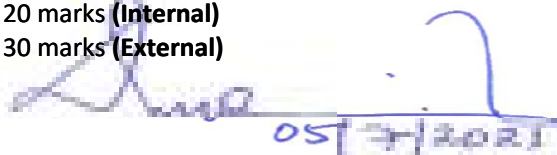| Sl. No.	Activity	Marks
1	Practice Teaching and Lesson Planning	50
2	Preparation of TLMs	20
3	Viva - Voce	30
	Total	**100**

Note:
1. Each student teacher will have to prepare and deliver five lesson plans in B.Ed classes by selecting the papers of their choice.
2. Each student teacher will have to prepare three TLM relating to the papers/topic of teaching.

Expected Learning Outcomes:
1. To explore and apply suitable teaching method and approaches of pedagogical domain.
2. To prepare lesson plan and appropriate teaching – learning materials.
3. To conduct action research in Science, Mathematics, Social Sciences and Languages.

Scheme of Evaluation:
1. Preparation of Lesson Plan   :   20 marks **(Internal)**
2. Teaching Practice   :   30 marks **(Internal)**
3. Preparation of TLMs   :   20 marks **(Internal)**
4. Viva voce   :   30 marks **(External)**

The marks of viva – voce will be awarded by the board of examiners with two members, one internal from the department and one external member/examiner from cognate department appointed by CoE, RGU.

Note:

1. 10-20% of the course to be based on online teaching.

2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to Learn, learning to teach,* Lawrence Erlbaum Associates, Mahwah, New Jersey.
2. Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A Practical Guide to K12 Science Curriculum.* Kraus International Publications.
3. Alice F. Art and EleananArmaer Thomas. *Becoming a Reflective Mathematics Teacher.*
4. AvijitPathak, (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi.
5. Bennet, W.A. (1969), *Aspects of Language and Language Teaching.* Cambridge University Press: London.
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7. Braden, K. (2006), *Task Based Language Education: From Theory to Practice.* Cambridge University Press.
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11. DigumartiBhaskaraRao and RangaRao (2007). Techniques of Teaching Economics, Sonali Publications, New Delhi.
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20. Vygotsky, L.S. (1985), *Thought and Language.* Cambridge, MA: The MIT Press.
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Learning Objectives:
1. To create awareness among the students relating to past and present scenario of education in the country.
2. To analyze various challenges of 21st century in the field of education.
3. To make the students well aware of the innovative ideas and schemes in the field of education.
4. To know about the ways and means for ensuring the quality of education.

Course Content:

Unit –I: Historical Perspectives of Education in India (Ancient, Medieval and Colonial Era)
- Education in India during ancient period (Vedic, Buddhist and Medieval Period) with Special Reference to aims, curricula, methods, practice, and centre's of Education.
- Development of Education during Colonial Era starting from 1813 (Charter Act), Macaulay's Minutes (1835), Hunter Commission (1882), The Wood's Dispatch(1854), Saddler Commission (1917).

Unit- II: Commissions and Committees on Education in India after Independence
- University Education Commission (1948-49), Secondary Education Commission (1952-53).
- The Indian Education Commission (1964-66), National Policy on Education (NPE-1986) and POA-1992.
- Yashpal's Report (1993), R.H. Dave Committee (1999-2000) on Minimum Level of Learning (MLL), National Policy on Education (2019)

Unit –III: School Education and Recent Trends
- Elementary Education in India with special reference to SSA and RTE Act 2009.
- Secondary Education in India with special reference to RMSA.
- NCFSE-2005 and Paradigm shifts in School Education.
- Reforms of Evaluation System in school education for ensuring the quality education.

Unit – IV: Higher Education and Recent Trends
- Agencies of Higher Education.
- The role of higher education in Indian context.
- Recent trends and development in Higher Education.
- Constitutional Provisions related to Higher Education.
- Role of HRDC for quality improvement in Higher Education.
- Financing of Higher Education in India

Mode of Transactions
- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:
1. To distinguish between the past and present scenario of education in the country.
2. To illustrate various challenges of 21st century in the field of education.
3. To analyze various innovative ideas and schemes in the field of education.
4. To explain the ways and means for ensuring the quality of education.

Sessional Work (Any one)

1. Analytical study of SSA as an educational programme and presentation of report.

2. Analytical study of RMSA as an educational programme and presentation of report.
3. Analytical study of RUSA as an educational programme and presentation of report.
4. Visit of any educational institution and preparing the report on it and presentation of report.

Evaluation Scheme
I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Aggrawal, J.C (2004): Development and planning of modern Education, Vikas Publishing House Pvt. Ltd, New Delhi.
2. Kumara Ashok (2004): Current Trends in Indian Education, Ashish Publishing House, New Delhi.
3. Nayak, B.K (2001): Foundations of Education, KitabMahal, Cuttack.
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6. Singh, A (2004): Fifty Years of Higher Education in India: The role of University Grants Commission, sage Publications, New Delhi.
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8. AIU (2013): Special Issue on RUSA: National Higher Education Mission, VolI , II University News, New Delhi.
9. AIU (2014): higher Education Policies in India, University News , Vol. 52, No.7, New Delhi.

