

**Learning Outcomes Based Curriculum Framework
(LOCF)**

For

**M.Ed.
Post Graduate Programme**



**Chaudhary Devi Lal University
Sirsa-125055
2020-21**

Table of Contents

1. Objectives of the Programme
2. Programme Outcomes (POs)
3. Programme Specific Outcomes (PSOs)
4. Programme Structure

1. Objectives of the Programme

- To provide adequate knowledge of all functional areas of education to the students.
- To provide congenial environment to the students for enhancing their learning.
- To equip the prospective teachers with necessary pedagogical skills and competencies in teaching.
- To update the students with latest trends and techniques in the field of education.
- To develop a sense of self confidence and leadership among the students.
- To impart enriched vocational education which is essential for success in competitive and open market economy.
- To develop the code of ethics, life skills and human values among students.
- To develop the competencies in research and expository writing.

2. Programme Outcomes (POs)

PO#	Programme Outcomes (POs)
PO1	Pupil Teachers will be able to comprehend the acquired knowledge during the Programme of study.
PO2	Pupil Teachers will be able to reflect on the issues relating to the discipline – ‘Education’.
PO3	Pupil Teachers will be able to show the professional skills and competencies acquired during the Programme of study.
PO4	Pupil Teachers will be able to show scientific and research capabilities in their academic, professional and general life pursuits.
PO5	Pupil Teachers will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.
PO6	Pupil Teachers will be able to work as member or leader in multi- disciplinary and diverse settings.

PO7	Pupil Teachers will be able to discuss and solve the problems relating to the discipline.
PO8	Pupil Teachers will be able to state and follow the ethical issues relating to education and society.
PO9	Pupil Teachers will be able to apply different tools and techniques of communication and related skills.

3. Programme Specific Outcomes (PSOs)

PSO#	Program Specific Outcomes
PSO1	Pupil Teachers will be able to describe the nature of learner with reference to psychological and social aspects and the characteristics of learning.
PSO2	Pupil Teachers will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
PSO3	Pupil Teachers will be able to elaborate the various concepts and methods of research and statistics in Education.
PSO4	Pupil Teachers will be able to give a detailed account of historical and present perspectives of 'Teacher Education'.
PSO5	Pupil Teachers will be able to plan and investigate minor research works/ projects in the field of Education.
PSO6	Pupil Teachers will be able to state their attitudes and aptitude and accordingly will be able in expository writing, communicate effectively and deliver their best in the real teaching learning environment.

Table 4: Course code and Title along with credits detail

(As per Curriculum Framework: M.Ed. (Two Years) Programme, as approved in the NCTE Recognition Norms and Procedures, 2014)

Course	Nomenclature of the Course	Credit	Teaching Hours per week	Total Marks	External Assessment	Internal Assessment	Duration of Exam (hours)
Semester-1st							
I	Psychology of Learning & Development	4	4	100	70	30	3
II	History and Political Economy of Education	4	4	100	70	30	3
III	Educational Studies	4	4	100	70	30	3
IV	Introduction to Research Methods	4	4	100	70	30	3
V	Communication Skills & Expository Writing	1	1	25	25 (External-10 & Internal-15) (Joint evaluation by Internal & External Examiner)		
VI	Self Development	1	1	25	25 (External-10 & Internal-15) (Joint evaluation by Internal & External Examiner)		
Semester – 2nd							
VII	Philosophy of Education	4	4	100	70	30	3
VIII	Sociology of Education	4	4	100	70	30	3
IX	Curriculum Studies	4	4	100	70	30	3
X	Teacher Education: Pre- service & In-Service	4	4	100	70	30	3
XI	Dissertation	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
XII	Internship in a TEI	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)		

MOOC Course - I	The students are required one MOOCs Course (available on SWAYAM Portal) in Semester – II (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		
Semester – 3rd							
XIII(i)	Specialization Course-I (Stage Specific) Elementary Education	4	4	100	70	30	3
XIII(ii)	Specialization Course-I (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3
XIV(i)	Specialization Course-II (Stage Specific) Elementary Education	4	4	100	70	30	3
XIV(ii)	Specialization Course-II (Stage Specific) Secondary & Senior Secondary Education	4	4	100	70	30	3

Students are required to opt any one stage in Course (Specialization Course-I) i.e. either select XIII(i) for stage 'Elementary Education' OR select XIII(ii) for stage 'Secondary & Senior Secondary Education'.

Similarly, students are required to opt any one stage in Course above (Specialization Course-II) i.e. either select XIV(i) for stage 'Elementary Education' OR select XIV(ii) for stage 'Secondary & Senior Secondary Education'.

Further, the stages in above two Courses i.e. XIII & XIV should be selected by the students in accordance with their degree of Qualifying Examination i.e. B.Ed. degree and as per the provisions and regulations issued by the University/ Institution/ Department in this context.

Also the students are allowed to select only one stage i.e. either 'Elementary Education' OR 'Secondary & Senior Secondary Education' for both Courses i.e. XIII (Specialization Course-I) and XIV(Specialization Course-II)

XV	Advanced Educational Research	4	4	100	70	30	3
XVI	Teacher Education: Perspective, Research and Issues in Teacher Education	4	4	100	70	30	3
XVII	Internship	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)		
XVIII	Dissertation	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
XIX	Academic Writing.	2	2	50	50 (External-15 & Internal-35) (Joint evaluation by Internal & External Examiner)		
MOOC Course – II	The students are required one MOOCs Course (available on SWAYAM Portal) in Semester – III (or as per the guidelines or directions issued by the regulatory bodies or university in this regard from time to time)	0	0	50	To be evaluated by the external agency i.e. the parent Department/ University offering the course, or as per the decision taken by the University in this context.		

Semester – 4th

Specialization Courses I, II & III

(In Semester-IV, students are required to opt any three Specialization Courses i.e. I, II & III out of the given below options from A to G. Further, the students are required to opt the same stage specific options that they opted in Semester-III for Courses XIII & XIV i.e. if they have opted 'Elementary Education' for both Courses i.e.(Specialization Course-I) and (Specialization Course-II) then they should opt 'Elementary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (i) of options given below. And, if they have opted 'Secondary & Senior Secondary Education' for both Courses i.e. XIII (Specialization Course-I) and XIV (Specialization Course-II) then they should opt 'Secondary & Senior Secondary Education' stage specific options in all the three Specialization Courses (I, II & II) means option (ii) of options given below.

XX (A)(i)	Education: Policy, Economics and Planning (at Elementary Level)	4	4	100	70	3
(A)(ii)	Education: Policy, Economics and Planning (at Secondary and Senior Secondary Level)	4	4	100	70	3
(B)(i)	Management & Administration of Education (at Elementary Level)	4	4	100	70	3
(B)(ii)	Management & Administration of Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(C)(i)	Inclusive Education (at Elementary Level)	4	4	100	70	3
(C)(ii)	Inclusive Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(D)(i)	Education Technology (at Elementary Level)	4	4	100	70	3
(D)(ii)	Education Technology (at Secondary and Senior Secondary Level)	4	4	100	70	3
(E)(i)	Educational Measurement and Evaluation (at Elementary Level)	4	4	100	70	3

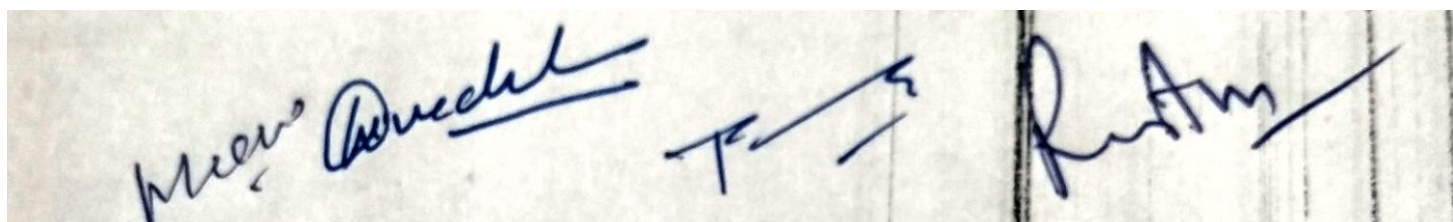
(E)(ii)	Educational Measurement and Evaluation (at Secondary and Senior Secondary Level)	4	4	100	70	3
(F)(i)	Comparative Education (at Elementary level)	4	4	100	70	3
(F)(ii)	Comparative Education (at Secondary and Senior Secondary Level)	4	4	100	70	3
(G)(i)	Educational and Vocational Guidance (at Elementary level)	4	4	100	70	3
(G)(ii)	Educational and Vocational Guidance (at Secondary and Senior Secondary Level)	4	4	100	70	3
XXI	Dissertation	4	4	100	100 (External-30 & Internal-70) (Joint evaluation by Internal & External Examiner)	

DURATION: Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ tutorial/ laboratory work/ field work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities.

FACULTY OF EDUCATION
CHAUDHARY DEVI LAL UNIVERSITY, SIRSA

Programme Outcomes (POs)

FACULTY OF EDUCATION	
PO#	Programme Outcomes (POs)
PO1	Pupil Teachers will be able to comprehend the acquired knowledge during the Programme of study.
PO2	Pupil Teachers will be able to reflect on the issues relating to the discipline – ‘Education’.
PO3	Pupil Teachers will be able to show the professional skills and competencies acquired during the Programme of study.
PO4	Pupil Teachers will be able to show scientific and research capabilities in their academic, professional and general life pursuits.
PO5	Pupil Teachers will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making and resource management according to pre-determined objectives/ outcomes.
PO6	Pupil Teachers will be able to work as member or leader in multi- disciplinary and diverse settings.
PO7	Pupil Teachers will be able to discuss and solve the problems relating to the discipline.
PO8	Pupil Teachers will be able to state and follow the ethical issues relating to education and society.
PO9	Pupil Teachers will be able to apply different tools and techniques of communication and related skills.



Handwritten signatures and initials in blue ink on a document. The signatures are written in a cursive style. The first signature appears to be 'Munir Ahmed', followed by initials 'T.S.' and another signature 'R. Anand'.

DEPARTMENT OF EDUCATION
CHAUDHARY DEVI LAL UNIVERSITY, SIRSA
Program Specific Outcomes (PSOs) [For M.Ed. (Two Years) Programme]
The Program Specific Outcomes of M.Ed. (Two Years) Programme are as follow:

Name of the Program: M.Ed. (Two Years) Programme	
PSO#	Program Specific Outcomes
PSO1	Pupil Teachers will be able to describe the nature of learner with reference to psychological and social aspects and the characteristics of learning.
PSO2	Pupil Teachers will be able to reflect on the philosophical, sociological, historical, political, economical, administrative, curricular and other issues relating to system of Education.
PSO3	Pupil Teachers will be able to elaborate the various concepts and methods of research and statistics in Education.
PSO4	Pupil Teachers will be able to give a detailed account of historical and present perspectives of 'Teacher Education'.
PSO5	Pupil Teachers will be able to plan and investigate minor research works/ projects in the field of Education.
PSO6	Pupil Teachers will be able to state their attitudes and aptitude and accordingly will be able in expository writing, communicate effectively and deliver their best in the real teaching learning environment.

The image shows three handwritten signatures in blue ink on a document. The first signature on the left is 'Munir Ahmed' with a horizontal line underneath. In the middle, there are initials 'T.S.' with a horizontal line underneath. On the right, there is a signature that appears to be 'R. Anand' with a horizontal line underneath.

M.Ed. (Semester-I)

Course: I

Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course-I	
Name of the Course: PSYCHOLOGY OF LEARNING AND DEVELOPMENT	
CO I:1	Pupil Teachers will be able to know and recall the relationship of Education & Psychology and the meaning, concept and scope of Educational Psychology.
CO I:2	Pupil Teachers will be able to explain the concept, principles and different components of Growth & Development.
CO I:3	Pupil Teachers will be able to elaborate the meaning, areas & determinants of Individual Differences and will also be able to state the implications of Individual Differences for organizing Educational Programmes.
CO I:4	Pupil Teachers will be able to recall Personality and will be able to explain its determinants, theories and methods of assessment.
CO I:5	Pupil Teachers will be able to describe the meaning, theories and measurement of Intelligence.
CO I:6	Pupil Teachers will be able to elaborate the meaning, factors influencing Learning and will be able to discuss in detail about the Pavlov's & Skinner's theories of Learning.
CO I:7	Pupil Teachers will be able to explain the Hull's Reinforcement Theory, Learning by Insight and Gagne's Hierarchy of Learning Types.
CO I:8	Pupil Teachers will be able to describe the concept & factors affecting Motivation and will also be able to summarize the Physiological Theory of Motivation, Murray's Need Theory and Maslow's Theory of Hierarchy of Needs.

Handwritten signatures and initials in blue ink on a piece of paper. The signatures are written in a cursive style. One signature appears to be 'Munir Ahmed', another is 'T.S.', and a third is 'R.A.M.'.

COURSE CONTENTS

UNIT-I

1. Concept of Educational Psychology

- Relationship of Education & Psychology
- Meaning & Concept of Educational Psychology
- Scope of Educational Psychology

2. Concept of Growth and Development

- General Principles of Growth and Development
- Physical Development in Adolescence
- Social Development in Adolescence
- Emotional Development in Adolescence
- Intellectual Development in Adolescence

UNIT-II

3. Individual Differences

- Meaning and Areas
- Determinants: Role of Heredity and Environment in Developing Individual Differences
- Implications of Individual Differences for Organizing Educational Programmes

4. Personality

- Meaning and Determinants
- Types and Trait Theories
- Assessment of Personality by Subjective and Projective Methods

UNIT-III

5. Intelligence

- Meaning
- Theories: Two Factor theory (Spearman); Multi Factor Theory, Guilford Model of Intellect
- Measurement of Intelligence (two verbal and two non verbal tests)

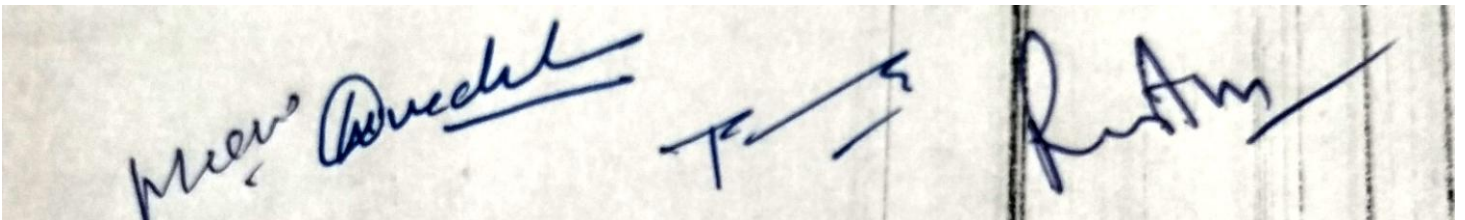
6. Learning

- Meaning, Factors Influencing Learning
- Theories of Learning
- Pavlov's Classical Conditioning
- Skinner's Operant Conditioning

UNIT-IV

7. Theories of Learning

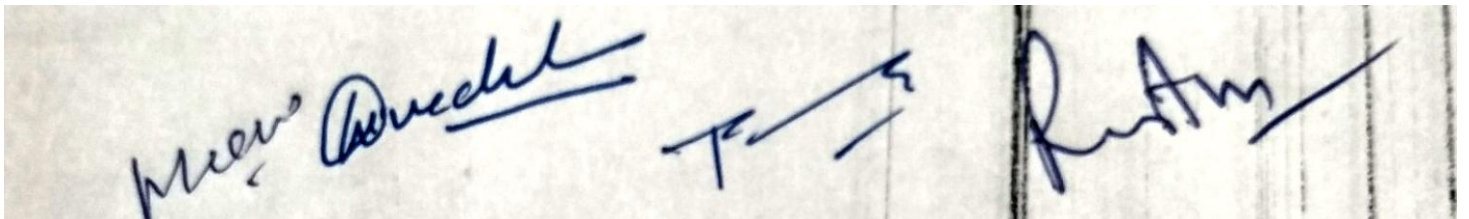
- Hull's Reinforcement Theory
- Learning by insight



. Gagne's Hierarchy of Learning Types

8. **Motivation**

- Concept of Motivation
- Factors affecting Motivation



Handwritten signature and scribbles at the bottom of the page, including the name "Munir Ahmed" and other illegible marks.

- Theories of Motivation:
- Physiological Theory
- Murray's Need Theory
- Maslow's Theory of Hierarchy of Needs

SELECTED READINGS

Abramson, P. R. (1980). Personality. New York: Holt Rinehart and Winston. Allport, G. W. (1954).

Personality. New York: Holt.

Allport G. W. (1961). Pattern and Growth in Personality. New York: Rinehart and Winston.

Andrews, T. W. (1961). Methods in Psychology (Ed.). New York: John Wiley and Sons, Inc.

Baller, W. R. & Charles, D. C. (1962). The Psychology of Human Growth at Development. New York: Holt, Rinehart and Winston, Inc.

Baum, A.; Newman, S.; West, R. & Mc Manus, C. Cambridge. (1997). Handbook of Psychology, Health & Medicine. Cambridge: Cambridge University Press.

Colemn, J. C. (1976). Abnormal Psychology and Modern Life. Bombay: D. Taraporewala Sons & Co.

Dicapro, N. S. (1974). Personality Theories. New York: Harper.

Douglas, O. B. & Holl, B.P. (1948). Foundations of Educational Psychology. New York: The Mac Millan Co.

Gagne, R. M. (1977). The Conditions of Learning. New York, Chicago: Ho_Rinehart and Winston.

Gates, A. T. et. al. (1963). Educational Psychology. New York: Mac Millan. Hilgard, E. R. Theories of Learning. New York: Appleton Century Crafts.

Kundu, C. L. (1984). Educational Psychology. Delhi Sterling Publishers.

Kundu, C. L. (1976). Personality Development: A Critique of Indian Studies. Vishal Publishers.

Kundu, C. L. & Tutoo, D. N. (1988). Educational Psychology. New Delhi: Sterling Publishers Private Limited.

Shankar Udey. (1965). Development of Personality.

Talbott, J. A.; Hales, R. E. & Yodofsky, S. G. (1994). Textbook of Psychiatry. New Delhi: Jaypee Brothers Medical Publishers (P)Ltd.

The image shows a close-up of a piece of paper with several handwritten signatures and initials in blue ink. On the left, there is a signature that appears to be 'Munir Ahmed'. In the center, there are initials 'T.S.' with a horizontal line underneath. On the right, there is another signature that looks like 'R. A. M.' with a horizontal line underneath. The paper has some vertical lines, possibly from a notebook or a form.

Thorpe, G. L. & Olson, S. L. (1999). Behaviour Therapy, Concepts, Procedures and Applications. London: Allyn Bacon.

Memorandum
To: _____
From: _____

M.Ed. (Semester-I)

Course: I

Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION

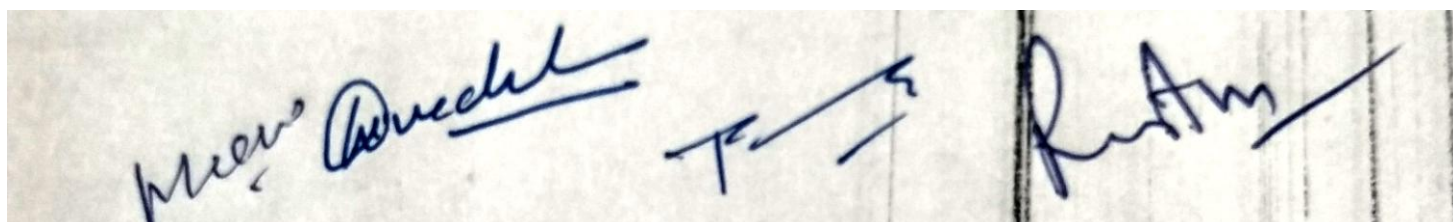
Time: 3 Hrs. Max. Marks: 100

Credit: 4 Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: II	
Name of the Course: HISTORY AND POLITICAL ECONOMY OF EDUCATION	
CO II:1	Pupil Teachers will be able to understand education in India during Vedic, Buddhist and Medieval Period.
CO II:2	Pupil Teachers will be able to elaborate education in India during British Period with reference to Macaulay Minutes, Wood's Dispatch of 1854 and Lord Curzen's Educational Policy.
CO II:3	Pupil Teachers will be able to understand and list the main recommendations made by various Education Commissions/ Reports/ Schemes like Sadler Commission Report, 1917; Hartog Committee Report, 1929 and Wardha Scheme of Education, 1937 in pre-independent India.
CO II:4	Pupil Teachers will be able to interpret the main recommendations made by various Education Commissions like University Education Commission, 1948-49; Secondary Education Commission, 1952-53 & Indian Education Commission, 1964-66 and will also be able to elaborate the main features of National Policy on Education, 1968, 1986 & 1992.
CO II:5	Pupil Teachers will be able to describe Education in relation to Freedom, Values & humanity, Democracy and Constitutional Provisions.
CO II:6	Pupil Teachers will be able to explain Education in relation to National values as enshrined in Indian Constitution, Nationalism & National Integration and International Understanding & Universal Brotherhood.



Handwritten signatures and initials in blue ink on a document. The signatures are written in a cursive style. One signature appears to be 'M. S. D. S.', another is 'R. A. S.', and there are several other initials and marks.

CO II:7	Pupil Teachers will be able to describe and summarize Education in relation to economic growth & investment and also with respect to socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
CO II:8	Pupil Teachers will be able to interpret Education with respect to Equity and Equality of Educational Opportunities, local and global perspectives with reference to implication of globalization for system of Education and advancements & developments in the 21 st Century (Education in 21 st Century).

UNIT-I

OURSE CONTENTS

1. Education in India during

- Vedic
- Buddhist
- Medieval Period

2. Education in British period

- Macaulay Minutes
- Wood's Dispatch of 1854
- Lord Curzen's Educational Policy

The image shows a close-up of handwritten text in blue ink on a piece of paper. On the left, there is a signature that appears to be 'Munir Ahmed'. In the center, there are initials 'T.S.' with a horizontal line underneath. On the right, there is another signature that appears to be 'R. A. M.' with a horizontal line underneath.

UNIT-II

3. Education Commissions in pre-independent India

- Sadler Commission Report, 1917
- **Hartog Committee Report, 1929**
- Wardha Scheme of Education, 1937

4. Education Commissions/ Policies/ Schemes in post-independent India

- University Education Commission, 1948-49
- Secondary Education Commission, 1952-53
- Indian Education Commission, 1964-66
- **National Policy on Education, 1968, 1986**

UNIT-III

5. Education in relation to:

- **Freedom**
- **Values and humanity**
- Democracy
- Constitutional Provisions

6. Education in relation to:

- National values as enshrined in Indian Constitution
- Nationalism & National integration
- **Universal Brotherhood and International Understanding**

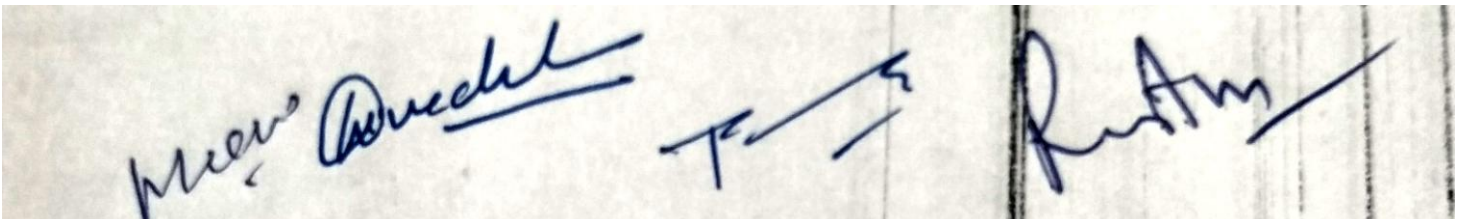
UNIT-IV

7. Education as related to:

- Economic growth and investment
- Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population

8. Education as related to:

- **Equity and Equality of Educational Opportunities**



Handwritten signatures and initials in blue ink on a lined paper background. The signatures are written in a cursive style. One signature on the left appears to be 'Munir Ahmed'. In the center, there are initials 'T.S.' and 'S'. On the right, there is a signature that looks like 'R. Am'.

- Local and global perspectives: Implication of globalization for system of Education
- Advancements & developments in the 21st Century (Education in 21st Century)

SELECTED READINGS

Alex, V. Alexander (1983). Human Capital Approach to Economic Development. New Delhi: Metropolitan Book Co.

Blaug, M. (1972). Economics of Education. England: The English Language Book Society and Penguin Books.

Bertrand, Oliver. (1992). Planning Human Resources: Methods, Experiences and Practices. New Delhi: Sterling Publishers.

Coombs, P. H. & Hallack, J. (1972). Managing Educational Costs. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). The Analysis of Educational Costs & Expenditure. Paris: UNESCO.

Harbison, F & Myers, C. (1970). Education, Manpower and Economic Growth: Strategies of Human Resource Development. Oxford & IBM Publishing, Co.

Govt. of India, Ministry of Education. (1959). Report of the National Committee on Women's Education.

Kneller, G. F. (1968). Education and Economics Thought. New York: John Wiley and Sons, INC.

M.H.R.D. (1969). Report of the Education Commission - Education and National Development (1964-66). New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1986). National Policy on Education. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1992). Programme of Action. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1990). Towards an Enlightenment & Human Society - A Review (NPERC). New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). Education for All: The Indian Science. New Delhi: Ministry of Education, Govt. of India.

M.H.R.D. (1993). Selected Education Study. New Delhi: Ministry of Education, Govt. of India.

Nagpal, S. C. & Mital, A. C. (1993). Economics of Education. New Delhi Publications.

Natarajan, S. (1990). Introduction to Economics of Education. New Delhi: Sterling Publishers Pvt. Ltd.

Pandit, H. N. (1969). Measurement of Cost Productivity and Efficiency of Education. NCERT.

Rao, V. K. R. V. (1965). Education and Human Resource Development. New Delhi: Allied Publishers.

Raza, Moonis. (1986). Educational Planning: A long Term Perspective. New Delhi: Concept Publishing Company.

Singh, Baljit. (1992). Economics of Indian Education. New Delhi: Meenakshi Prakashan.

Rao, D. D. (2001). National Policy on Education towards an Enlightenment and Human Society. New Delhi: Discovery Publishing House.

Sodhi, T. S. (1990). Economics of Education. New Delhi: Vikas Publishing House. Tilak, J. B. G. (1992). Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.

Tiwari, D. D. (1975). Education at the Cross Roads. Allahbad: Chugh Publication.

UNESCO. (1968). Readings in the Economics of Education. Paris: UNESCO Publications.

Vaizey, J. (1962). Costs of Education. London : Feber.

The image shows a close-up of a piece of paper with several handwritten signatures and initials in blue ink. On the left, there is a signature that appears to be 'Meenakshi Prakashan'. In the center, there are some initials that look like 'T.S.' and 'S.'. On the right, there is another signature that appears to be 'R. B. G.'. The paper has some vertical lines, possibly from a notebook or a form.

M. Ed. (Semester-I)
Course: III
Name of the Course: EDUCATIONAL STUDIES

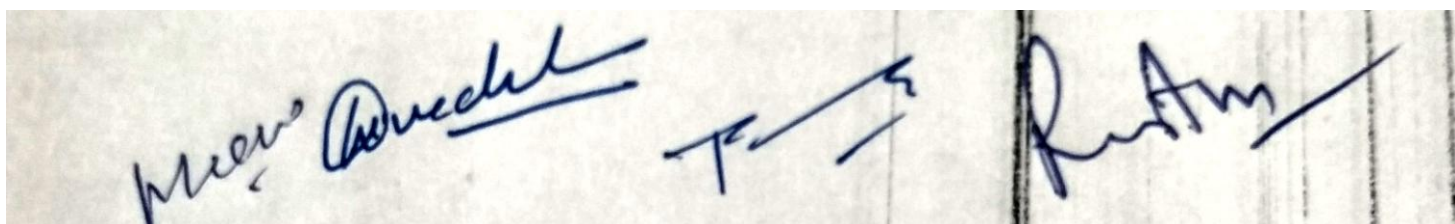
Time: 3 Hrs. Max. Marks: 100
Credit: 4 Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: III	
Name of the Course: EDUCATIONAL STUDIES	
CO III:1	Pupil Teachers will be able to describe the Meaning, Nature, Concept (Narrow and Broader), Agencies, Need and Importance of Education in National and Global Perspective.
CO III:2	Pupil Teaches will be able to discuss Education as a Phenomenon, Practice and Field of Study.
CO III:3	Pupil Teaches will be able to explain the System of Education in India with reference to Higher, Secondary, Elementary & Technical Education and will also describe the Educational Structure at central, state, district, block & village level.
CO III:4	Pupil Teaches will be able to elaborate the Need, Importance and Significance of Distance Education & Open Learning Systems in National & Global Perspective and also that of the Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET(s)
CO III:5	Pupil Teaches will be able to discuss the Constitutional Provisions and Acts w.r.t. Education such as RTE Act, 2009; Persons with Disabilities Act, 1995 and Rights of Persons with Disabilities Act, 2016.
CO III:6	Pupil Teaches will be able to explain National Programmes/ Schemes in Education like Mid-Day Meal Scheme, SSA, RMSA, RUSA, IEDSS, IEDC, Samagra Shiksha Abhiyan and Saakshar Bharat.



Handwritten signatures and initials in blue ink on a lined paper background. The signatures are written in a cursive style. One signature appears to be 'M. S. D. S.', another is 'R. A. S.', and there are several other initials and marks.

CO III:7	Pupil Teachers will be able to describe the National Issues in Education such as Universalization of Elementary Education, Globalization of Education & Liberalization of Education.
CO III:8	Pupil Teachers will be able to reflect on National Concerns in Education with reference to Expansion of Secondary & Higher Education, Issues related to equity, equality & quality of Education, Education of the disadvantaged and the Quality issues in Teacher Education Programmes.

Mrs. Anand
T. S.
R. A.

COURSE CONTENTS

UNIT- I

1. Education

- Meaning and Nature
- Concept (Narrow and Broader)
- Agencies
- Need and Importance
- National and Global Perspective

2. Education as a–

- Phenomenon
- Practice
- Field of Study

UNIT- II

3. Structure and System of Education in India

- Educational Structure at central, state, district, block and village level
- System of Education in India
- Higher Education
- Secondary Education
- Elementary Education
- Technical Education

4. Need, Importance and Significance of–

- Distance Education and Open Learning Systems in National and Global Perspective
- Educational Bodies like UNESCO, UGC, NUEPA, NIOS, RCI, NCERT, NCTE,

CBSE, SCERT(s) & DIET(s)

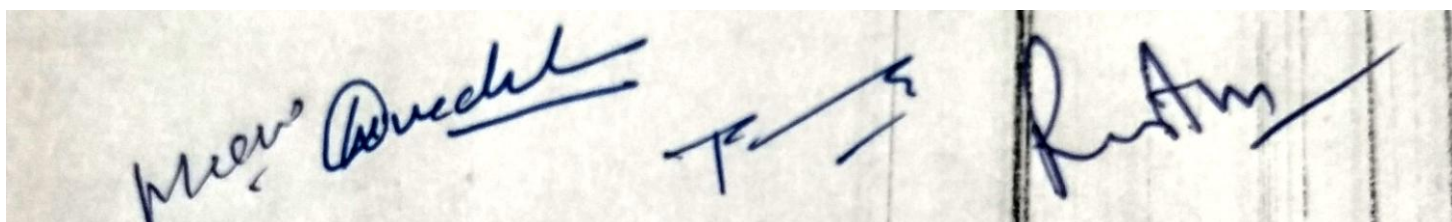
UNIT- III

5. Constitutional Provisions and Acts w.r.t. Education

- Provisions w.r.t. Education in Constitution of India
- RTE Act, 2009
- Persons with Disabilities Act, 1995
- Rights of Persons with Disabilities Act, 2016

6. National Programmes/ Schemes in Education

- Mid-Day Meal Scheme
- SSA, RMSA & RUSA
- IEDSS & IEDC
- Samagra Shiksha Abhiyan
- Saakshar Bharat



Handwritten signatures and initials in blue ink on a lined paper background. The signatures are written in a cursive style. One signature on the left appears to be 'Munir Ahmed'. In the center, there are initials 'T.S.' and 'S'. On the right, there is a signature that looks like 'R. Anand'.

UNIT- IV

7. National Issues in Education

- Universalization of Elementary Education
- Globalization of Education
- Liberalization of Education

8. National Concerns in Education

- Expansion of Secondary and Higher Education
- Issues related to equity, equality and quality of Education
- Education of the disadvantaged

Quality issues in Teacher Education Programmes SELECTED READINGS

Cole, M. (2011). Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class. NY: Routledge.

Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.

Govinda, R. (2011). Who goes to School? : Exploring Exclusion in Indian Education. New Delhi: Oxford University Press.

Govt. of India. (1948). University Education Commission. New Delhi: Govt. of India. Govt. of India. (1952). Secondary Education Commission. New Delhi: Govt. of India.

Govt. of India. (1964). Indian Education Commission. New Delhi: Govt. of India.

Govt. of India. (1986). National Policy Of Education. New Delhi: Govt. of India. Govt. of India. (1992). Programme of Action. New Delhi: Govt. of India.

Habib, S. I. (2010). Moulana Abdul Kalam Azad and the National Education System. New Delhi: NUEPA.

Jandhyala, B. T. G. (2003). Education Society and Development: National and International Perspective. New Delhi: APH Publishing Corporation.

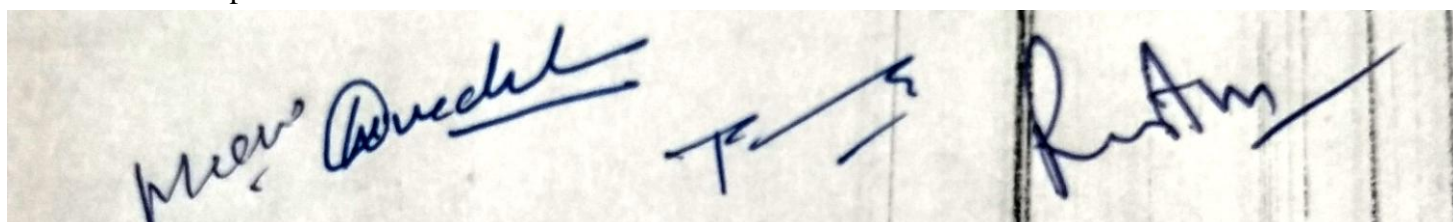
Mehta, A. C. (2014). Elementary Education in India: Where do we stand. New Delhi: NUEPA.