Learning Objectives:
1. To know the conceptual framework of educational measurement and Evaluation.
2. To analyze the new trends of educational measurement and evaluation.
3. To familiarize with the concept of instructional objectives and their implications.
4. To cultivate the skills of preparing the various tools for educational measurement and evaluation.

Course Content:

Unit – I: Concept of Educational Measurement and Evaluation
- Nature and Scope of Educational Measurement and Evaluation.
- Relationship between Educational Measurement & Evaluation.
- Scales of Measurement (nominal, ordinal, interval and ratio).
- Types of Evaluation: - Placement, Formative, Diagnostic, Norm-Reference and Criterion – Reference Testing.

Unit – II: Modern Trends of Evaluation
- Continuous and Comprehensive Evaluation (CCE): concept, features and indicators
- Choice Based Credit System (CBCS) and Grading System
- Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor (stating educational objectives into expected behavioral outcomes).

Unit – III: Features of an Effective Tool of Evaluation
- Reliability: Concept, Methods of Computation and Factors.
- Validity: Concept, Types and Factors.
- Objectivity.
- Usability.
- Norms: Nature, Need and types of Norms for Educational and Psychological tests
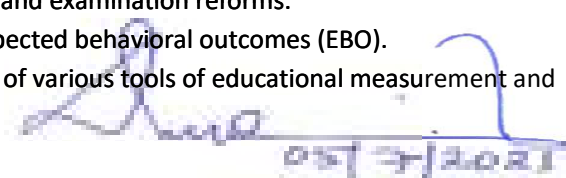
Unit – V: Construction and Standardization of Tests
- Construction and Standardization of Achievement Test.
- Construction and Standardization of Attitude Scales by adopting Likert Method.
- Construction and Standardization of Questionnaire.

Mode of Transactions:
- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:
1. To state the concept of measurement and evaluation.
2. To analyze the new trends of evaluation and examination reforms.
3. To apply instructional objectives into expected behavioral outcomes (EBO).
4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.

Sessional Work: (Any one)
- Preparation of Questionnaire.
- Preparation of Attitude Scale.
- Preparation of Achievement Test.
- Writing of Instructional objectives in behavioral terms.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment	:	70 marks
	(Written Examination)		
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Aggarwal, Y.P: *Statistical Methods: Concepts, Application and Computation*; Sterling Publishers Pvt. Ltd. New Delhi, 1998.
2. Annastasi, A, *Psychological Testing,* McMillan Publishing Co, New York, 4th Ed. 1976.
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EDUCATIONAL TECHNOLOGY

Learning Objectives:
1. To know the Concept of Educational Technology.
2. To comprehend the systems approach specifically to the area of instruction.
3. To understand functions, levels and models of Teaching Learning process.
4. To know the role of communication in the process of teaching learning.
5. To acquaint with various types of programme learning.
6. To understand the concept of Flipping Classroom and Techno-Pedagogical Skills

Course Content:
Unit-I: Education and Technology
- Meaning and Concept of Technology: Merits and Demerits
- Educational Technology: Meaning, Nature, Uses, Objectives and Boundaries
- System Approach: Origin and its steps

Unit-II: Teaching-learning Process
- Functions of Teaching Variables: Structure of teaching, operations in teaching
- Levels of teaching learning- memory, understanding and reflective level
- Models of teaching: Elements and Classification (Inquiry training model and advance organizer model)

Unit-III: Communication and Instructional Design
- Communication : Forms and Mode of Communication, Communication Games, Principles and Barriers in Communication, methods of overcoming Barriers in Communication, use of Non-verbal Communication in education
- Approaches of Instructional Design: Functions and Implications of Instructional Design in Education and Training
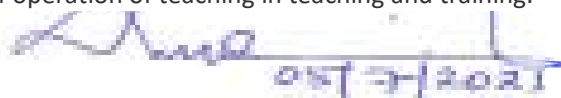
Unit-IV: Programmed Learning and Innovations
- Programmed Learning: Meaning, Frame and its Types, Mandatory Principles of Programmed Learning
- New approaches of Teaching: Personalized Systems of Instruction (PSI), Computer Assisted Instruction (CAI), Learner Controlled Instruction (LCI)
- Team Teaching, Flipping Classroom, Techno-Pedagogical Skills
- Digital education and e-learning: Smart Classrooms, Interactive whiteboard-uses and advantages, e-learning: Synchronous and Asynchronous- Merits and Demerits, e-learning platforms-MOOC and SWAYAM
- New avenue of ICT: Artificial Intelligence (AI)- Concept and Scope

Mode of Transactions:
- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To identify and describe various bottlenecks of Technology and uses of Educational Technology.
2. To describe the major elements of teaching models and their role in classroom situation.
3. To describe the importance of operation of teaching in teaching and training.