MHRD. (2009). RAMSA. New Delhi: MHRD.

MHRD. (2013). RUSA, National Higher Education Mission. New Delhi: MHRD. MHRD. (2000). SSA. New Delhi: MHRD.

MHRD. (2010). RTE Act. New Delhi: MHRD.

Narula, M. (2006). Quality in School Education: Secondary Education and Education Boards. New Delhi: Shipra Publication.

The image shows a close-up of a document with several handwritten signatures and initials in blue ink. On the left, there is a signature that appears to be 'Mehra' followed by another signature. In the center, there are initials 'T.S.' and 'S'. On the right, there is a large, stylized signature that looks like 'R. Am'.

NCERT. (2005). NCF. New Delhi: NCERT. NCTE. (2009). NCFTE. New Delhi: NCTE.

NUEPA. (2004). Sabke Liye Shiksha: Vishwa Monitoring Report 2002. New Delhi: NUEPA.

Pandit, K. (2003). Educational Sociology. New Delhi: ABD Publishers.

Prakash, V. & Biswal, K. (2008). Perspective on Education and Development: Revisiting Education Commission and After. New Delhi: Shipra Publication.

Rao, K. S. (2009). Educational Policies in India: Analysis and Review of Promise and Performance. New Delhi: NUEPA.

Sharma, R. K. & Chouhan, S. S. (2006). Sociology of Education. New Delhi: Atlantic Publishing Corporation.

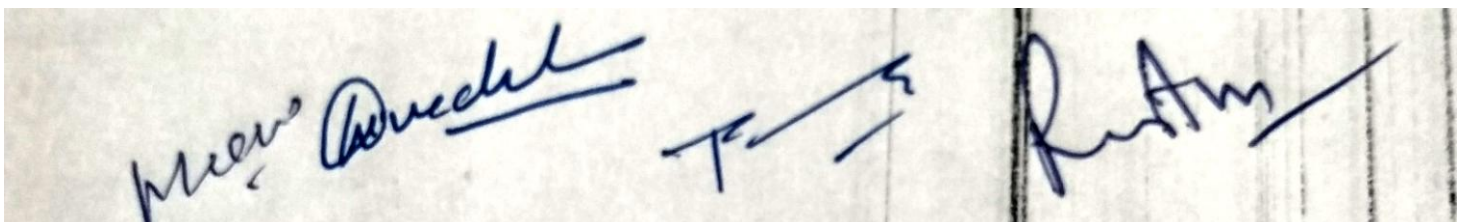
Sood, N. (2003). Management of School Education in India. New Delhi: APH Publishing Corporation.

Stella, A. & Sudhanshu, B. (2011). Quality Assurance of Transnational Higher Education, the Experience of Australia and India. New Delhi: NUEPA.

Sujhata, K. & Rani, G. (2011). Development of Secondary Education in India: Access, Participation and Delivery Mechanism and Financing. New Delhi: Shipra Publication.

Sujhata, K. & Rani, G. (2011). Management of Secondary Education in India. New Delhi: Shipra Publication.

Yazail, J. (2003). Globalization and Challenges of Education. New Delhi: Shipra Publication.



The image shows a close-up of a piece of lined paper with several handwritten signatures and initials in blue ink. On the left, there is a signature that appears to be 'Munir Ahmed'. In the center, there are initials 'T.S.' with a horizontal line underneath. On the right, there is another signature that looks like 'R. Anand'.

M.Ed. (Semester-I)

Paper: IV

Name of the Course: INTRODUCTION TO RESEARCH METHODS

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Paper: IV	
Name of the Course: INTRODUCTION TO RESEARCH METHODS	
CO IV:1	Pupil Teachers will be able to describe Meaning, Nature & Sources of Knowledge and will also be able to state the Meaning, Nature, Need, and Types & Scope of Educational Research.
CO IV:2	Pupil Teachers will be able to formulate a Research Problem taking into consideration the Criteria & Sources of identifying Research Problem and will be able to write the concept of Delineating & Operationalizing Variables and the Importance & Sources of Review of Related Literature.
CO IV:3	Pupil Teachers will be able to discuss Meaning, Characteristics, Sources and Types of Hypothesis.
CO IV:4	Pupil Teachers will be able to elaborate the Concept of Population & Sample, Characteristics of a good Sample, Need of Sampling, Probability Sampling & Non-Probability Sampling as well as the Sampling Errors & ways to reduce them.
CO IV:5	Pupil Teachers will be able to explain the Nature of Educational Data, Scales of Measurement and will be able to measure Central Tendency, Dispersion, Percentile and Percentile Rank of given Educational Data.
CO IV:6	Pupil Teachers will be able to interpret the characteristics and application of NPC.
CO IV:7	Pupil Teachers will be able to differentiate between Skewness and Kurtosis and will be able to elaborate their uses and applications.
CO IV:8	Pupil Teachers will be able to apply the concepts of Chi-square Test, Hypothesis of Equality and Hypothesis of Independence (Non-Parametric Statistics) in the field of Educational Research Statistics.

COURSE CONTENTS

UNIT-I

1. Educational Research

Meaning, Nature & Sources of Knowledge

Meaning, Nature, Need & Scope of Educational Research

Types of Research: Fundamental, Applied & Action

2. Formulation of Research Problem

Criteria & Sources of identifying Research Problem Delineating & Operationalizing Variables

Review of Related Literature- Importance & Sources

UNIT-II

3. Hypothesis

Meaning, Characteristics, Sources & Types of Hypothesis

4. Sampling

Concept of Population & Sample Characteristics of a good Sample Need of Sampling

Probability Sampling

Non-Probability Sampling

Sampling Errors & ways to reduce them

UNIT-III

5. Descriptive Statistics

Nature of Educational Data

Scales of Measurement

Measurement of Central Tendency Measurement of Dispersion Percentile & Percentile Rank

6. Normal Probability Curve (NPC)

Characteristics of NPC Applications of NPC

UNIT-IV

7. Skewness & Kurtosis

Meaning, Uses & Applications

8. Non-Parametric Statistics

Chi-Square Test Hypothesis of Equality

Hypothesis of Independence

SELECTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source book*.

Kurukshetra: Nirmal Publications.

Best, John W. & Kahn James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart & Winston.

Forguson, George A. (1976). *Statistics Analysis in Psychology and Education*. New York: McGraw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer & Simon.

Good, C. V. & Scates, Douglas E. (1954). *Methods in Social Research*. New York: McGraw Hill.

Guilford, J. P. & Fruchter, B. (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Holt, Rinehart and Winston.

Koul, L. (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*.

Narela, New Delhi.

McMillon, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Euroasia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistic*. New York: McGraw Hill.

Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: MacMillan.

Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.

Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

M.Ed. (Semester-I)

Course: V

Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING

Credit: 1

M. Marks: 25

(Ext.-10; Int.-15)

(Joint Evaluation by Internal & External Examiner) **COURSE OUTCOMES**

Course: V	
Name of the Course: COMMUNICATION SKILL & EXPOSITORY WRITING	
CO V: 1	Pupil Teachers will be able to write Essays/Articles on any issue relating to Education.
CO V: 2	Pupil Teachers will be able to prepare PPTs on any topic and also will be able to present their views with those prepared PPTs at any platform like Seminar etc.
CO V: 3	Pupil Teachers will be able to discuss any educational issue in Panel/ Group Discussion and will also be able to express their views publically regarding any educational issue.
CO V:4	Pupil Teachers will be able to analyze the content available on Education and will also be able to report any event(s)/news (from electronic/print media) related to field of Education in his own words.

SUGGESTED ACTIVITIES:

- Writing Essay/Articles on any issue relating to Education.
- Seminar presentation with PPT (on any one topic).
- Student's Discussion (panel/group).
- Content Analysis & reporting any one event/news (from electronic/print media) related to field of Education.

M.Ed. (Semester-I)

Course: VI

Name of the Course: SELF DEVELOPMENT

Credit: 1

M. Marks: 25

(Ext.-10; Int.-15)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course: VI	
<i>Name of the Course: SELF DEVELOPMENT</i>	
<i>CO VI:1</i>	<i>Pupil Teachers will be able to organize activities effectively on any general issue of public concern and specifically on issues relating to Education.</i>
<i>CO VI:2</i>	<i>Pupil Teachers will be able to prepare and present report of the activities on any general issue of public concern and specifically on issues relating to Education being organized publically or in any Institution.</i>

SUGGESTED ACTIVITIES:

Activities may be organized in the following given areas (any one); and students are required to prepare and submit a report of the same.

- Gender Issues
- Inclusive Education
- Health & Physical Education
- Mental Hygiene
- Yoga & Well Being
- Socio-Environmental Issues

M.Ed. (Semester- II)

Course: VII

Name of the Course: PHILOSOPHY OF EDUCATION

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: VII	
Name of the Course: PHILOSOPHY OF EDUCATION	
CO VII-1	Pupil Teachers will be able to relate Education and Philosophy, define Educational Philosophy and explain its various functions.
CO VII-2	Pupil Teachers will be able to state the meaning, nature, types and different sources of knowledge and will also be able to enlist methods of acquiring knowledge
CO VII-3	Pupil Teachers will be able to explain Indian Schools of Philosophy i.e. Vedanta and Sankhya with special reference to the concept of reality, knowledge and values along with their educational implications.
CO VII-4	Pupil Teachers will be able to elaborate Indian Schools of Philosophy i.e. Buddhism and Islamic traditions with special reference to the concept of reality, knowledge and values along with their educational implications.
CO VII-5	Pupil Teachers will be able to describe Western Schools of Philosophy i.e. Idealism and Realism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education.
CO VII-6	Pupil Teachers will be able to describe Western Schools of Philosophy i.e. Naturalism, Pragmatism and Existentialism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education.
CO VII-7	Pupil Teachers will be able to determine the Contributions of Indian Thinkers towards Education System namely Swami Vivekananda, Aurobindo, Rabindranath Tagore and Mahatma Gandhi.
CO VII-8	Pupil Teachers will be able to elaborate the Modern Concepts of Philosophy i.e. Logical Analysis, Logical Empiricism and Logical Positivism.

COURSE CONTENTS

UNIT –I

1. Educational Philosophy

- Relationship of Education and Philosophy
- Meaning of Educational Philosophy
- Functions of Educational Philosophy

2. Knowledge

- Meaning and Nature of Knowledge
- Types and Sources of Knowledge
- Methods of Acquiring Knowledge

UNIT-II

3. Indian Schools of Philosophy

- Vedanta with special references to the concept of reality, knowledge and values and their educational implications
- Sankhyawith special references to the concept of reality, knowledge and values and their educational implications

4. Indian Schools of Philosophy

- Buddhismwith special references to the concept of reality, knowledge and values and their educational implications
- Islamic traditions with special references to the concept of reality, knowledge and values and their educational implications

UNIT-III

5. Western Schools of Philosophy

- Idealismwith special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education
- Realismwith special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education

6. Western Schools of Philosophy

- Naturalismwith special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education
- Pragmatismwith special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education
- Existentialism with special reference to the concept of reality, knowledge and values, their educational implications for aims, contents and methods of education

UNIT-IV

7. Contributions of Indian Thinkers towards Education System

- Swami Vivekananda
- Aurobindo
- Rabindranath Tagore
- Mahatma Gandhi

8. Modern Concepts of Philosophy

- Logical Analysis
- Logical Empiricism
- Logical Positivism

SELECTED READINGS

Baskin, Wade. (1966). *Classics in Education*. London: Vision Press.

Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.

Broudy, H. S. (1977). *Building a Philosophy of Education*. New York: Krieger. Butler, J. D. (1966). *Idealism in Education*. New York: Harper and Row.

Dewey, John. (1966). *Democracy and Education*. New York: MacMillan.

Dupuis, A. M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.

Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.

Maslow, A. H. (1959). *New Knowledge in Human Values* (Ed.). New York: Harper and Row.

M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi: Department of Education.

Morris, Van C. (1966). *Existentialism in Education: What it Means*. New York: Haper & Row.

Mukerjee, R. K. (1969). *Ancient Indian Education*. Varanasi: Motilal Banarsidas.

Narvane, V. S. (1978). *Modern Indian Thought*. New York: Orient Longmans Ltd.

Pandey, R. S. (1982). *An Introduction to Major Philosophies of Education*. Agra: Vinod Pustak Mandir.

M.Ed. (Semester-II)

Course: VIII

Name of the Course: SOCIOLOGY OF EDUCATION

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: VIII Name of the Course: SOCIOLOGY OF EDUCATION	
CO VIII-1	Pupil Teachers will be able to state the concept and nature of Educational Sociology and Sociology of Education and will also be able to establish the relationship of Sociology and Education.
CO VIII-2	Pupil Teachers will be able to elaborate the meaning and concept of Social Organization and will also be able to discuss the factors influencing Social Organization namely Folkways, Mores, Institutions and Values.
CO VIII-3	Pupil Teachers will be able to explain the meaning and concept of Socialization, role of education in socialization and will also be able to list different agencies of socialization like Family, School, Society and Community.
CO VIII-4	Pupil Teachers will be able to describe the meaning and nature of Culture and will also be able to elaborate the issues related to culture like Sanskritization, Westernization and Modernization and further will be able to reflect on Education and Culture.
CO VIII-5	Pupil Teachers will be able to write the meaning, concept and nature of Value Education and will also be able to explain the role of Education regarding Values of Education.
CO VIII-6	Pupil Teachers will be able to state the meaning and nature of Social Change, explain the factors determining Social Change and will also be able to discuss various constraints of Social Change in India like caste, ethnicity, class, language, religion and regionalism, and will be able to elaborate Education and Social Change.
CO VIII-7	Pupil Teachers will be able to explain the meaning, concept of Social Stratification along with its educational implications.
CO VIII-8	Pupil Teachers will be able to describe the meaning, types, constraints on social mobility and its educational implications.

COURSE CONTENTS

UNIT I

1. Educational Sociology

- Concept and Nature of Educational Sociology
- Sociology of Education
- Relationship of Sociology and Education

2. Social Organization

- Meaning and Concept
- Factors influencing Social Organization - Folkways, Mores, Institutions and Values

UNIT-II

3. Socialization

- Meaning and Concept of Socialization
- Agencies of Socialization: Family, School, Society and Community
- Role of Education in Socialization

4. Culture

- Meaning and Nature of Culture
- Issues related to Culture (Sanskritization, Westernization and Modernization)
- Education and Culture

UNIT-III

5. Value Education

- Meaning and Concept of Values and its Nature
- Role of Education regarding Values of Education

6. Education and Social Change

- Meaning and Nature
- Factors determining Social Change
- Constraints of Social Change in India- Caste, Ethnicity, Class, Language, Religion and Regionalism

UNIT-IV

7. Social Stratification

- Meaning and Concept
- Educational Implications

8. Social Mobility

- Meaning of Social Mobility
- Types of Social Mobility
- Constraints on Social Mobility and its Educational Implications

SELECTED READINGS

Gore, M. S. (1984). Education and Modernization in India. Jaipur: Rawat Publication.

Havighurst, Robert et al. (1995). Society and Education. Boston: Allyn and Bacon.

Inkeles, Alex. (1987). What is Sociology? New Delhi: Prentice Hall of India.

Kamat, A. R. (1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.

Maslow, A. H. (1959). New Knowledge in Human Values (Ed.). New York: Harper and Row.

Maunheim, K. et al. (1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul.

M.H.R.D. (1990). Towards an Enlightened and Human Society. New Delhi: Department of Education.

Mossish, Ioor. (1972). Sociology of Education: An Introduction. London: George Allen and Unwin.

Mukerjee, R. K. (1969). Ancient Indian Education. Varanasi: Motilal Banarsidas.

Narvane, V. S. (1978). Modern Indian Thought. New York: Orient Longmans Ltd.

Pandey, K. P. (1983). Perspectives in Social Foundations of Education. Ghaziabad: Amitash Prakashan.

M.Ed. (Semester-II)

Course: IX

Name of the Course: CURRICULUM STUDIES

Time: 3 Hours

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: IX	
Name of the Course: CURRICULUM STUDIES	
CO IX-1	Pupil Teachers will be able to explain the concepts of Curriculum and Syllabus along with their scope and will also be able to explain the need, importance, process and bases of Curriculum.
CO IX-2	Pupil Teachers will be able to elaborate the principles of Curriculum Development, factors affecting Curriculum Development including impact of media, technology and contemporary issues and will also be able to discuss Curriculum and Cognitive Development of Child w.r.t. Social Reconstruction, Self-Actualization, Academic Rationalization and Children with Special Needs.
CO IX-3	Pupil Teachers will be able to describe different types of Curriculum and approaches in Curriculum Development.
CO IX-4	Pupil Teachers will be able to state various Trends in Curriculum Development.
CO IX-5	Pupil Teachers will be able to reflect on Curriculum Planning and Designing in terms of Assessment of Need with respect to Individual and Environment, Situational Analysis and Selection of Content and Method and further will be able to explain in detail the Models of Curriculum Development and Planning.
CO IX-6	Pupil Teachers will be able to describe various ways of curricular transaction including Basic Curricular Skills related to all three domains, School Readiness, Classroom Planning, Preparation and Selection of Specific Teaching Strategies with Examination considerations in context of Curriculum Development.
CO IX-7	Pupil Teachers will be able to discuss Curriculum Evaluation in terms of Evaluation of Curriculum Transaction and will be able to differentiate between Formative and Summative Evaluation of Curriculum, enlist different Methods and Models of Curriculum Evaluation and further will be able to write about the Role of Teacher in Curriculum Evaluation.
CO IX-8	Pupil Teachers will be able to elaborate the role of different organisations in curriculum designing like NCERT, SCERTs, UGC & NCTE and will also be able to reflect on Recent Developments in Curriculum Development such as NCF (2005), NCFTE (2009) and Research Trends in Curriculum Development.

COURSE CONTENTS

UNIT-I

1. Curriculum

- Concept of Curriculum and Syllabus and their Scope
- Need and Importance of Curriculum
- Process of Curriculum Development
- Bases of Curriculum

2. Curriculum Development and Cognitive Development of Child

- Principles of Curriculum Development
- Factors affecting Curriculum Development including impact of Media, Technology and Contemporary Issues
- Curriculum and Cognitive Development of Child
 - Social Reconstruction
 - Self-Actualization
 - Academic Rationalization
 - Children with Special Needs

UNIT – II

3. Types and Approaches in Curriculum

- Types of Curriculum: Knowledge based Curriculum, Activity based Curriculum, Skill based Curriculum and Experienced based Curriculum
- Approaches in Curriculum Development: Developmental Approach, Interdisciplinary Approach, Functional Approach and Eclectic Approach

4. Trends in Curriculum Development

- Curricular Trends: Lifelong Learning, Futuristic Education, Collaborative Curriculum, Core Curriculum and Collateral Curriculum

UNIT – III

5. Curriculum Planning and Designing

- Assessment of Need with respect to Individual and Environment
- Situational Analysis
- Models of Curriculum Development and Planning
- Selection of Content and Method

6. Preparation for Curriculum Transaction

- Basic Curricular Skills
 - Curricular Skills related to Cognitive Domain
 - Curricular Skills related to Conative Domain
 - Curricular Skills related to Affective Domain
- Concept of School Readiness
- Classroom Planning
- Preparation and Selection of Specific Teaching Strategies with Examination considerations in context of Curriculum Development

UNIT – IV

7. Curriculum Evaluation

- Curriculum Transaction and its Evaluation
- Formative and Summative Evaluation
- Methods of Curriculum Evaluation

- Models of Curriculum Evaluation
- Role of Teacher in Curriculum Evaluation
- 8. Role of Organisations and Recent Developments**
- Role of Organisations like NCERT, SCERTs, UGC and NCTE in Curriculum Designing
- NCF, 2005 and NCFTE, 2009
- Recent Developments and Research Trends in Curriculum Development

SELECTED READINGS

Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin Co.

Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder & Stoughton, London.

Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.

Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers. Goodland, J. (1979).

Curriculum Enquiry – The Study of Curriculum Practices. New York: McGraw Hill.

Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.

Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon. Hooer, R. (1971).

Curriculum: Context, Design and Development. New York: Longmans.

Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc. Lewy, A. (1977).

Studying Curriculum. Buckingham: Open University Press.

Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.

Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.

Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanovich.

Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.

Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd. Taba, H.

(1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.

Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.

Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

M.Ed. (Semester-II)

Course: X

Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: X	
Name of the Course: TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE	
CO X-1	Pupil Teachers will be able to understand the concept of Teacher Education and will also be able to reflect on the Need and Importance of it.
CO X-2	Pupil Teachers will be able to enlist objectives of Teacher Education at various levels i.e. Primary, Secondary and College levels.
CO X-3	Pupil Teachers will be able to describe Concept, Objectives, Need and Importance of Pre-Service Teacher Education and will also be able to enlist Objectives and
CO X-4	Pupil Teachers will be able to understand and discuss Current Problems of Teacher Education and Practicing Schools
CO X-5	Pupil Teachers will be able to explain the Concept, Objectives along with Need and Importance of In-service Teacher Education and further will be able to list various
CO X-6	Pupil Teachers will be able to describe Teacher Education through Distance Mode for In-Service Education
CO X-7	Pupil Teachers will be able to understand Teacher Education for Adult and Non-Formal Education
CO X-8	Pupil Teachers will be able to elaborate Professional Growth of teachers through Orientation, Refresher, Workshop, Seminar and Panel Discussion.

COURSE CONTENTS

UNIT-I

Teacher Education

- Concept, Need and Importance
- 2. Objectives of Teacher Education at various levels**

- Primary Level
- Secondary Level
- College Level

UNIT-II

3. Pre-Service Teacher Education

- Concept and Objectives
- Need and Importance
- Objectives and Organization of Practice Teaching

4. Current Problems of Teacher Education and Practicing Schools

UNIT-III

5. In-service Teacher Education

- Concept and Objectives
- Need and Importance
- Various Agencies for In-Service Teacher Education

6. Teacher Education through Distance Mode for In-Service Education

UNIT-IV

7. Teacher Education for Adult and Non-Formal Education

8. Professional Growth of Teachers

- Orientation
- Refresher
- Workshop
- Seminar
- Panel Discussion

SELECTED READINGS

Adam, D. M. (1985). Computers and Teacher Training: A Practical Guide. N.Y.: The Haworth Pren, Inc.

Anand, C. L. (1988). Aspects of Teacher Education. Delhi: S. Chand and Co.

CABE (1992). Report of the CABE Committee on Policy Perspectives. New Delhi: Govt. of India, MHRD.

Dunkin, J. Michal (1987). The International Encyclopedia of Teaching and Teacher Education. Pergamon Press.

Husen, Tosten & Postlethwaite (1994). The International Encyclopedia of Education (Ed.), Vol. 1-12. New York: Pergamon Press.

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

- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- MHRD (1986). *National Policy on Education and Programme of Action*. New Delhi: Govt. of India.
- MHRD (1992). *Programme of Action*. New Delhi: Department of Education, Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India (Ed. Source Book)*. New Delhi: NCERT.
- Smith, E. R. (1962). *Teacher Education: A Reappraisal (Ed.)*. New York: Harper & Row Publishers.
- Soder, R. (1991). *The Ethics of the Rhetoric of Teacher Professionalism: Teaching and Teacher Education*, 7(3).
- Stiles, L. J. & Parker, R. (1969). *Teacher Education Programme: Encyclopedia of Educational Research*, 4th Edition. New York: MacMillan.

M.Ed. (Semester-II)

Course: XI

Name of the Course: DISSERTATION

Credit: 2

Max. Marks: 50 (Ext.-15; Int.-35)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course: XI	
Name of the Course: DISSERTATION	
CO XI-1	Pupil Teachers will be able to choose a Research Topic related to Education and then will be able to write Synopsis including Review of Related Literature based on that topic.
CO XI-2	Pupil Teachers will be able to present the Synopsis based on the Research Topic.

SUGGESTED ACTIVITY:

- Writing Synopsis including Review of Related Literature
- Presentation of Synopsis

M.Ed. (Semester-II)

Course: XII

Name of the Course: INTERNSHIP IN A TEACHER EDUCATION INSTITUTE (TEI)

Credit: 4

M. Marks: 100(Ext.-30; Int.-70)

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course: XII	
Name of the Course: INTERNSHIP IN A TEACHER EDUCATION INSTITUTE (TEI)	
CO XII-1	Pupil Teachers will be able to carry out teaching of the assigned contents of Teacher Education Curriculum.
CO XII-2	Pupil Teachers will be able to design and prepare effective Training Material/ Teaching Learning Material to be used during Teaching.
CO XII-3	Pupil Teachers will be able to involve themselves in various activities of conducted at Teacher Education Institute (TEI) and also learn to organize them.
CO XII-4	Pupil Teachers will be able to prepare record and write their reflections on their experience during Internship a TEI.

SUGGESTED ACTIVITIES:

- Teaching One Unit of Teacher Education Curriculum
- Designing Training Material/ Teaching Learning Material
- Involvement in various activities of Teacher Education Institute (TEI)
- Records submitted on Reflections during Internship (Internal Evaluation by Mentor Teacher Educator)

M.Ed. (Semester-III)

Course-XIII (i)

Name of the Course: SPECIALISATION COURSE - I (Stage Specific)

Elementary Education

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two

long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course-XIII(i) Name of the Course: SPECIALISATION COURSE - I (Stage Specific) Elementary Education	
CO XIII(i).1	Pupil Teachers will be able to understand the Concept of School Education and will further be able to state Need, Importance, Aims and Objectives of School Education at Elementary Stage.
CO XIII(i).2	Pupil Teachers will be able to know and recall Historical Perspectives of School Education and further will be able to know the present status of School Education at Elementary Stage.
CO XIII(i).3	Pupil Teachers will be able to interpret the Concept, Need and Role of School and will be able to describe the Institutions, Systems and Structures of School Education at Elementary Stage.
CO XIII(i).4	Pupil Teachers will be able to analyze the control and finance of Institutions and their Management and will further be able to elaborate the concept of School Education and will further evaluate the Global Perspective of School Education
CO XIII(i).5	Pupil Teachers will be able to explain the concept of Curriculum and will also be able to analyze it Critically and will further be able to describe the Curricular, Co-Curricular and Extra-Curricular School Activities at Elementary Stage.
CO XIII(i).6	Pupil Teachers will be able to identify various Methods of Teaching and will further be able to explain the use of ICT in Teaching at Elementary Stage of School Education.
CO XIII(i).7	Pupil Teachers will be able to enlist teaching aids and will further be able to explain the need and significance of teaching aids.
CO XIII(i).8	Pupil Teachers will be able to elaborate the Role of Teacher as Facilitator of Teaching- Learning Environment.

COURSE CONTENTS

UNIT-I

1. School Education at Elementary Stage

- Aims and Objectives
- Need and importance

2. School Education at Elementary Stage

- Historical Perspective
- Present Status

UNIT-II

3. School Education

- Concept, Need & Role of 'School'
- School Education: Global Perspective

4. Structure and Management of School Education

- Institutions, System and Structure of School Education
- Control & Finance of Institutions & their Management

UNIT-III

5. Curriculum at Elementary Stage of School Education

- Concept, Need, Importance of Curriculum
- Principles of Curriculum Development
- Critical Analysis of Curriculum

6. School Activities at Elementary Stage

- Curricular
- Co-Curricular
- Extra-Curricular

UNIT-IV

7. Teaching at Elementary Stage of School Education

- Methods of Teaching
- Use of ICT in Teaching

8. Teacher and Teaching Aids

- Types, Need & Significance of Teaching Aids at Elementary Stage of School Education
- Role of Teacher as Facilitator of Teaching-Learning Environment

SELECTED READINGS

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co. CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education (Ed.)*, Vol. 1-12. New York: Pergamon Press.
- Mahajan, Baldev & Khullar, K. K. (2002). *Educational Administration in Central Government: Structures, Processes and Future Prospects*. New Delhi: Vikas Publication House Pvt. Ltd.
- Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*. Govt. of India.
- Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.
- NCERT. (1998). *National Curriculum for Elementary and Secondary Education –A Framework*. New Delhi: NCERT.
- NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of Curriculum Planning and Development*.
- Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.
- Singh, L. C. (1990). *Teacher Education in India (Ed. Source Book)*. New Delhi: NCERT.
- UNESCO. (2004). *Information and Communication Technologies in Secondary Education (Position Paper)*. UNESCO: Institute of Information Technologies in Education, 1-24.

M.Ed. (Semester-III)

Course: XIII(ii)

**Name of the Course: SPECIALISATION COURSE - I (Stage Specific)
Secondary and Senior Secondary Education**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course-XIII(ii) Name of the Course: SPECIALISATION COURSE - I (Stage Specific) Secondary and Senior Secondary Education	
CO XIII(ii).1	Pupil Teachers will be able to understand the Concept of School Education and will be able to state Need, Importance, Aims and Objectives of School Education at Secondary and Senior Secondary Education Stage.
CO XIII(ii).2	Pupil Teachers will be able to know and recall Historical Perspectives of School Education and further will be able to know the present status of School Education at Secondary and Senior Secondary Education Stage.
CO XIII(ii).3	Pupil Teachers will be able to interpret the Concept, Need and Role of School and will be able to describe the Institutions, Systems and Structures of School Education at Secondary and Senior Secondary Education Stage.
CO XIII(ii).4	Pupil Teachers will be able to analyze the control and finance of Institutions and their Management and will further be able to elaborate the concept of School Education and will further evaluate the Global Perspective of School Education
CO XIII(ii).5	Pupil Teachers will be able to explain the concept of Curriculum and will also be able to analyze it Critically and will further be able to describe the Curricular, Co-Curricular and Extra-Curricular School Activities at Elementary Stage.
CO XIII(ii).6	Pupil Teachers will be able to identify various Methods of Teaching and will further be able to explain the use of ICT in Teaching at Secondary and Senior Secondary Stage of School Education.
CO XIII(ii).7	Pupil Teachers will be able to enlist teaching aids and will further be able to explain the need and significance of teaching aids.
CO XIII(ii).8	Pupil Teachers will be able to elaborate the Role of Teacher as Facilitator of Teaching- Learning Environment.

COURSE CONTENTS

UNIT-I

1. School Education at Secondary and Senior Secondary Stage

- Aims and Objectives
- Need and importance

2. School Education at Secondary and Senior Secondary Stage

- Historical Perspective
- Present Status

UNIT-II

3. School Education

- Concept, Need & Role of 'School'
- School Education: Global Perspective

4. Structure and Management of School Education

- Institutions, System and Structure of School Education
- Control and Finance of Institutions & their Management

UNIT-III

5. Curriculum at Secondary and Senior Secondary Stage of School Education

- Concept, Need, Importance of Curriculum
- Principles of Curriculum Development
- Critical Analysis of Curriculum

6. School Activities at Secondary and Senior Secondary Stage

- Curricular
- Co-Curricular
- Extra-Curricular

UNIT-IV

7. Teaching at Secondary and Senior Secondary Stage of School Education

- Methods of Teaching
- Use of ICT in Teaching

8. Teacher and Teaching Aids

- Types, Need & Significance of Teaching Aids at Secondary and Senior Secondary Stage of

School Education

- Role of Teacher as Facilitator of Teaching-Learning Environment

SELECTED READINGS

Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.

Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. New Delhi: Book Enclave.

Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co. CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.

Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.

Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.

Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education (Ed.)*, Vol. 1-12. New York: Pergamon Press.\

Mahajan, Baldev & Khullar, K. K. (2002). *Educational Administration in Central Government: Structures, Processes and Future Prospects*. New Delhi: Vikas Publication House Pvt. Ltd.

Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiyana: Tondon Publication.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

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

Mukherjee, S. N. (1988). *Education of the Teacher in India – I & II*. Delhi: S. Chand and Co.

NCERT. (1998). *National Curriculum for Elementary and Secondary Educatio–A Framework*. New Delhi: NCERT.

NCERT. (1988). *In-Service Teacher Education Package for Primary and Secondary Teachers – I & II*. New Delhi: NCERT.

Reddy, B. (2007). *Principles of Curriculum Planning and Development*.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

Singh, L. C. (1990). *Teacher Education in India (Ed. Source Book)*. New Delhi: NCERT.

UNESCO. (2004). *Information and Communication Technologies in Secondary Education (Position Paper)*. UNESCO: Institute of Information Technologies *in Education, 1-24*.

M.Ed. (Semester-III)

Course: XIV(i)

Name of the Course: SPECIALISATION COURSE - II (Stage Specific)

Elementary Education

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XIV(i)	
Course: SPECIALISATION COURSE - II (Stage Specific)	Elementary Education
COXIV(i).1	Pupil Teachers will be able to describe the Concept of Class-Room and they will also be able to analyze Management of Class-Room in terms of Available Resources at Elementary Education Stage.
COXIV(i).2	Pupil Teachers will be able to interpret in detail the Need and Importance Class-Room Interaction Analysis and will further be able to utilize Flander's Interaction Analysis in the classroom.
COXIV(i).3	Pupil Teachers will be able to elaborate the Concept and Principles of School Administration, to improve the Management of Resources, to classify school records and to construct time table of the school.
COXIV(i).4	Pupil Teachers will be able to elaborate Managing Human Resources in terms of Duties and Responsibilities of Head/ Principal, Teacher and Class-Teacher at Elementary Education Stage.
COXIV(i).5	Pupil Teachers will be able to interpret the Concept, Need, Significance, and Types of Evaluation and further will be able to differentiate between the terms Measurement, Assessment & Evaluation.
COXIV(i).6	Pupil Teachers will be able to define CCE and will further be able to construct Tools for Evaluation at Elementary Education Stage.
COXIV(i).7	Pupil Teachers will be able to discuss and reflect on issues like Indiscipline and Unrest among Students, School Management Committees and Problems in School at Elementary Education Stage.
COXIV(i).8	Pupil Teachers will be able to show their concerns on issues like Moral Development of Students, Addressing Needs of Differently Abled Children at Elementary Education Stage. They will be able to evaluate the Quality of Education and will further be able to predict some ways to provide Quality Education.