4. To understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., Verbal, non-verbal, interpersonal, intrapersonal communication.
5. To describe some strengths and weaknesses of teaching and learning through programme instructional materials.
6. To describe the steps for implementing flipped classroom.

Sessional Work (Any one)

1. Preparation of instructional materials based on PI, PSI, MI and presentation.
2. Use of Flanders's Interaction Analysis Category System (FIACS) by observing the classroom behavior of a teacher and presentation.

Evaluation Scheme:
I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Allen Dwight and Kelvin Ryam (1969). *Micro Teaching Addison*Weslly Publishing Co. London.
2. Bajpai, A.C. and Leedham J.F (1970). *Aspects of Educational Technology* part. IV, Pitman Pub. Co. N. York.
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M.Ed. THIRD SEMESTER
PAPER: MED-534
SYNOPSIS PRESENTATION AND TEST CONSTRUCTION

SECTION - A (PREPARATION OF SYNOPSIS AND PRESENTATION)

Learning Objectives:
1. To know how to prepare and present a synopsis.
2. To understand how to construct a test systematically.

Course Content

The student teacher will prepare a research synopsis by selecting an appropriate and relevant problem by consulting his/her supervisor allotted by the department.

Scheme of Evaluation

Synopsis preparation = 25 marks (internal assessment)
Synopsis presentation =25marks (external assessment through seminar)

The research synopsis will be presented in a seminar organized by the department by appointing two internal experts and one expert from cognate department to evaluate the research synopsis. The external assessment will carry 25 marks for synopsis presentation.

Section – B (Test Construction)

Course Content:

Achievement test will be constructed by the teacher educator by selecting any topic of the course content, following Bloom's taxonomy of cognitive objectives and to be submitted by him/her to the Department of Education.

Scheme of Evaluation

Construction of achievement test: 25 marks
The test will be evaluated by the concerned teacher in-charge and marks will be awarded out of 25.
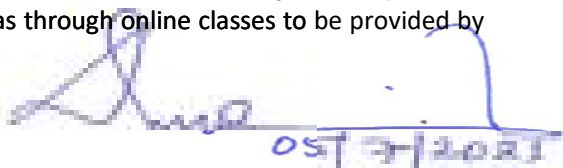Viva voce: 25 marks (one external expert and one internal expert shall conduct viva voce for test construction. The external examiner may be from cognate department or from outside of the university)

Expected Learning Outcomes:

1. To get practical experience in preparing and presenting a synopsis.
2. To construct and develop a test with essential procedure.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Learning Objectives:
1. To acquaint the students conceptual framework of elementary education.
2. To make the students know various policies and programmes on universalisation of Elementary Education.
3. To provide the knowledge of curriculum and its transaction at the elementary school stage.
4. To make them know the problems and issues at elementary level.

Course Content:

Unit-I: Conceptual framework of Elementary Education
- Concept, need , objectives and scope of elementary education
- Historical background of elementary education in India
- Educational thoughts of M.K. Gandhi and Tagore on Elementary Education
- Relevance of ECCE to EE
- NEP 2020: Education at Preparatory and Middle Level.

Unit-II Policies and Programmes on UEE and Teacher Preparation
- Constitutional provisions for UEE in India
- NPE 1986 and POA 1992 in relation to EE
- OBB , DPPE, SSA and MDM as an education programme
- RTE Act, 2009 and Roadmap for EE
- Role and functions of DIETs and SCERT

Unit-III: Curriculum and Transaction at Elementary School Stage
- Concept principles and preparation of curriculum for Elementary school stage
- NCFSE 2005 in the context of elementary education in India
- Process curriculum transaction at elementary school stage for realizing educational objectives of elementary school stage
- Evaluation at elementary school stage.
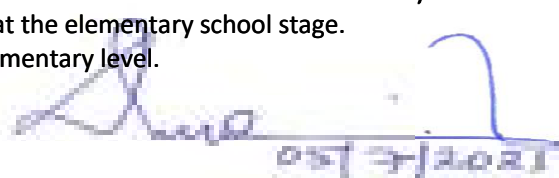
Unit - IV: Problems and Issues
- Infrastructural problems in Elementary schools
- Problems faced by ;elementary school teachers and students
- Community related issue
- Quality related issues
- Concept need and process for action research to meet up problems of EE.
- Research Trends in Elementary Education.

Mode of Transactions:
- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To explain the conceptual framework of elementary education.
2. To describe various policies and programmes on universalization of Elementary Education.
3. To define curriculum and its transaction at the elementary school stage.
4. To discuss the problems and issues at elementary level.

Sessional Work/ Assignment (Any one)

1. Review of primary level text book.
2. A study of primary/upper primary school problems.
3. A study of absentees of elementary level teachers and students.

Evaluation Scheme:
I.	Internal Assessment	: 25 marks
II.	External Examination	: 75 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.
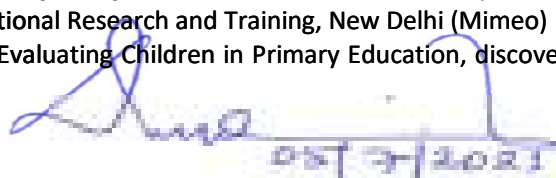
For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Aggarwal, J.C. (1986), National Policy on Education and Main Recommendation of National Commission on teacher, Doaba House.
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Learning Objectives:
1. To make students understand the conceptual framework of secondary education.
2. To create awareness among students regarding the policies and programmes of universalization of secondary education and Its Issues.
3. To know about the curriculum and its transaction at the secondary stage.
4. To make students understand the secondary school stage teacher preparation programme and its problems.

Course Content:

Unit-I: Conceptual Framework of Secondary Education

- Concept, need, objectives and scope of Secondary Education
- Historical Development of Secondary Education in India
- Structure of Secondary Education in India
- Non-formal Education at Secondary School Stage.
- NEP 2020 and Secondary Education

Unit-II : Policies and Programmes on Secondary Education in India

- NPE 1986 and POA -1992 in relation to Secondary Education
- RMSA as an Educational Programme for Qualitative Improvement at Secondary School Stage.
- Samagra Shiksha Abhiyan and Secondary Education
- Issues of Secondary Education; Infrastructural, teacher, Vocationalisation, and guidance and counseling.

Unit-III: Curriculum and Transaction at Secondary School Stage

- Concept, Principles and Development of Curriculum for Secondary School Stage.
- NCFSE -2005 in the context of Secondary Education in India.
- Paradigm Shifts and New Approaches for Effective Curriculum Transaction at Secondary School Stage.
- Scheme of Evaluation at Secondary School Stage

Unit-IV: Teacher Preparation for Secondary School Stage.

- Teacher Competencies
- Different Models of Secondary School Teacher Preparation w.r.t B.Ed.-2 years, B.Ed. – 4 years Integrated as an alternative.
- Problems of Secondary Level Teacher-Training Institutions.
- Role of SCERT and NCERT for Secondary School Teachers Preparation
- In-service teacher-training Programme for Secondary School Teachers.
- Research Trends in Secondary Education.

Mode of Transactions:
- Lecture cum discussion.
- Seminar, workshops, study on documents and references.

- New Approaches of teaching: CAI, PSI etc.

Expected Learning outcomes:
1. To explain the conceptual framework of secondary education.
2. To discuss the policies and programmes of universalisation of secondary education and Its Issues.
3. To illustrate the conceptual framework of curriculum and its transaction at the secondary stage.
4. To analyze secondary school stage teacher preparation programme and its problems.

Evaluation Scheme:
I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Lal and Sinha (2007): Development of Indian Education and Its Problems, R. Lall Book Depot, Meerut.
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EARLY CHILDHOOD CARE EDUCATION

Learning Objectives:

1. To enable students understand the conceptual framework of early childhood education.
2. To develop understanding among students about behavioral and developmental aspects of early childhood.
3. To make the students know brief history of Pre-School Education.
4. To create awareness among students regarding various agencies of Pre-School Education.

Course Content:

UNIT- I: Introduction to Early Childhood Education

- Meaning, need and importance of early childhood education
- Aims and objectives of early childhood education
- Child - centered approach to education and its implications
- General Principles of Instruction at the Pre-School Stage
- NEP 2020: Early Childhood Care and Education

UNIT- II: Behavioral and Developmental Aspects of Early Childhood

- Physical aspect and activities for physical development
- Health aspect and activities for its development
- Social and emotional aspect and activities for its development
- Cognitive aspect, and activities for its development
- Aesthetic aspect and activities for its development.

UNIT- III : Contributions to Pre-school Education

- Brief History of Pre-school Education in India
- Maria Montessori, Froebel, McMillan sisters, Jean Piaget
- M.K. Gandhi, Rabindranath Tagore, TarabaiModak
- ECCE in the NPE- 1986

UNIT- IV: Agencies of Pre-school Education

- Home and community
- Kindergarten education
- Montessori system of education
- Balwadis and Anganwadis
- Integrated Child Development Scheme (ICDS)
- United Nations International Children's Emergency Fund (UNICEF)
- Research Trends in Early Childhood Care Education

Mode of Transactions:
- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcome:

1. To explain the conceptual framework of early childhood education.
2. To illustrate behavioral and developmental aspects of early childhood.
3. To summarize brief history of Pre-School Education.
4. To list out and evaluate various agencies of Pre-School Education.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Spodek, Bernard. (1969) *Early Childhood Education*, Prentice Hall, Englewood Cliffs.
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Learning Objectives:
1. To make students understand the concepts of management thoughts in Education.
2. To create interest among learners about the conceptual framework of educational planning and system of Educational Financing.
3. To familiarize the students on the concepts of Leaderships and styles of leaderships in educational management.
4. To make students understand the role of supervision and inspection in an educational organization.