COURSE CONTENTS

UNIT-I

1. Class-Room

- Concept of Class-Room
- Management of Class-Room in terms of Available Resources at Elementary Education Stage

2. Class-Room Interaction Analysis Elementary Education Stage

- Class-Room Interaction Analysis
- Need and Importance
- Flander's Interaction Analysis

UNIT-II

3. School Administration

- Concept and Principles of School Administration
- Managing Resources at Elementary Education Stage
- Maintaining Records at Elementary Education Stage
- Time Table

4. Managing Human Resources

- Duties and Responsibilities of Head/ Principal
- Duties and Responsibilities of Teacher and Class-Teacher at Elementary Education Stage

UNIT-III

5. Evaluation

- Concept, Need and Significance of Evaluation
- Principles of Evaluation
- Understanding the terms: Measurement, Assessment and Evaluation
- Types of Evaluation

6. CCE

- Concept of CCE
- Outcome Based Evaluation of Learners
- Construction of Tools for Evaluation

UNIT-IV

7. Some Issues

- Indiscipline & Unrest among Students
- School Management Committees
- Problems in Schools

8. Concerns in School Education

- Moral Development of Students
- Addressing Needs of Differently Abled Children
- Ensuring Quality Education in Schools

SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Ashman, A. & Elkinsa, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Bloom, B. S. et. al. (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGraw Hill Book Co.
- Bruce, B. F. (2018). *Educational Research Measurement and Evaluation*. New Delhi: Sage Publication.
- CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.
- Centers, R.; Abul, M. & Azad, K. (1992). *Educational Administration: Structure, Functions and Processes at the Central Governmental Level*.
- Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.
- Dash, M. & Dash, N. (2008). *School Management*. New Delhi: Atlantic Publication.
- Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press
- Goel, S. L. & Goel (2009). *Educational Administration and Management*. New Delhi: Deep and Deep Publication.
- Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education (Ed.)*, Vol. 1-12. New York: Pergamon Press.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*. Govt. of India.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT. (2006). *Position Paper-2.5. The National Focus Group on Examination Reforms*. New Delhi: NCERT.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India (Ed. Source Book)*. New Delhi: NCERT.
- Stanley, J. C. & Hopkins, K. D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Worthen, B. R. & Sanders, James R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing Co.

M.Ed. (Semester-III)

Course: XIV(ii)

Name of the Course: SPECIALISATION COURSE - II (Stage Specific)

Secondary and Senior Secondary Education

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

SPECIALISATION COURSE - II (Stage Specific)	
Secondary Education	
COXIV(ii).1	Pupil Teachers will be able to describe the Concept of Class-Room and they will also be able to analyze Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage.
COXIV(ii).2	Pupil Teachers will be able to interpret in detail the Need and Importance Class-Room Interaction Analysis and will further be able to utilize Flander's Interaction Analysis in the classroom.
COXIV(ii).3	Pupil Teachers will be able to elaborate the Concept and Principles of School Administration, to improve the Management of Resources, to classify school records and to construct time table of the school.
COXIV(ii).4	Pupil Teachers will be able to elaborate Managing Human Resources in terms of Duties and Responsibilities of Head/ Principal, Teacher and Class-Teacher at Secondary and Senior Secondary Education Stage.
COXIV(ii).5	Pupil Teachers will be able to interpret the Concept, Need, Significance, and Types of Evaluation and further will be able to differentiate between the terms Measurement, Assessment & Evaluation.
COXIV(ii).6	Pupil Teachers will be able to define CCE and will further be able to construct Tools for Evaluation at Elementary Education Stage.
COXIV(ii).7	Pupil Teachers will be able to discuss and reflect on issues like Indiscipline and Unrest among Students, School Management Committees and Problems in School at Secondary and Senior Secondary Education Stage.
COXIV(ii).8	Pupil Teachers will be able to show their concerns on issues like Moral Development of Students, Addressing Needs of Differently Abled Children. They will be able to evaluate the Quality of Education and will further be able to predict some ways to provide Quality Education.

COURSE CONTENTS

UNIT-I

1. Class-Room

- Concept of Class-Room
- Management of Class-Room in terms of Available Resources at Secondary and Senior Secondary Education Stage

2. Class-Room Interaction Analysis Secondary and Senior Secondary Education Stage

- Class-Room Interaction Analysis
- Need and Importance
- Flander's Interaction Analysis

UNIT-II

3. School Administration

- a. Concept and Principles of School Administration
- b. Managing Resources at Secondary and Senior Secondary Education Stage
- c. Maintaining Records at Secondary and Senior Secondary Education Stage
- d. Time Table

4. Managing Human Resources

- Duties and Responsibilities of Head/ Principal
- Duties and Responsibilities of Teacher and Class-Teacher at Secondary and Senior Secondary Education Stage

UNIT-III

5. Evaluation

- a. Concept, Need and Significance of Evaluation
- b. Principles of Evaluation
- c. Understanding the terms: Measurement, Assessment and Evaluation
 - Types of Evaluation

6. CCE

- a. Concept of CCE
- b. Outcome Based Evaluation of Learners
- c. Construction of Tools for Evaluation

UNIT-IV

7. Some Issues

- Indiscipline & Unrest among Students
- School Management Committees
 - a. Problems in Schools

8. Concerns in School Education

- a. Moral Development of Students

- b. Addressing Needs of Differently Abled Children
- c. Ensuring Quality Education in Schools

SELECTED READINGS

- Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.
- Ashman, A. & Elkinsa, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Bloom, B. S. et. al. (1976). *Handbook of Formative and Summative Evaluation of Student Learning*. New York: McGraw Hill Book Co.
- Bruce, B. F. (2018). *Educational Research Measurement and Evaluation*. New Delhi: Sage Publication.
- CABE (1992). *Report of the CABE Committee on Policy Perspectives*. New Delhi: Govt. of India, MHRD.
- Centers, R.; Abul, M. & Azad, K. (1992). *Educational Administration: Structure, Functions and Processes at the Central Governmental Level*.
- Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.
- Dash, M. & Dash, N. (2008). *School Management*. New Delhi: Atlantic Publication.
- Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Goel, S. L. & Goel (2009). *Educational Administration and Management*. New Delhi: Deep and Deep Publication.
- Husen, Tosten & Postlethwaite (1994). *The International Encyclopedia of Education (Ed.)*, Vol. 1-12. New York: Pergamon Press.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Ministry of Education (1964-66). *Education and National Development Report of Indian Education Commission*. Govt. of India.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT. (2006). *Position Paper-2.5. The National Focus Group on Examination Reforms*. New Delhi: NCERT.
- NCERT. (2019). *Continuous and Comprehensive Evaluation Guidelines*. New Delhi: NCERT.
- Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
- Sharma, S. P. (2004). *Teacher Education in India*. New Delhi: Vikas Publications.
- Singh, L. C. (1990). *Teacher Education in India (Ed. Source Book)*. New Delhi: NCERT.
- Stanley, J. C. & Hopkins, K. D. (1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
- Worthen, B. R. & Sanders, James R. (1973). *Educational Evaluation: Theory and Practice*. McMillan Publishing Co.

M. Ed (Semester-III)

Course: XV

Name of the Course: ADVANCED EDUCATIONAL RESEARCH

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XV	
Name of the Course: ADVANCED EDUCATIONAL RESEARCH	
COXV.1	Pupil Teachers will be able to enlist Characteristics of a Good Research Tool. They will also be able to explain Research Tools and Techniques i.e. Questionnaire and Rating Scales emphasizing their characteristics, types and uses.
COXV.2	Pupil Teachers will be able to describe and simplify different Approaches to Research like Historical, Descriptive and Scientific.
COXV.3	Pupil Teachers will be able to understand the Experimental Research and will further be able to make use of its design
COXV.4	Pupil Teachers will be able to explain different steps and characteristics of Research Proposal and Research Report and will further be able to develop Research Proposal as well as Research Report.
COXV.5	Pupil Teachers will be able to compute Correlation using Product Moment and Rank Difference Methods.
COXV.6	Pupil Teachers will be able explain the Concept, Uses and Assumptions of Linear Regression Equation and will be able to compute the same and further will also be able to describe the concept of Standard Error of Measurement.
COXV.7	Pupil Teachers will be able to compute and interpret the Tests of Significance -‘t’ test and will be able to explain the concepts like Null Hypothesis, Standard Error, Type I & Type II Error, One Tail & Two Tail Test and Significance of Statistics and Significance of Difference between Means (Independent Sample), Percentage and Proportion.
COXV.8	Pupil Teachers will be able to interpret the Meaning, Assumptions, and Uses of ANOVA - One Way and will further be able to compute One Way- ANOVA

COURSE CONTENTS

UNIT-I

1. Tools & Techniques
 - Characteristics of a Good Research Tool
 - Questionnaire: Characteristics, Types and Uses
 - Rating Scales: Likert & Thurston Scale
2. Approaches to Research
 - Historical Research
 - Descriptive Research
 - Scientific Research

UNIT-II

3. Experimental Research & its Design

4. Research Report
 - Development of Research Proposal (Synopsis)
 - Research Report: Dissertation & Thesis
 - Characteristics & Steps

UNIT-III

5. Correlation
 - Product Moment
 - Rank Difference

6. Regression & Prediction
 - Concept, Uses, Assumptions & Computations of Linear Regression Equation
 - Standard Error of Measurement

UNIT-IV

7. Differentials
 - Tests of Significance - 't' test
 - Concept of Null Hypothesis
 - Standard Error

- Type I & Type II Error
 - One Tail & Two Tail Test
 - Significance of Statistics & Significance of Difference between Means (Independent Sample), Percentage & Proportion
8. ANOVA - One Way

Meaning, Assumptions, Computations & Uses **SELECTED READINGS**

Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.

Aggarwal, Y. P. (1998). The Science of Educational Research: A Source book. Kurukshetra: Nirmal Publication.

Best, John W. & Kahn, James V. (1995). Research in Education. New Delhi: Prentice Hall.

Burns, R. B. (1991). Introduction to Research in Education. New Delhi: Prentice Hall.

Edward, Allen L. (1968). Experimental Designs in Psychological Research. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.

Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Douglas, E. Scates (1954). Methods in Social Research. New York: Mc Graw Hill.

Guilford, J. P. & Benjabin, Fruchter (1973). Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.

Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). Statistical Methods in Education and Psychology. Narela, New Delhi.

Mc Million, James H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction. New York: Harper and Collins.

Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Euroasia. Neuman, W. L. (1997). Social Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.

Siegel, S. (1986). Non-Parametric Statistics. New York: McGraw Hill.

Travers, R. M. W. (1978). An Introduction to Educational Research. New York: Mc Millan.

Van Delen, D. B. (1962). Understanding Educational Research. New York: Mc Graw Hill.

M.Ed (Semester-III)

Course: XVI

Name of the Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XVI	
Course: TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION	
COXVI.1	Pupil Teachers will be able to explain the Historical Development of Teacher Education.
COXVI.2	Pupil Teachers will be able to state the recommendations made by various Commissions on Teacher Education with special emphasis on University Education Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission, NPE (1986) and Programme of Action (1992).
COXVI.3	Pupil Teachers will be able describe Teaching as a Profession and will be able to realize the importance of Faculty Improvement Programme.
COXVI.4	Pupil Teachers will be able to state the Aims and Objectives of Teacher Organization and will be able to justify the need of Professional Organization.
COXVI.5	Pupil Teachers will be able to explain in detail professional ethics and Performance Appraisal.
COXVI.6	Pupil Teachers will be able to analyze and explain the Problems of Admission to Teacher Education.
COXVI.7	Pupil Teachers will be able to describe the Areas of Research in Teacher Education.
COXVI.8	Pupil Teachers will be able to define School Effectiveness and Teacher effectiveness and will be able to prioritize Modification of Teacher Behavior.

COURSE CONTENTS

UNIT-I

1. Historical Development of Teacher Education
2. Recommendation of various Commissions on Teacher Education with special emphasis on -
 - University Education Commission (1948-49)
 - Mudaliar Commission (1952-53)
 - Kothari Commission
 - NPE, 1986
 - Programme of Action, 1992

UNIT-II

3. Teaching as a Profession
Faculty Improvement Programme
4. Aims and Objectives of Teacher Organization
Need of Professional Organization

UNIT-III

5. Professional Ethics Performance Appraisal
6. Problems of Admission to Teacher Education

UNIT-IV

7. Areas of Research in Teacher Education School Effectiveness
8. Teacher effectiveness Modification of Teacher Behavior

SELECTED READINGS

- Adam, D. M. (1985). Computers and Teacher Training: A Practical Guide. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). Aspects of Teacher Education. Delhi: S. Chand and Co. CABE (1992). Report of the CABE Committee on Policy Perspectives. New Delhi: Govt. of India, MHRD.
- Dunkin, J. Michal (1987). The International Encyclopedia of Teaching and Teacher Education. Pergamon Press.
- Husen, Tosten & Postlethwaite (1994). The International Encyclopedia of Education (Ed.), Vol. 1-12. New York: Pergamon Press.
- Indian Education Commission (1964-66). Report of Indian Education Commission on Education and National Development. Ministry of Education, Govt. of India.
- Mangla, Sheela (2000). Teacher Education: Trends & Strategies. New Delhi: Radha Publishing.
- MHRD (1986). National Policy on Education and Programme of Action. New Delhi: Govt. of India.

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

Mukherjee, S. N. (1988). Education of the Teacher in India – I & II. Delhi: S. Chand and Co.

NCERT. (2019). Continuous and Comprehensive Evaluation Guidelines. New Delhi: NCERT.

NCERT. (1988). In-Service Teacher Education Package for Primary and Secondary Teachers – I & II. New Delhi: NCERT.

Pareek, R. (1996). Role of Teaching Profession. Guwahati: Eastern Book House. Sharma, S. P. (2004). Teacher Education in India. New Delhi: Vikas Publications. Singh, L. C. (1990). Teacher Education in India (Ed.) - Source Book. New Delhi: NCERT.

Smith, E. R. (1962). Teacher Education: A Re-appraisal (Ed.). New York: Harper & Row Publishers.

Soder, R. (1991). The Ethics of the Rhetoric of Teacher Professionalism. Teaching and Teacher Education, 7(3).

Stiles, L. J. & Parker, R. (1969). Teacher Education Programme: Encyclopedia of Educational Research, 4th Edition. New York: McMillan.

M.Ed. (Semester-III)

Course:XVII

Name of the Course: INTERNSHIP (SIP)

(Stage Specific in Concerned Area of Specialization)

Credits: 4

M. Marks: (Ext.-30; Int.-70)

100

(Joint Evaluation by Internal & External Examiner)

COURSE OUTCOMES

Course:XVII

Name of the Course: INTERNSHIP (SIP)

(Stage Specific in Concerned Area of Specialization)

COXVII.1	Pupil Teachers will be able to prepare Lesson Plans and Unit Plans and will also be able to deliver lessons using Programmed Learning/ CAI.
COXVII.2	Pupil Teachers will be able to prepare Question Paper and other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
COXVII.3	Pupil Teachers will be able to maintain a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
COXVII.4	Pupil Teachers will be able to conduct Community Work/ Community Survey etc. on any one issue e.g. Swachta Abhiyan, Digital Economy, Mid Day Meal Scheme, Survey of Out of School Children, Disability Survey etc.

SUGGESTED ACTIVITIES:

The following four Activities (25 Marks each) were decided to be under taken by students during SIP:

- A. Preparation of twenty Lesson Plans & Unit Plans and delivering two lessons/ day (using Programmed Learning/CAI).
- B. Preparation a Question Paper & other Assessment Tools (comprising of MCQ, Short Answer & Long Answer Questions).
- C. Maintenance of a Reflective Diary/ Journal to record day to day happenings & reflections there on during SIP.
- D. Community Work/ Community Survey etc. on any one issue (e.g. Swachta Abhiyan, Digital Economy, MidDayMealScheme,SurveyofOutofSchool Children, Disability Surveyetc.)

M.Ed. (Semester-III)
Course:XVII
Name of the Course: DISSERTATION

Credits: 2

M. Marks: 50

(Ext.-15; Int.-35)

(Joint Evaluation by Internal & External Examiner) **COURSE OUTCOMES**

Course:XVIII	
Name of the Course: DISSERTATION	
COXVIII.1	Pupil Teachers will be able to Review comprehensively the Related Literature of the Research Problem and will be able to select/ development of appropriate Research Tool for collection of data relating to his/ her Research Problem.
COXVIII.2	Pupil Teachers will be able to prepare and present the Progress Report of their Research Work.

SUGGESTED ACTIVITIES:

- Comprehensive Review of Related Literature, Selection/ Development of Research Tool & Collection of Data
- Submission & Presentation of Progress Report of Research Work (including all above mentioned items)

M.Ed. (semester-III)
Course : XIX
Name of the Course: ACADEMIC WRITING

Credit: 2

M. Marks: 50

(Ext.-15; Int.-35)

(Joint Evaluation by Internal & External Examiner) **COURSE OUTCOMES**

Course XIX	
Name of the Course: ACADEMIC WRITING	
COXIX.1	Pupil Teachers will be able to Review Books and Research Articles.
COXIX.2	Pupil Teachers will be able to write Research Article/ Paper.
COXIX.3	Pupil Teachers will be able to give Critical Reflections on Current Events/ News related to the Field of Education.

SUGGESTED ACTIVITIES:

- Book Review and Review of 2 Research Articles
- Writing Research Article/Paper
- Critical Reflections on any 05 Current Events/ News related to Field of Education.

M.Ed. (Semester-IV)

M.Ed. (Semester-IV)

Course: XX (A) (i)

Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING

(At Elementary Level)

Time:3Hrs.

Max. Marks:100

Credit:4

Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XX (A) (i) Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING (At Elementary Level)	
CO XX (A) (i)-1	Pupil Teachers will be able to describe the Meaning, Aims, Scope and Significance of Economics of Education.
CO XX (A) (i)-2	Pupil Teachers will be able to compare and contrast Education as consumption and Education as Investment and further will also be able to infer the difficulties on Teaching Education as Investment or Consumption.
CO XX (A) (i)-3	Pupil Teachers will be able to describe the Components of Education Cost, Methods of Determination of Cost and will further be able to understand the Problems arising in its Application.
CO XX (A) (i)-4	Pupil Teachers will be able to explain the Concept and Limitations of Cost Benefit Analysis and further will also be able to elaborate the Concept of Private and Social Relevance Rate of Return Analysis and its Limitations.
CO XX (A) (i)-5	Pupil Teachers will be able to describe the concept of Growth and Economic Development, relate Education and Economic Development, enlist the Factors affecting contribution to Economic Growth Development and will also be able to understand Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth.
CO XX (A) (i)-6	Pupil Teachers will be able to discuss the meaning of Human Capital, and further will be able to elaborate the issues related to Human Capital namely Education as Industry, Residual Approach, Issues of Economics of Education and Criticism against Human Capital Theory.

CO XX (A) (i)-7	Pupil Teachers will be able to explain the meaning of Manpower Requirement, Manpower Forecasting and its Rationale, and will also be able to differentiate between Forecasting and Projection and further will be able to understand different Approaches and Limitations of Forecasting.
CO XX (A) (i)-8	Pupil Teachers will be able to discuss in detail the Causes and Problems of Educated Unemployment, Self-Employment and the Effects of Unemployment on Economy along with their Remedies, and will also be able to establish Link of Education with Job Apprehension.

COURSE CONTENTS

UNIT-I

1. Economics of Education

- Meaning
- Aims
- Scope
- Significance

2. Education as Consumption or Investment

- Education as Consumption
- Education as Investment
- Difficulties on Teaching Education as Investment or Consumption

UNIT-II

3. Cost of Education

- Components of Education Cost
- Methods of Determining Cost
- Problems arising in the Application of the Concept of Cost in Education

4. Benefits of Education

- Concept of Cost Benefit Analysis
- Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
- Limitations of Cost Benefit Analysis

UNIT-III

5. Education and Economic Development

- Concept of Growth and Development
- Education and Economic Development
- Factors affecting Contribution to Economic Growth Development
- Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth

6. Human Capital

- Meaning
- Education as Industry
- Issues of Economics of Education
- Residual Approach
- Criticism against Human Capital Theory

UNIT-IV

7. Manpower Requirement

- Meaning
- Manpower Forecasting
- Difference in Forecasting and Projection
- Rationale of Manpower Forecasting
- Limitations of Forecasting
- Approaches of Forecasting

8. Educated Unemployment

- Causes
- Problems
- Effect of Unemployment on Economy and their Remedies
- Linking of Education with Job Apprehension

- Self-Employment

SELECTED READINGS

- Alex, V. Alexander (1983). Human Capital Approach to Economic Development. New Delhi: Metropolitan Book Co.
- Blaug, M. (1972). Economics of Education. England: The English Language Book Society and Penguin Books.
- Bertrand, Oliver (1992). Planning Human Resources: Methods, Experiences and Practices. New Delhi: Sterling Publishers.
- Coombs, Philip H. & Hallack, J. (1972). Managing Educational Costs. UNESCO: International Institute of Educational Planning.
- Hallack, J. (1969). The Analysis of Educational Costs & Expenditure. Paris: UNESCO.
- Harbison, F. & Myers, Charler (1970). Education, Manpower and Economic Growth: Strategies of Human Resource Development. Oxford & IBM Publishing, Co.
- Kneller, G. F. (1968). Education and Economics Thought. New York: John Wiley and Sons, INC.
- Nagpal, S. C. & Mital, A. C. (1993). Economics of Education, New Delhi Publication.
- Natarajan, S. (1990). Introduction to Economics of Education. New Delhi: Sterling Publishers Pvt. Ltd.
- Pandit, H. N. (1969). Measurement of Cost Productivity and Efficiency of Education. NCERT.
- Rao, V. K. R. V. (1965). Education and Human Resource Development. New Delhi: Allied Publishers.
- Raza, Moonis (1986). Educational Planning: A long Term Perspective. New Delhi: Concept Publishing Company.
- Singh, Baljit (1992). Economics of Indian Education. New Delhi: Meenakshi Prakashan.
- Sodhi, T. S. (1990). Economics of Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Tilak, J. B. G. (1992). Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.
- Vaizey, J. (1962). Costs of Education. London: Feber.
- UNESCO (1968). Readings in the Economics of Education. Paris: UNESCO Publications.

M.Ed. (Semester-IV) Course Code: XX (A)(ii)

Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING

(At Secondary & Senior Secondary Level)

Time:3Hrs. Max. Marks:100

Credit:4 Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e.14 marks.

COURSE OUTCOMES

Course: XX (A) (ii) Name of the Course: EDUCATION POLICY, ECONOMICS AND PLANNING (At Secondary & Senior Secondary Level)	
CO XX (A) (ii)-1	Pupil Teachers will be able to describe the Meaning, Aims, Scope and Significance of Economics of Education.
CO XX (A) (ii)-2	Pupil Teachers will be able to compare and contrast Education as consumption and Education as Investment and further will also be able to infer the difficulties on Teaching Education as Investment or Consumption.
CO XX (A) (ii)-3	Pupil Teachers will be able to describe the Components of Education Cost, Methods of Determination of Cost and will further be able to understand the Problems arising in its Application.
CO XX (A) (ii)-4	Pupil Teachers will be able to explain the Concept and Limitations of Cost Benefit Analysis and further will also be able to elaborate the Concept of Private and Social Relevance Rate of Return Analysis and its Limitations.
CO XX (A) (ii)-5	Pupil Teachers will be able to describe the concept of Growth and Economic Development, relate Education and Economic Development, enlist the Factors affecting contribution to Economic Growth Development and will also be able to understand Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth.
CO XX (A) (ii)-6	Pupil Teachers will be able to discuss the meaning of Human Capital, and further will be able to elaborate the issues related to Human Capital namely Education as Industry, Residual Approach, Issues of Economics of Education and Criticism against Human Capital Theory.
CO XX (A) (ii)-7	Pupil Teachers will be able to explain the meaning of Manpower Requirement, Manpower Forecasting and its Rationale, and will also be able to differentiate between Forecasting and Projection and further will be able to understand different Approaches and Limitations of Forecasting.

CO XX (A) (ii)-8	Pupil Teachers will be able to discuss in detail the Causes and Problems of Educated Unemployment, Self-Employment and the Effects of Unemployment on Economy along with their Remedies, and will also be able to establish Link of Education with Job Apprehension.
---------------------	--

COURSE CONTENTS

UNIT-I

1. Economics of Education

- Meaning
- Aims
- Scope
- Significance

2. Education as Consumption or Investment

- Education as Consumption
- Education as Investment
- Difficulties on Teaching Education as Investment or Consumption

UNIT-II

3. Cost of Education

- Components of Education Cost
- Methods of Determining Cost
- Problems arising in the Application of the Concept of Cost in Education

4. Benefits of Education

- Concept of Cost Benefit Analysis
- Concept of Private and Social Relevance Rate of Return Analysis and its Limitations
- Limitations of Cost Benefit Analysis

UNIT-III

5. Education and Economic Development

- Concept of Growth and Development
- Education and Economic Development
- Factors affecting contribution to Economic Growth Development
- Growth producing Capacities, Difficulties involvement in Calculation of Contributions of Education to Economic Growth

6. Human Capital

- Meaning
- Education as Industry
- Issues of Economics of Education
- Residual Approach
- Criticism against Human Capital Theory

UNIT-IV

7. Manpower Requirement

- Meaning
- Manpower Forecasting

- Difference between Forecasting and Projection
- Rationale of Manpower Forecasting
- Limitations of Forecasting
- Approaches of Forecasting

8. Educated Unemployment

- Causes
- Problems
- Effects of Unemployment on Economy and their Remedies
- Linking of Education with Job Apprehension
- Self-Employment

SELECTED READINGS

Alex, V. Alexander (1983). Human Capital Approach to Economic Development. New Delhi: Metropolitan Book Co.

Blaug, M. (1972). Economics of Education. England: The English Language Book Society and Penguin Books.

Bertrand, Oliver (1992). Planning Human Resources: Methods, Experiences and Practices. New Delhi: Sterling Publishers.

Coombs, Philip H. & Hallack, J. (1972). Managing Educational Costs. UNESCO: International Institute of Educational Planning.

Hallack, J. (1969). The Analysis of Educational Costs & Expenditure. Paris: UNESCO.

Harbison, F. & Myers, Charles (1970). Education, Manpower and Economic Growth: Strategies of Human Resource Development. Oxford & IBM Publishing, Co.

Kneller, G. F. (1968). Education and Economic Thought. New York: John Wiley and Sons, INC.

Nagpal, S. C. & Mital, A. C. (1993). Economics of Education, New Delhi Publication.

Natarajan, S. (1990). Introduction to Economics of Education. New Delhi: Sterling Publishers Pvt. Ltd.

Pandit, H. N. (1969). Measurement of Cost Productivity and Efficiency of Education. NCERT.

Rao, V. K. R. V. (1965). Education and Human Resource Development. New Delhi: Allied Publishers.

Raza, Moonis (1986). Educational Planning: A long Term Perspective. New Delhi: Concept Publishing Company.

Singh, Baljit (1992). Economics of Indian Education. New Delhi: Meenakshi Prakashan.

Sodhi, T. S. (1990). Economics of Education. New Delhi: Vikas Publishing House Pvt. Ltd.

Tilak, J. B. G. (1992). Educational Planning at Grass Roots. New Delhi: Ashish Publishing House.

Vaizey, J. (1962). Costs of Education. London: Feber.

UNESCO (1968). Readings in the Economics of Education. Paris: UNESCO Publications.

M.Ed. (Semester-IV) Course: XX (B)(i)

Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION

(At Elementary Level)

Time:3Hrs. Max. Marks:100

Credit:4 Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XX (B) (i) Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Elementary Level)	
CO XX (B) (i)-1	Pupil Teachers will be able to discuss the Meaning, Nature and Scope of Educational Administration and will also be able to establish Relationship among Management, Administration, Supervision and Planning.
CO XX (B) (i)-2	Pupil Teachers will be able to discuss in detail the development of Modern Concept of Educational Administration from 1900 A.D. to present day w.r.t. Taylorism, Administration as a Process and Human Relations Approach to Administration and will also be able to write about the approach of Meeting the Psychological Needs of Employees.
CO XX (B) (i)-3	Pupil Teachers will be able to explain the specific trends in Educational Administration i.e. Decision Making, Organizational Development, Organizational Climate, Organizational Compliance, Conflict Management and PERT.
CO XX (B) (i)-4	Pupil Teachers will be able to elaborate the Meaning, Nature, Theories, Styles and Measurements of Leadership.
CO XX (B) (i)-5	Pupil Teachers will be able to state the Meaning and Nature and Approaches to Educational Planning and will also be able to give a detailed account on Perspective Planning and Institutional Planning.
CO XX (B) (i)-6	Pupil Teachers will be able to describe the Administrative Structure of Elementary Education at Central, State, District, Block, Cluster and Village Level.
CO XX (B) (i)-7	Pupil Teachers will be able to explain the Meaning and Nature of Educational Supervision and Supervision as Service Activity, Process and Function.
CO XX (B) (i)-8	Pupil Teachers will be able to give differences between the concept of Modern Supervision and Traditional Supervision and will be able to enlist Functions of Supervision and will also be able to discuss about Planning, Organizing and Implementing Supervisory Programmes.

COURSE CONTENTS

UNIT-I

1. Educational Administration

- Meaning, Nature and Scope of Educational Administration
 - Relationship among Management, Administration, Supervision and Planning
- #### 2. Development of Modern Concept of Educational Administration from 1900 A.D. to present day
- Taylorism
 - Administration as a Process
 - Human Relations Approach to Administration
 - Meeting the Psychological Needs of Employees

UNIT-II

3. Specific Trends in Educational Administration

- Decision Making
- Organizational Development
- Organizational Climate
- Organizational Compliance
- Conflict Management
- PERT

4. Leadership

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

UNIT-III

5. Educational Planning

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

6. Administrative Structure

- Administrative Structure of Elementary Education at Central, State, District, Block, Cluster and Village Level

UNIT-IV

7. Educational Supervision

- Meaning and Nature of Educational Supervision
- Supervision as a-
 - Service Activity
 - Process
 - Function

8. Supervisory Programme

- Modern and Traditional Concepts of Supervision
- Functions of Supervision
- Planning, Organizing and Implementing Supervisory Programmes

SELECTED READINGS

- Bhatnagar, R. P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Meerut: R. Lall Book Depot.
- Burgers, D. & Newton, P. (2014). Educational Administration and Leadership. New York: Routledge.
- Bush, T. (2010). The Principles of Educational Leadership & Management. New Delhi: Sage Publication.
- Bush, T. (2010). Theories of Educational Leadership and Management. New Delhi: Sage Publication.
- Goel, S. L. & Goel. (2009). Educational Administration and Management. New Delhi: Deep and Deep Publication.
- Harbison, I. F. (1967). Educational Planning and Human Resource Development. Paris : UNESCO.
- Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
- Hatehy, H. J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach. New Jersey: Prentice Hall.
- R.B. and Nunnery, M. Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.
- Mohanty, J. (2005). Educational Administration, Supervision and School Management. New Delhi: Deep & Deep Publication.
- Nachimuthu, K. (2015). Educational Planning, Administration and Management. Tamilnadu: Iris Publication.
- Shukla, P. D. (1983). Administration of Education in India. New Delhi : Vikas Publishing House Pvt. Ltd.
- Sinha, P. S. N. (2002). Management and Administration in Govt. (Ed.). New Delhi : Commonwealth Publishers.
- Speras, H. (1995). Improving the Supervision of Instruction. N.Y.: Prentice Hall.
- Wiles Kimbal (1955). Supervision for Better Schools. N.Y.: Prentice Hall.

M.Ed. (Semester-IV)

Course: XX (B)(ii)

**Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION
(At Secondary & Senior Secondary Level)**

Time:3Hrs. Max. Marks:100

Credit:4 Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e.14 marks.

COURSEOUT COMES

Course: XX (B)(ii) Name of the Course: MANAGEMENT AND ADMINISTRATION OF EDUCATION (At Secondary & Senior Secondary Level)	
CO XX (B) (ii)-1	Pupil Teachers will be able to discuss the Meaning, Nature and Scope of Educational Administration and will also be able to establish Relationship among Management, Administration, Supervision and Planning.
CO XX (B) (ii)-2	Pupil Teachers will be able to discuss in detail the development of Modern Concept of Educational Administration from 1900 A.D. to present day w.r.t. Taylorism, Administrationasa Process and Human Relations Approach to Administration and will also be able to write about the approach of Meeting the Psychological Needs of Employees.
CO XX (B) (ii)-3	Pupil Teachers will be able to explain the specific trends in Educational Administration i.e. Decision Making, Organizational Development, Organizational Climate, Organizational Compliance, Conflict Management and PERT.
CO XX (B) (ii)-4	Pupil Teachers will be able to elaborate the Meaning, Nature, Theories, Styles and Measurements of Leadership.
CO XX (B) (ii)-5	Pupil Teachers will be able to state the Meaning and Nature and Approaches to Educational Planning and will also be able to give a detailed account on Perspective Planning and Institutional Planning.
CO XX (B) (ii)-6	Pupil Teachers will be able to describe the Administrative Structure of Secondary and Senior Secondary Education at Central, State, District, Block, Cluster and Village Level.
CO XX (B) (ii)-7	Pupil Teachers will be able to explain the Meaning and Nature of Educational Supervision and Supervision as Service Activity, Process and Function.

CO XX (B) (ii)-8	Pupil Teachers will be able to give differences between the concept of Modern Supervision and Traditional Supervision and will be able to enlist Functions of Supervision and will also be able to discuss about Planning, Organizing and Implementing Supervisory Programmes.
------------------	--

COURSE CONTENTS

UNIT-I

1. Educational Administration

- Meaning, Nature and Scope of Educational Administration
- Relationship among Management, Administration, Supervision and Planning

2. Development of Modern Concept of Educational Administration from 1900 A.D. to present day

- Taylorism
- Administration as a Process
- Human Relations Approach to Administration
- Meeting the Psychological Needs of Employees

UNIT-II

3. Specific Trends in Educational Administration

- Decision Making
- Organizational Development
- Organizational Climate
- Organizational Compliance
- Conflict Management
- PERT

4. Leadership

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

UNIT-III

5. Educational Planning

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning
- Perspective Planning
- Institutional Planning

6. Administrative Structure

- Administrative Structure of Secondary and Senior Secondary Education at Central, State, District, Block, Cluster and Village Level

UNIT-IV

7. Educational Supervision

- Meaning and Nature of Educational Supervision
- Supervision as a-
 - i. Service Activity
 - ii. Process
 - iii. Function

8. Supervisory Programme

- Modern and Traditional Concepts of Supervision
- Functions of Supervision
- Planning, Organizing and Implementing Supervisory Programmes

SELECTED READINGS

Bhatnagar, R. P. & Aggarwal, V. (2004). Educational Administration, Supervision, Planning and Financing. Meerut: R. Lall Book Depot.

Burgers, D. & Newton, P. (2014). Educational Administration and Leadership. New York: Routledge.