Course Content:

Unit –I: Educational Management and Organisation
- Meaning, Nature and Scope of Educational Management
- Relationship between Administration and Management in Education
- Development of Educational administration: Taylor and Human Relations Approach
- Educational Organisation: Meaning, Nature and Characteristics
- Modern Trends in Management: PERT, TQM and MBO
- Modern trends in Quality Assurance: SWOT Analyasis, NAAC, NIRF, QCI,PI, INQAAHE

Unit-II: Leadership in Educational Administration
- Meaning nature, and significance of leadership in Educational Administration
- Traits and Styles of leadership
- Theories of leadership (Behavioral theory and Reddin's 3-D contingency theory)
- Organisational Climate
- Conflict Management in Educational Administration

Unit-III : Educational Planning and Financing
   (a): Educational Planning
- Meaning and Importance of Educational Planning
- Approaches of Educational Planning: Manpower, Social Demand, and Rate of Return
- Institutional Planning: Concept, nature and Strategies
   (b) Educational Financing
- Sources and Bases of Financing
- Educational Expenditure: Nature and Types
- Educational Budget and process of preparing Budget

Unit-IV: Educational Supervision
- Meaning, nature and functions of Educational Supervision and Inspection
- Planning and Organizing supervising programme
- Decision making in Educational Administration
- Role of SMC and SMDC in Institutional Management

Mode of Transaction
- Lecture cum Discussion.
- Observational Studies
- Providing Self-learning Instructional Materials.
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcomes:
1. To investigate, analyse and maintain quality parameters.
2. To provide Leadership and resolve conflict in Organisation.
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

Sessional Work (Any one)

1. Preparation of an outline on Educational budget/cost of education
2. Visit any educational institution and its organizational climate and prepare a report and presentation.

Evaluation Scheme:
I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Doughlas, M.C (1967): The Professional Management, McGrand Hill.
2. Robjert, J A.F and Steven (1975): Managerial process and OrganisationBehaviour, Scott, Foreman and Co.
3. Mukherjee, S.N. (1999) Educational Administration and Organization in Secondary Schools., Acharya Book Depot, Baroda
4. Mathu M.V. (1983): towards Improved Educational Planning and Administration, Dialogue publications.

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7. Sukhiya, SP (2003): School Administration and Organization; VinodPustakmandir, Agra, 2003.

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9. Adams, H.P and Dickey, F.G. (1993): Basic Principles of Supervision, American Book Co. New York.

10. Bhatnagar, R.P and Aggarwal, V (2003): Educational Administration, R. Lal Book Depot, Meerut.

11. Campbell, C.M. (2000): Practical Application of Democratic Administration, Harper and Brothers, New York.

Learning Objectives:
1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Course Content:

Unit-I: Environment and Quality of Life
- Environment and Man-Environment Relationship: Determinism, Possiblism and neo-determinism
- Population growth and quality of life
- Modern life style and its impact on environment and Global warming
- Environmental Pollution: Air, Water, Soil, Industrial & Nuclear

Unit-II: Environmental Resources and its Management
- Natural resources - Land, Air, Water, Flora and Fauna (biodiversity)
- Resource depletion and its management, natural hazards & disasters and its management
- Cultural Resources and its protection: Monuments, buildings, Specimen of art & architecture
- Sustainable development and ESD

Unit-III: Curriculum of Environmental Education
- Environmental Education: Meaning, nature and scope
- Environmental Education curricular content at different levels, NCF-2005 & NCFTE-2009
- Teaching Learning Strategies for EE: Field visit, Experimentation, Group Discussion
- Role of media in environmental education
- Preparation of teachers for Environmental Education

Unit-IV: Environmental Acts and Research
- Environmental Acts: Air Act of 1981, Water Act of 1974 and Environment Protection Act of 1986
- International agreements on environment-Kyoto Protocol(1997), Paris Agreement (2015)
- Environmental policies and programmes in India
- Emerging areas of Research in Environmental Education and Role of UGC, NCERT, SCERT and NGOs in promoting research in Environmental Education

Mode of Transaction:
- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:
1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Sessional Work (Any one):