Bush, T. (2010). The Principles of Educational Leadership & Management. New Delhi: Sage Publication.

Bush, T. (2010). Theories of Educational Leadership and Management. New Delhi: Sage Publication.

Goel, S. L. & Goel. (2009). Educational Administration and Management. New Delhi: Deep and Deep Publication.

Harbison, I. F. (1967). Educational Planning and Human Resource Development. Paris : UNESCO.

Harding, H. (1987). Management Appreciation. London: Pitman Publishing.

Hatch, H. J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach. New Jersey: Prentice Hall.

R.B. and Nunnery, M. Y. (1983). Educational Administration – An Introduction. N. Y.: MacMillan.

Mohanty, J. (2005). Educational Administration, Supervision and School Management. New Delhi: Deep & Deep Publication.

Nachimuthu, K. (2015). Educational Planning, Administration and Management. Tamilnadu: Iris Publication.

Shukla, P. D. (1983). Administration of Education in India. New Delhi : Vikas Publishing House Pvt. Ltd.

Sinha, P. S. N. (2002). Management and Administration in Govt. (Ed.). New Delhi: Commonwealth Publishers.

Speras, H. (1995). Improving the Supervision of Instruction. N. Y.: Prentice Hall.

Wiles Kimbal (1955). Supervision for Better Schools. N. Y.: Prentice Hall.

M.Ed. (Semester-IV) Course: XX(C)(i)

**Name of the Course: INCLUSIVE EDUCATION
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks:100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marks i.e. 14.

COURSE OUTCOMES

Name of the Course: INCLUSIVE EDUCATION (At Elementary Level)	
CO XX(C)(i):1	Pupil Teachers will be able to understand and differentiate in the Meaning & Definition of Marginalization & Inclusive education and will be able to present the historical perspectives on Education of Children with Diverse Needs further also will be able to differentiate among the terms – ‘Mainstreaming’, ‘Integrated Education’ & ‘Inclusive Education’.
CO XX(C)(i):2	Pupil Teachers will be able to explain Intervention, Models and Advantages of Inclusive Education.
CO XX(C)(i):3	Pupil Teachers will be able to discuss Policies & Programmes with reference to Children with Special Needs such as NPE (1986), POA (1992), SSA, RMSA, National Policy for Persons with Disabilities (2006) and UNCRPD.
CO XX(C)(i):4	Pupil Teachers will be able to elaborate various Legislative Provisions with reference to Children with Special Needs (CWSN) such as Persons with Disabilities Act (EO, PR, & FP), 1995; Rights of Persons with Disabilities Act, 2016; RCI Act, 1992; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014.
CO XX(C)(i):5	Pupil Teachers will be able to understand Meaning, Difference & Need of Curricular Adaptations & Accommodations with reference to Children with Special Needs especially the Specifics for Children with Sensory Disabilities (VI) and Sensory Disabilities (HI).
CO XX(C)(i):6	Pupil Teachers will be able to discuss Curricular Adaptations and Accommodations with reference to Children with Special Needs especially the Specifics for Children with Neuro-Developmental Disabilities, Locomotor Disabilities & Multiple Disabilities and will also be able to list the ways of Engaging Gifted Children.

CO XX(C)(i):7	Pupil Teachers will be able to present a detailed account of Building Inclusive Schools in detail highlighting the ‘Ways of Identifying & Addressing Barriers to Inclusive Education – Attitudinal, Physical & Instructional’; ‘Ensuring Physical, Academic & Social Access’; ‘Leadership & Teachers as Change Agents’; ‘Index for Inclusion – Indian & Global’ and ‘Assistive Technology for CWSN’.
CO XX(C)(i):8	Pupil Teachers will be able to describe Supports & Collaboration for Inclusive Education such as ‘Stakeholders of Inclusive Education’, ‘Importance of Advocacy for the Rights of CWSN’, ‘Family Support & Involvement’, ‘Community Involvement’ and ‘Resource Mobilization’ for Inclusive Education’.

COURSE CONTENTS

UNIT-I

1. Introduction to Inclusive Education

- Marginalization v/s Inclusive Education: Meaning and Definition
- Historical Perspective on Education of Children with Diverse Needs
- Difference: Mainstreaming, Integrated Education and Inclusive Education

2. Intervention and Advantages

- Intervention and Models of Inclusive Education
- Advantages of Inclusive Education

UNIT-II

3. Policies & Programmes

- NPE (1986), POA (1992)
- SSA and RMSA
- National Policy for Persons with Disabilities (2006)
- UNCRPD

4. Legislative Provisions with reference to Children with Special Needs (CWSN)

- Persons with Disabilities Act (EO, PR, & FP), 1995
- Rights of Persons with Disabilities Act, 2016
- RCI Act, 1992
- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014

UNIT-III

5. Curricular Adaptations and Accommodations

- Meaning, Difference and Need
- Specifics for Children with Sensory Disabilities (VI)
- Specifics for Children with Sensory Disabilities (HI)

6. Curricular Adaptations and Accommodations

- Specifics for Children with Neuro-Developmental Disabilities
- Specifics for Children with Locomotor Disabilities
- Specifics for Children with Multiple Disabilities

- Engaging Gifted Children

UNIT-IV

7. Building Inclusive Schools

- Identifying and Addressing Barriers to Inclusive Education – Attitudinal, Physical and Instructional
- Ensuring Physical, Academic and Social Access
- Leadership and Teachers as Change Agents
- Index for Inclusion – Indian and Global
- Assistive Technology for CWSN

8. Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education
- Advocacy for the Rights of CWSN – Meaning and Importance
- Family Support & Involvement for Inclusive Education
- Community Involvement for Inclusive Education
- Resource Mobilization for Inclusive Education

SUGGESTED READINGS

Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.

Ashman, A. & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.

Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

Chaote J. S. (1991). *Successful Mainstreaming*. London: Allyn and Bacon. Byrne, M. & Shervanian, C. (1977). *Introduction to Communicative Disorder*. New York: Harper & Row.

GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi: MHRD.

Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future (Ed.)*. London: The Falmer Press.

Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.

Jangira, N. K. & Mani, M. N. G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.

Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments (Ed.)*. Secunderabad: NIMH.

Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.

Mani, M. N. G. (1992). *Technique of Teaching Blind Children*. New Delhi: Sterling.

Muricken, S. J. & Kareparampil, G. (1995). *Persons with Disabilities in Society*.

Course: XX(C)(ii)
Name of the Course: INCLUSIVE EDUCATION
(At Secondary & Senior Secondary Level)

Time: 3 Hrs.
 Credit: 4

Max. Marks: 100
 Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short-answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal marks i.e. 14.

COURSE OUTCOMES	
Name of the Course: INCLUSIVE EDUCATION	
(At Secondary & Senior Secondary Level)	
CO XX(C)(ii):1	Pupil Teachers will be able to understand and differentiate in the Meaning & Definition of Marginalization & Inclusive education and will be able to present the historical perspectives on Education of Children with Diverse Needs further also will be able to differentiate among the terms – ‘Mainstreaming’, ‘Integrated Education’ & ‘Inclusive Education’.
CO XX(C)(ii):2	Pupil Teachers will be able to explain Intervention, Models and Advantages of Inclusive Education.
CO XX(C)(ii):3	Pupil Teachers will be able to discuss Policies & Programmes with reference to Children with Special Needs such as NPE (1986), POA (1992), SSA, RMSA, National Policy for Persons with Disabilities (2006) and UNCRPD.
CO XX(C)(ii):4	Pupil Teachers will be able to elaborate various Legislative Provisions with reference to Children with Special Needs (CWSN) such as Persons with Disabilities Act (EO, PR, & FP), 1995; Rights of Persons with Disabilities Act, 2016; RCI Act, 1992; National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014.
CO XX(C)(ii):5	Pupil Teachers will be able to understand Meaning, Difference & Need of Curricular Adaptations & Accommodations with reference to Children with Special Needs especially the Specifics for Children with Sensory Disabilities (VI) and Sensory Disabilities (HI).
CO XX(C)(ii):6	Pupil Teachers will be able to discuss Curricular Adaptations and Accommodations with reference to Children with Special Needs especially the Specifics for Children with Neuro-Developmental Disabilities, Locomotor Disabilities & Multiple Disabilities and will also be able to state the ways of Engaging Gifted Children.

CO XX(C)(ii):7	Pupil Teachers will be able to present a detailed account of Building Inclusive Schools in detail highlighting the ‘Ways of Identifying & Addressing Barriers to Inclusive Education – Attitudinal, Physical & Instructional’; ‘Ensuring Physical, Academic & Social Access’; ‘Leadership & Teachers as Change Agents’; ‘Index for Inclusion – Indian & Global’ and ‘Assistive Technology for CWSN’.
CO XX(C)(ii):8	Pupil Teachers will be able to describe Supports & Collaboration for Inclusive Education such as ‘Stakeholders of Inclusive Education’, ‘Importance of Advocacy for the Rights of CWSN’, ‘Family Support & Involvement’, ‘Community Involvement’ and ‘Resource Mobilization’ for Inclusive Education’.

COURSE CONTENTS

UNIT-I

1. Introduction to Inclusive Education

- Marginalization v/s Inclusive Education: Meaning and Definition
- Historical Perspective on Education of Children with Diverse Needs
- Difference: Mainstreaming, Integrated Education and Inclusive Education

2. Intervention and Advantages

- Intervention and Models of Inclusive Education
- Advantages of Inclusive Education

UNIT-II

3. Policies & Programmes

- NPE (1986), POA (1992)
- SSA and RMSA
- National Policy for Persons with Disabilities (2006)
- UNCRPD

4. Legislative Provisions with reference to Children with Special Needs (CWSN)

- Persons with Disabilities Act (EO, PR, & FP), 1995
- Rights of Persons with Disabilities Act, 2016
- RCI Act, 1992
- National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 & Rules, 2014

UNIT-III

5. Curricular Adaptations and Accommodations

- Meaning, Difference and Need
- Specifics for Children with Sensory Disabilities (VI)
- Specifics for Children with Sensory Disabilities (HI)

6. Curricular Adaptations and Accommodations

- Specifics for Children with Neuro-Developmental Disabilities
- Specifics for Children with Locomotor Disabilities

- Specifics for Children with Multiple Disabilities
- Engaging Gifted Children

UNIT-IV

7. Building Inclusive Schools

- Identifying and Addressing Barriers to Inclusive Education – Attitudinal, Physical and Instructional
- Ensuring Physical, Academic and Social Access
- Leadership and Teachers as Change Agents
- Index for Inclusion – Indian and Global
- Assistive Technology for CWSN

8. Supports and Collaboration for Inclusive Education

- Stakeholders of Inclusive Education
- Advocacy for the Rights of CWSN – Meaning and Importance
- Family Support & Involvement for Inclusive Education
- Community Involvement for Inclusive Education
- Resource Mobilization for Inclusive Education

SUGGESTED READINGS

Ahuja, A. & Jangira, N. K. (2002). *Effective Teacher Training: Cooperative Learning Based Approach*. New Delhi: National Publishing House.

Ashman, A. & Elkins, J. (2002). *Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.

Barlett, L. D. & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.

Chaote J. S. (1991). *Successful Mainstreaming*. London: Allyn and Bacon. Byrne, M. & Shervanian, C.

(1977). *Introduction to Communicative Disorder*. New York: Harper & Row.

GOI (1992). *Scheme of Integrated Education for the Disabled, 1992*. New Delhi: MHRD.

Evans, P. & Verma, V. (1990). *Special Education: Past, Present and Future* (Ed.). London: The Falmer Press.

Harely, R. K. & Lawrence, G. A. (1977). *Visual Impairment in the School*. Springfield.

Jangira, N. K. & Mani, M. N. G. (1977). *Integrated Education of the Visually Handicapped: Management Perspectives*. Gurgaon: Academic Press.

Mohapatra, C. S. (2004). *Disability Management in India: Challenges and Commitments* (Ed.). Secunderabad: NIMH.

Longone, B. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.

Mani, M. N. G. (1992). Technique of Teaching Blind Children. New Delhi: Sterling.

Muricken, S. J. & Kareparampil, G. (1995). Persons with Disabilities in Society.

Trivandrum: Kerala Federation of the Blind.

Course: XX(D)(i)

Name of the Course: EDUCATIONAL TECHNOLOGY

(At Elementary Level)

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70: Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XX(D)(i)	
Name of the Course: EDUCATIONAL TECHNOLOGY (At Elementary Level)	
COXX(D)(i).1	Pupil Teachers will be able to describe the Meaning, Scope and Components of Educational Technology and will also be able to elaborate System Approach to Education and its Characteristics.
COXX(D)(i).2	Pupil Teachers will be able to interpret the Multimedia Approach in Educational Technology emphasizing the aspects of ICT, Multimedia Approach and Blended Approach in Teaching Learning.
COXX(D)(i).3	Pupil Teachers will be able to describe Modalities, Stages and Levels of Teaching.
COXX(D)(i).4	Pupil Teachers will be able to understand and explain the Origin, Principles, Characteristics and Types of Programmed Instructions and further will be able to develop Programmed Instructions.
COXX(D)(i).5	Pupil Teachers will be able to explain the Concept, Principles, Modes and Barriers to Communication, Class-Room Communication and Models of Communication like Shannon & Weaver Model; Berlo's Model of Communication and further will be able to realize the importance of Modification of Teaching Behavior in terms of Micro-Teaching, Flanders Analysis and Simulation.
COXX(D)(i).6	Pupil Teachers will be able to discuss the Concept, Need, Characteristics and Fundamental Principles of Models of Teaching, Different Families of Teaching Models in detail and further will be able to analyze and explain Teaching Models such as Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model and Social Enquiry Model of Cox & Massials.

COXX(D)(i).7	Pupil Teachers will be able to Formulate Instructional Objectives, Perform Task Analysis and Design Instructional Strategies like Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions and further will be able to develop and differentiate between Norm Referenced Tests and Criterion Referenced Tests.
COXX(D)(i).8	Pupil Teachers will be able to explain the concept of Distance Education and Open Learning Systems, discuss the application of Educational Technology in Distance Education and Open Learning System and further will be able to describe Application of Educational Technology: Student Support Services, Evaluation Strategies and Counseling in Distance Education.

COURSE CONTENTS

UNIT-I

1. Educational Technology

- Meaning and Scope of Educational Technology
- Components of Educational Technology – Software, Hardware & System Approach
- System Approach to Education and its Characteristics

2. Multimedia Approach in Educational Technology

- ICT
- Multimedia Approach
- Blended Approach in Teaching Learning

UNIT-II

3. Teaching

- Modalities of Teaching – Teaching as different from Indoctrination, Instructions, Conditioning and Training
- Stages of Teaching – Pre-Active, Interactive and Post-Active
- Teaching at Different Levels – Memory, Understanding and Reflective Level of organizing Teaching and Learning

4. Programmed Instructions

- Origin, Principles and Characteristics
- Types: Linear, Branching and Mathematics
- Development of a Programmed Instructions: Preparation, Writing, Try out and Evaluation

UNIT-III

5. Class-Room Communication & Modification of Teaching Behavior

- Class-Room Communication
- Communication Process: Concept of Communication
- Principles, Modes and Barriers to Communication
- Class-Room Communication (Interaction, Verbal and Non- Verbal)
- Models of Communication

- Shannon & Weaver Model of Communication
- Berlo's Model of Communication
- Modification of Teaching Behavior
- Micro-Teaching
- Flanders Interaction Analyses
- Simulation

6. Models of Teaching

- Concept and Need
- Characteristics and Fundamental Principles
- Different Families of Teaching Models
- Teaching Models: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Social Enquiry Model of Cox & Massials

UNIT-IV

7. Designing Instructional System and Developing Evaluation Tools

- Designing Instructional System
- Formulation of Instructional Objectives
- Task Analysis
- Designing of Instructional Strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions
- Development of Evaluation Tools
- Norm Referenced Tests and Criterion Referenced Tests

8. Application of Educational Technology in Distance Education

- Concept of Distance Education and Application of Educational Technology
- Open Learning Systems and Application of Educational Technology
- Application of Educational Technology: Student Support Services, Evaluation Strategies and Counseling in Distance Education

SELECTED READING

- Adam, D. M. (1985). *Computers and Teacher Training: A Practical Guide*. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand and Co.
- Dahiya, S. S. (2008). *Educational Technology: Towards Better Teaching Profession*. Delhi: Shipra Publication.
- Davies, I. K. (1971). *The Management of Learning*. London: Mc Graw Hill.
- Dececco, J. P. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall.
- Dunkin, J. Michal (1987). *The International Encyclopedia of Teaching and Teacher Education*. Pergamon Press.
- Joyce, B. & Weil, M. (1992). *Models of Teaching*. New Delhi: Prentice Hall.
- Kulkarni, S. S. (1986). *Introduction to Educational Technology*. New Delhi: Oxford & IBH Publishing Company.
- Kumar, K. L. (1996). *Educational Technology*. New Delhi: New Age International Publisher.