1. Any one case study pertaining to Environment and prepare a report and presentation.
2. Environmental Awareness Lectures in School.
3. Preparation of Environmental Awareness test/attitude scale and presentation.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks.
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Bakish, Trilochan S &Navehm Zev(ed) (1980): *Environmental Education, Methods Application,* New York.
2. Bennet, Dean, B. *Evaluating Environmental Education Programmes*, New York.
3. Gross land, R.W. Moor, S.F.D. (1974). *Environmental Studies Project. An evaluation report,*McMillan London.
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Learning Objectives:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management.
4. To familiarize with library facilities, organization of resources and management

SECTION- I (THEORY)

Unit- I: ICT and Pedagogy
-   ICT : Evolution , Meaning , nature and applications in Education
-   Hardware and Software devices
-   Development of e-content : Meaning, process and applications
-   Open Educational Resources (OER) : Meaning , Importance and Initiatives
-   ICT in Classroom Practices
-   E-learning resources: NDL, SWAYAM, e-gyankosh,, e-pgpathshala, inflibinet

Unit- II: Assessment and Management through ICT

-   Online and offline Assessment tools : Rubrics, Survey tools , reflective journals
-   ICT for educational Management : scheduling , record keeping , student information and connecting with parents and community
-   Computer Security : Privacy , hacking , virus , antivirus and safe practices
-   Universal design for learning in inclusive settings

Unit- III: Library Resource Management

-   Library as a resource of learning, structure of library, library procedure for cataloguing, classification, locating materials
-   Resources for career development : Papers, Magazines, Resource persons & websites
-   Discern learning opportunities in the local environment
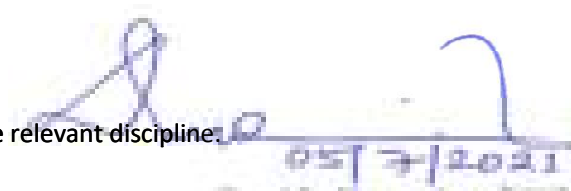
SECTION- II (PRACTICAL)

Students have to prepare 02 Practicals of 05 marks, one each from Part – A and Part –B (5x2=10 marks)

Part –A (ICT)

1. Make a dossier of relevant websites with their learning potentials.
2. Analysis of school text-book and identify suitable ICT for teaching-learning.
3. Developing ICT integrated lesson plan in any school subject

Part –B (Library Resources)
1. Visiting a library of National importance and reporting.
2. Writing a review of at least one book and one article from the relevant discipline.

3. Making a project of present status of various libraries of the locality.

Mode of Transaction :
- Lecture cum Discussion.
- Observational Studies.
- Practical experience by visiting libraries.
- Hand on experience for preparing ICT material
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcomes:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management.
4. To familiarize with library facilities, organization of resources and management

Evaluation Scheme:

i	Internal Assessment	:	30 Marks
ii	External Examination (Theory):		50 Marks
iii	External viva - voce	:	20 Marks
iv	Duration (Theory)	:	02 Hours
v	Pass Marks	:	45% in Internal & External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of two sessional tests by taking the average. For 10 marks students have to prepare and maintain report of two practical works and submit to the concerned teachers.

For External Written examination there will be a question paper for 50 marks having three sections; A, B and C. In Section-A, Students have to answer 03 (three) questions each carrying 04 (four) marks. In Section-B students have to answer 03 (Three) questions, each carrying 06 (six) marks and in Section-C, students have to answer 02 (two) questions, each carrying 10 (ten) marks. All the three sections will have internal choices.

External viva voce (20 marks) will be conducted by the Board of Examiners with one internal and one external examiner appointed by the COE, RGU.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Ahmed, J, Ahmed, M.S and Khan, A. (2012), Computer Applications in Education, Neelkamal Publications, Hyderabad.
2. Bharihok, D (2000), Fundamentals of Information Technology. Pentagon Press: New Delhi.
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9. Laxman, M, Voora, Neeharika, (2008), ICT Strategies for schools- a guide for school administrators. Sage publications: New Delhi.

10. Ranganathan, S.R (2008), Library Manual for School, College and Public Libraries, EssEss Publications, New Delhi.

M.Ed. FOURTH SEMESTER
PAPER: MED-500
DISSERTATION

Learning Objectives:

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.

2. To develop enquiry mindedness and logical thinking among the students.

3. To make them understand use of various quantitative and qualitative tools and techniques for conducting research.

4. To make them familiar with the use of sampling techniques and research design.

5. To equip them with knowledge of collecting, organizing and analysis of the data.

6. To make them understand about the discussion of the result and drawing out conclusion based upon it.

7. To familiarize them with the art of writing a research report.

Instructions:

1. The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners.

2. Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.

3. The dissertation shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.

4. Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her on any one else by the university or any other university/institution.

5. The dissertations shall be examined by one internal examiner (Supervisor) and one external examiner. Each shall receive a copy of the dissertation. They shall conduct the viva voce jointly.

Expected Learning Outcomes

After completion of the dissertation students shall be able

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To understand the criteria which are to be kept in view in formulating a research problem.
4. To execute a research project.
5. To write a research report.

Evaluation Scheme:

Dissertation Written Presentation   : 80 Marks.

Viva-Voce   : 20 Marks.

Note:

1. Dissertation written presentation will be evaluated by external examiner out of 80 Marks.

2. The student shall submit the dissertation on or before 30th, April for final Viva – Voce.

3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Learning Objectives:
1. Understand concept, meaning and significance of inclusive education.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
3. Understand the national commitments towards the education of children with special needs.
4. Analyze special education, integrated education, mainstream and inclusive education practices.
5. Understand the current and future needs, trends and issues related to inclusive education.
6. Identify and utilize existing resources for promoting inclusive practice

Course Content

Unit- I: Perspectives of Inclusive Education
- Special, Integrated and Inclusive education: Concept, definition, and development
- Disability: Concept, ICIDH classification, Attitude and Awareness
- Models of Integration and Inclusion
- Identification, screening and labeling
- Habilitation and Rehabilitation: Institutionalization and Deinstitutionalization
- Sociological and Philosophical Perspectives of Inclusive education
- Normalization and Mainstreaming
- Advocacy: Parental, legal and community involvement
- Research Trends in Inclusive Education& Employment avenues

Unit-II: Addressing Issues of Emotionally disturbed, Deprived Children, Slow Learners, Gifted and Delinquent
- Emotionally Disturbed Children: Meaning, Characteristics, Causes, Identification and Education
- Slow Learners: Meaning, Characteristics, Causes , Identification and Education
- Deprived Children: Meaning, Characteristics, Types, Identification and Education
- Gifted Children: Meaning, Characteristics, Identification and Education
- Delinquent Children: Meaning, Characteristics, Types, Identification and Education

Unit-III: Addressing issues of Visual, Speech& Language, Locomotor, Intellectual and Learning disabilities
- Visual Impairment: Concept, characteristics, causes and education
- Speech & Language and Impairment & Hearing Impairment: Concept, characteristics and causes
- Locomotor Disability: Concept, nature, characteristics, causes and education
- Intellectual Disability: Concept, nature, characteristics, causes and education
- Curricular Modifications for different disabilities
- Specific Learning disabilities: Concept, nature, characteristics, causes and education

Unit-IV: Policies and Practices for Special Needs Education and Rehabilitation
- Jomtien Declaration 1990
- Salamanca Declaration 1994
- The Indian Education Commission (1964-66)
- Integrated Education for Disabled Children (IEDC, 1974)

- National Policy on Education (NPE, 1986 & POA 1992)
- District Primary Education Programme (DPEP)
- The Persons with Disabilities Act (PWD Act, 1995 & NT Acts 1999)
- SarvaShikshaAbhiyan, IEDSS, RMSA and Integrated Education Project
- National Curriculum Framework, 2005
- National Policy for PWD 2006, RTE 2009
- UNCRPD-2006 &RPD Act- 2016
- Open Learning System, Non-Formal & Online Education

Practicum:
- Field visit to school/institutions promoting inclusive practices and discussion with teachers, observation and analysis of teaching learning practices
- Analysis of policy document (national, international) related to diversity
- Survey the locality for early identification of children with disabilities and the prevailing attitudes / practices toward social, emotional and academic inclusion of children with special needs.
- Identify suitable research areas in inclusive education
- Employment scenario of PWDs in India &abroad

Mode of Transaction:
- Discussion and group work
- Power-point presentation
- Use of internet
- Field visit to get first hand exercise on inclusive practices
- Online teaching-learning (synchronous as well as asynchronous)
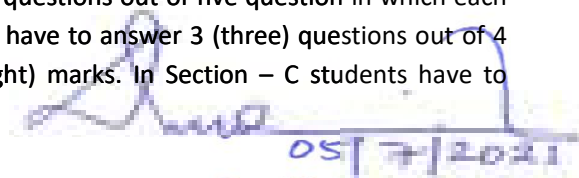-

Expected Learning Outcomes:

1. To elaborate the concept of Inclusive education and need of diverse group of learners.
2. To distinguish between normal and special educational needs children.
3. To describe the types of disability, causes, identification, characteristics and education of diverse group of learners.
4. To explore the legal provisions for disadvantaged children and policy thereto for dealing with disabilities.
5. To justify the need of Inclusive education in the 21st century.

Evaluation Scheme:
I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to
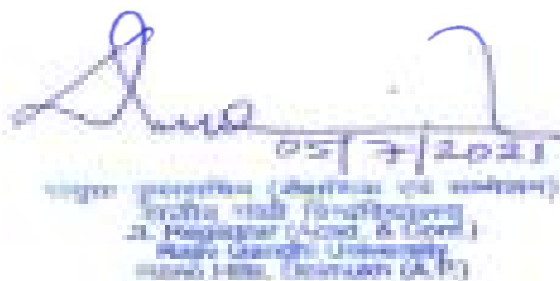
answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Anlscow, M, (1994). Special Needs and the Classroom: UNESCO Publishing.
2. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.*: Center for Studies in Inclusive Education, Bristol.
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10. Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs ,*N. C. E R T Publication.
11. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Learning Objectives:
1. To familiarize the students with the significance of guidance and counseling.
2. To make aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

Course Content:
UNIT – I: Nature of Guidance
- Meaning, need and scope of guidance, Principles of guidance
- Bases of guidance: Philosophical, Sociological, Psychological and Educational
- Basic Assumptions of Guidance
- Types of Guidance - Educational Guidance: Meaning, Aims and Importance
- Vocational Guidance, Personal Guidance, Group Guidance.

UNIT- II: Counseling
- Meaning, Nature & Principles of counseling
- Types of counseling: Directive, Non-directive & Elective
- Steps of Counseling Process
- Qualification and Attributes of Counselors

UNIT- III:Tools and Techniques of Guidance
- Need and importance of tools and techniques in Guidance and Counseling
- *Testing Techniques*: Measuring intelligence, interest, aptitude and personality
- *Non-testing techniques*: observation, interview, Questionnaire, rating scale, cumulative records
- Clinicalmethod in Guidance and counseling
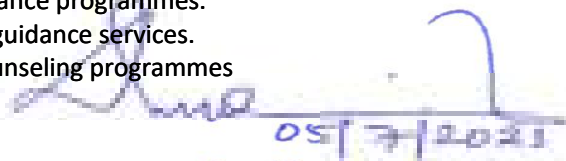
UNIT –IV : Guidance and Counseling services
- Organization of Different services - individual, student information service, occupational and vocational information service, placement and follow-up service, counseling services at different levels
- Research trends in Guidance and Counseling
- Evaluation of guidance programme, Need of Evaluation in Guidance and Counseling

Mode of Transaction:
- Lecture cum discussion.
- Observational studies
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:
1. To describe the significance of guidance and counseling.
2. To explain the various concepts of guidance and counseling.
3. To apply the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:
1. Anastasi, Annee. (1982) *Psychological Testing*. McMillan Co. London.
2. Bernard, H.W. and Fullmer, D.W. *Principles of Guidance*. A Basic Text (Indian Edn). Allied Publications, New Delhi.
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4. Gupta, S.K. *Guidance and Counselling in Indian Education*, Mittal Publisher, Delhi.
5. Kochhar, S.K. (1987) *Educational Vocational Guidance in Secondary Schools*, Sterling Pub. New Delhi.
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10. Safaya, Rai-(2002) Guidance and Counseling, , Abhishek publications , Chandigarh

HUMAN RIGHTS, VALUES AND PEACE EDUCATION

Learning Objectives:

1. To understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and value education.
5. To describe the concept of peace, education and its approaches.

Course Content:

Unit-I: Introduction to Human Rights Education& Duties Education
- Concept and Historical Development of Human Rights
- UN Charter & UDHR
- Bases and sources of Human Rights-Values, Ancient Scriptures & Indian Culture
- Meaning, Objectives, and significance of Human Rights Education

Unit-II: International Covenants, Convention& Gender Equity
- International Covenant on Economic, Social and Cultural rights
- Convention of Rights of child and role of ILO
- Role of UN, UNESCO and UNICEF in Protecting Human Rights
- Gender Equity & Human Rights in Indian context

Unit-III: Value Education
- Meaning, Hierarchy, Types & Nature and Sources of value: Biological, psychological, sociological and spiritual
- Concept, Importance & Objectives of Value Education
- Approaches & Methods of Value Education
- Intervention Strategies for Values Education: Rationale Building model, Value clarification model, Social Action model, Jurisprudential Inquiry model
- Living Values-An Educational Programme (LVEP)

Unit-IV: Peace Education
- Concept of Peace and Violence
- Seville Statement on Violence
- Nature, Importance, Scope and Objectives of Peace education
- Education for Culture of Peace: Concept and Objectives
- Approaches of Conflict Resolution and
- Approaches, Methods & Strategies of Education for Culture of Peace and Non-Violence

Mode of Transactions
- Lecture cum discussion
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:
1. To explain the concept of human rights and human rights education.
2. To list out the rights of children and their education.
3. To discuss issues of gender equity and human right education of girl child.

4. To evaluate the approaches for inculcating value education and illustrate the concept of peace, education and its approaches.

Sessional Work (Any one)

1. A report on the causes of value degradation in our society followed by writing report and presentation.
2. A report on value and peace education perspectives of any one affiliated college of Rajiv Gandhi University citing its problems followed by writing report and presentation.
3. Conducting action research by selecting any one problem pertaining of problem of Value education in any one college or school of Arunachal Pradesh followed by writing report and presentation.

Evaluation Scheme

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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