- Locatis, C. N. & Atkinson, F. D. (1984). *Media and Technology for Education and Training*. London: Charles E. Publishing Co.
- Mangal, S. K. (2002). *Essentials of Teaching Learning and Information Technology*. Ludhiana: Tondon Publication.
- Mangal, S. K. & Mangal, U. (2014). *Essentials of Educational Technology*. Delhi: PHI Learning Private Limited.
- Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.
- Mavi, N. S. (1984). *Programmed Learning – An Empirical Approach*. Kurukshetra: Vishal Publishers.
- Merrit, M. D. (1971). *Instructional Design (Ed.)*. New York.
- Mukhopadhyay, M. (1990). *Educational Technology (Ed.)*. New Delhi: Sterling.
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Pandey, K. P. (1980). *A First Course in Instructional Technology*. Delhi: Amitash Parkashan.
- Pandey, K. P. (1983). *Dynamics of Teaching Behavior*. Ghaziabad: Amitash Parkashan.
- Pandey, S. K. (1997). *Teaching Communication*. New Delhi: Commonwealth Publishers.
- Prival, F. & Willington, H. (1988). *A Handbook of Educational Technology*. New York: Kogan Page.
- Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.
- Skinner, B. F. (1968). *The Technology of Teaching*. New York: Appleton Century Crofts.
- UNESCO. (2004). *Information and Communication Technologies in Secondary Education (Position Paper)*. UNESCO: Institute of Information Technologies in Education, 1-24.
- Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

M.Ed. (Semester-IV)

Course:XX(D)(ii)

Name of the Course: EDUCATIONAL TECHNOLOGY

(At Secondary & Senior Secondary Level)

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course: XX(D)(ii)	
Name of the Course: EDUCATIONAL TECHNOLOGY (At Secondary and Senior Secondary Level)	
COXX(D)(ii).1	Pupil Teachers will be able to describe the Meaning, Scope and Components of Educational Technology and will also be able to elaborate System Approach to Education and its Characteristics.
COXX(D)(ii).2	Pupil Teachers will be able to interpret the Multimedia Approach in Educational Technology emphasizing the aspects of ICT, Multimedia Approach and Blended Approach in Teaching Learning.
COXX(D)(ii).3	Pupil Teachers will be able to describe Modalities, Stages and Levels of Teaching.
COXX(D)(ii).4	Pupil Teachers will be able to understand and explain the Origin, Principles, Characteristics and Types of Programmed Instructions and further will be able to develop Programmed Instructions.
COXX(D)(ii).5	Pupil Teachers will be able to explain the Concept, Principles, Modes and Barriers to Communication, Class-Room Communication and Models of Communication like Shannon & Weaver Model; Berlo's Model of Communication and further will be able to realize the importance of Modification of Teaching Behavior in terms of Micro-Teaching, Flanders Analysis and Simulation.
COXX(D)(ii).6	Pupil Teachers will be able to discuss the Concept, Need, Characteristics and Fundamental Principles of Models of Teaching, Different Families of Teaching Models in detail and further will be able to analyze and explain Teaching Models such as Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model and Social Enquiry Model of Cox & Massials.

COXX(D)(ii).7	Pupil Teachers will be able to Formulate Instructional Objectives, Perform Task Analysis and Design Instructional Strategies like Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain-Storming Sessions and further will be able to develop and differentiate between Norm Referenced Tests and Criterion Referenced Tests.
COXX(D)(ii).8	Pupil Teachers will be able to explain the concept of Distance Education and Open Learning Systems, discuss the application of Educational Technology in Distance Education and Open Learning System and further will be able to describe Application of Educational Technology: Student Support Services, Evaluation Strategies and Counseling in Distance Education.

COURSE CONTENTS

UNIT-I

1. Educational Technology

- Meaning and Scope of Educational Technology
- Components of Educational Technology – Software, Hardware & System Approach
- System Approach to Education and its Characteristics

2. Multimedia Approach in Educational Technology

- ICT
- Multimedia Approach
- Blended Approach in Teaching Learning

UNIT-II

3. Teaching

- Modalities of Teaching – Teaching as different from Indoctrination, Instructions, Conditioning and Training
- Stages of Teaching – Pre-Active, Interactive and Post-Active
- Teaching at Different Levels – Memory, Understanding and Reflective Level of organizing Teaching and Learning

4. Programmed Instructions

- Origin, Principles and Characteristics
- Types: Linear, Branching and Mathetics
- Development of a Programmed Instructions: Preparation, Writing, Try out and Evaluation

UNIT-III

5. Class-Room Communication & Modification of Teaching Behavior

- Class-Room Communication
- Communication Process: Concept of Communication
- Principles, Modes and Barriers to Communication
- Class-Room Communication (Interaction, Verbal and Non- Verbal)
- Models of Communication
- Shannon & Weaver Model of Communication
- Berlo's Model of Communication
- Modification of Teaching Behavior
- Micro-Teaching
- Flanders Interaction Analyses
- Simulation

6. Models of Teaching

- Concept and Need
- Characteristics and Fundamental Principles

- Different Families of Teaching Models
- Teaching Models: Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organizer Model, Social Enquiry Model of Cox & Massials

UNIT-IV

7. Designing Instructional System and Developing Evaluation Tools

- Designing Instructional System
- Formulation of Instructional Objectives
- Task Analysis
- Designing of Instructional Strategies: Lecture, Team Teaching, Discussion, Seminars, Tutorials and Brain- Storming Sessions
- Development of Evaluation Tools
- Norm Referenced Tests and Criterion Referenced Tests

8. Application of Educational Technology in Distance Education

- Concept of Distance Education and Application of Educational Technology
- Open Learning Systems and Application of Educational Technology
- Application of Educational Technology w.r.t. Student Support Services, Evaluation Strategies and Counseling in Distance Education

SELECTED READING

- Adam, D. M. (1985). Computers and Teacher Training: A Practical Guide. N.Y.: The Haworth Pren, Inc.
- Anand, C. L. (1988). Aspects of Teacher Education. Delhi: S. Chand and Co. Dahiya, S. S. (2008). Educational Technology: Towards Better Teaching Profession. Delhi: Shipra Publication.
- Davies, I. K. (1971). The Management of Learning. London: Mc Graw Hill. Dececco, J. P. (1988). The Psychology of Learning and Instruction. New Delhi: Prentice Hall.
- Dunkin, J. Michal (1987). The International Encyclopedia of Teaching and Teacher Education. Pergamon Press.
- Joyce, B. & Weil, M. (1992). Models of Teaching. New Delhi: Prentice Hall.
- Kulkarni, S. S. (1986). Introduction to Educational Technology. New Delhi: Oxford & IBH Publishing Company.
- Kumar, K. L. (1996). Educational Technology. New Delhi: New Age International Publisher.
- Locatis, C. N. & Atkinson, F. D. (1984). Media and Technology for Education and Training. London: Charles E. Publishing Co.
- Mangal, S. K. (2002). Essentials of Teaching Learning and Information Technology. Ludhiyana: Tondon Publication.
- Mangal, S. K. & Mangal, U. (2014). Essentials of Educational Technology. Delhi: PHI Learning Private Limited.

Mangla, Sheela (2000). *Teacher Education: Trends & Strategies*. New Delhi: Radha Publishing.

Mavi, N. S. (1984). *Programmed Learning – An Empirical Approach*. Kurukshetra: Vishal Publishers.

Merrit, M. D. (1971). *Instructional Design (Ed.)*. New York.

Mukhopadhyay, M. (1990). *Educational Technology (Ed.)*. New Delhi: Sterling. Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.

Pandey, K. P. (1980). *A First Course in Instructional Technology*. Delhi: Amitash Parkashan.

Pandey, K. P. (1983). *Dynamics of Teaching Behavior*. Ghaziabad: Amitash Parkashan.

Pandey, S. K. (1997). *Teaching Communication*. New Delhi: Commonwealth Publishers.

Prival, F. & Wllington, H. (1988). *A Handbook of Educational Technology*. New York: Kogan Page.

Semenov, A. (2005). *Information and Communication Technologies in School: A Handbook for Teachers*. UNESCO: Division of Higher Education.

Skinner, B. F. (1968). *The Technology of Teaching*. New York: Appleton Century Crofts.

UNESCO. (2004). *Information and Communication Technologies in Secondary Education (Position Paper)*. UNESCO: Institute of Information Technologies in Education, 1-24.

Vedanayagam, E. G. (1988). *Teaching Technology for College Teacher*. New Delhi: Sterling Publisher.

M.Ed. (Semester-IV)

Course: XX (E)(i)

Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION

(At Elementary Level)

Time:3Hrs.

Max. Marks:100

Credit:4

Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long anllbesetfromeachofthe four units, out of which the students will be required to attempt one question fromeachunit.Allquestionscarryequali.e.14marks.

COURSE OUTCOMES

Course: XX (E)(i) Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION (At Elementary Level)	
CO XX (E) (i)-1	Pupil Teachers will be able to understand the Meaning, Nature,Kinds, Need andScope along with Levels of Measurement at Primary level and will also be able enlist differences between Mental and PhysicalMeasurement.
CO XX (E) (i)-2	Pupil Teachers willbeabletodiscusstheConcept,Need,Process,Purpose, Uses, Functions and Principles of Evaluation and further will be able to write different Types of EvaluationProcedure and also will be able to establish interrelationship as well as differences between Measurement and Evaluation.
CO XX (E) (i)-3	Pupil Teachers will be able to describe the Need and Functions of Instructional Objectives, establish relationship between Educational and Instructional Objectives and further will be able to describe the Principles for the Statement of Instructional Objectives, Taxonomy of Educational Objectives and Utility of Taxonomical Classification.
CO XX (E) (i)-4	Pupil Teachers will be able to understand the Appraisal of Existing Evaluation Systemby discussing Grading System v/s Marking System, Semester System v/s Annual System and Continuous and Comprehensive Evaluation.
CO XX (E) (i)-5	Pupil Teachers will be able to describe Characteristics of a Good Test, compare Teacher Made Tests and StandardizedTests for their Similarities and Differences, list the Steps involved in Preparing Standardized Test and will also be able to discuss Norms Referenced and Criterion Referenced Test.
CO XX (E) (i)-6	Pupil Teachers will be able to elaborate the Concept and Measurement of Intelligence Test, Attitude Test, Aptitude test and Interest Inventory.

CO XX (E) (i)-7	Pupil Teachers will be able to explain the Concept and Significance and computation of Partial, Multiple Biserial, Point Biserial, Tetrachoric and PhiCorrelation
CO XX (E) (i)-8	Pupil Teachers will be able to understand the Concept, Assumptions, Computation and Uses of Analysis of Variance (ANOVA) upto two way with and without replication.

COURSE CONTENTS

UNIT-I

1. Measurement in Education at Primary Level

- Meaning and Kinds
- Difference between Mental and Physical Measurement
- Nature, Need and Scope of Measurement
- Levels of Measurement

2. Evaluation in Education

- Concept, Need, Process, Purpose and Uses of Evaluation
- Functions and Principles of Evaluation
- Types of Evaluation Procedure
- Interrelationship and Difference between Measurement and Evaluation

UNIT-II

3. Taxonomy of Educational Objectives

- Need and Functions of Instructional Objectives
- Relationship between Educational and Instructional Objectives
- Classification of Educational Objectives
- Utility of Taxonomical Classification
- Principles for the Statement of Instructional Objectives

4. Appraisal of Existing System of Evaluation

- Grading System v/s Marking System
- Semester System v/s Annual System
- Continuous and Comprehensive Evaluation

UNIT-III

5. Text Construction

- Characteristics of Good Test
- Teacher Made Tests v/s Standardized Test: Similarities and Differences
- Steps of Preparing Standardized Test
- Norms Referenced and Criterion Referenced Test

6. Concept and Measurement of the following-

- Intelligence Test
- Attitude Test

- Aptitude Test
- Interest Inventory

UNIT-IV

Correlation

- Concept, Computation and Significance of Partial, Multiple Biserial, Point Biserial, Tetrachoric, Phi Correlation

Analysis of Variance

- ANOVA upto two way with and without replication - Concept, Assumptions, Computations and Uses

SELECTED READINGS

Aggarwal, Y. P. (1998). *Statistical Methods*. New Delhi: Sterling.

Aggarwal, Y. P. (1998). *The Science of Educational Research: A Source Book*.

Kurukshetra: Nirmal Publishing Pvt. Ltd.

Best, John W. & Kahn, James V. (1995). *Research in Education*. New Delhi: Prentice Hall.

Burns, R. B. (1991). *Introduction to Research in Education*. New Delhi: Prentice Hall.

Edward, Allen L. (1968). *Experimental Designs in Psychological Research*. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). *Statistical Analysis in Psychology and Education*.

New York: McGraw Hill.

Garrett, H. E. (1973). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Douglas, E. Scates (1954). *Methods in Social Research*. New York: McGraw Hill.

Guilford, J. P. & Benjabin Fruchter (1973). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill.

Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). *Methodology of Educational Research*. New Delhi: Vikas Publishing Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). *Statistical Methods in Education and Psychology*. Narela, New Delhi.

McMillan, James H. & Schumarcher, S. (1989). *Research in Education: A Conceptual Introduction*. New York: Harper and Collins.

Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Euroasia.

Neuman, W. L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.

Siegel, S. (1986). *Non-Parametric Statistics*. New York: McGraw Hill.

Travers, R. M. W. (1978). *An Introduction to Educational Research*. New York: McMillan.

Van Delen, D. B. (1962). *Understanding Educational Research*. New York: McGraw Hill.

Young, P. V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.

M.Ed. (Semester-IV)

Course: XX (E)(ii)

**Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION
(At Secondary & Senior Secondary Level)**

Time:3Hrs.

Max. Marks:100

Credit:4

Ext.-70;Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long anll be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equali.e.14marks.

COURSE OUTCOMES

Course: XX (E)(ii) Name of the Course: EDUCATIONAL MEASUREMENT & EVALUATION (At Secondary & Senior Secondary Level)	
CO XX (E) (ii)-1	Pupil Teachers will be able to understand the Meaning, Nature, Kinds, Need and Scope along with Levels of Measurement in Education at Secondary and Senior Secondary Level and will also be able enlist differences between Mental and Physical Measurement.
CO XX (E) (ii)-2	Pupil Teachers will be able to discuss the Concept, Need, Process, Purpose, Uses, Functions and Principles of Evaluation and further will be able to write different Types of Evaluation Procedure and also will be able to establish interrelationship as well as differences between Measurement and Evaluation.
CO XX (E) (ii)-3	Pupil Teachers will be able to describe the Need and Functions of Instructional Objectives, establish relationship between Educational and Instructional Objectives and further will be able to describe the Principles for the Statement of Instructional Objectives, Taxonomy of Educational Objectives and Utility of Taxonomical Classification.
CO XX (E) (ii)-4	Pupil Teachers will be able to understand the Appraisal of Existing Evaluation System by discussing Grading System v/s Marking System, Semester System v/s Annual System and Continuous and Comprehensive Evaluation.
CO XX (E) (ii)-5	Pupil Teachers will be able to describe Characteristics of a Good Test, compare Teacher Made Tests and Standardized Tests for their Similarities and Differences, list the Steps involved in Preparing Standardized Test and will also be able to discuss Norms Referenced and Criterion Referenced Test.
CO XX (E) (ii)-6	Pupil Teachers will be able to elaborate the Concept and Measurement of Intelligence Test, Attitude Test, Aptitude test and Interest Inventory.

CO XX (E) (ii)-7	Pupil Teachers will be able to explain the Concept and Significance and computation of Partial, Multiple Biserial, Point Biserial, Tetrachoric and Phi Correlation.
CO XX (E) (ii)-8	Pupil Teachers will be able to understand the Concept, Assumptions, Computation and Uses of Analysis of Variance (ANOVA) upto two way with and without replication.

COURSE CONTENTS

UNIT-I

1. Measurement in Education at Secondary and Senior Secondary Level

- Meaning and Kinds
- Difference between Mental and Physical Measurement
- Nature, Need and Scope of Measurement
- Levels of Measurement

2. Evaluation in Education

- Concept, Need, Process, Purpose and Uses of Evaluation
- Functions and Principles of Evaluation
- Types of Evaluation Procedure
- Interrelationship & Difference between Measurement and Evaluation

UNIT-II

3. Taxonomy of Educational Objectives

- Need and Functions of Instructional Objectives
- Relationship between Educational and Instructional Objectives
- Classification of Educational Objectives
- Utility of Taxonomical Classification
- Principles for the Statement of Instructional Objectives

4. Appraisal of Existing System of Evaluation

- Grading System v/s Marking System
- Semester System v/s Annual System
- Continuous and Comprehensive Evaluation

UNIT-III

5. Text Construction

- Characteristics of Good Test
- Teacher Made Tests v/s Standardized Test: Similarities and Differences
- Steps of Preparing Standardized Test
- Norms Referenced and Criterion Referenced Test

6. Concept and Measurement of the following-

- Intelligence Test
- Attitude Test

- Aptitude Test
- Interest Inventory

UNIT-IV

1. Correlation

- Concept, Computation and Significance of Partial, Multiple Biserial, Point Biserial, Tetrachoric, phi
- **Analysis of Variance**
- ANOVA upto two way with and without replication - Concept, Assumptions, Computations and Uses

SELECTED READINGS

Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.

Aggarwal, Y. P. (1998). The Science of Educational Research: A Source Book. Kurukshetra: Nirmal Publishing Pvt. Ltd.

Best, John W. & Kahn, James V. (1995). Research in Education. New Delhi: Prentice Hall.

Burns, R. B. (1991). Introduction to Research in Education. New Delhi: Prentice Hall.

Edward, Allen L. (1968). Experimental Designs in Psychological Research. New York: Holt, Rinehart and Winston.

Forguson, George A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.

Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simon.

Good, C. V. & Douglas, E. Scates (1954). Methods in Social Research. New York: McGraw Hill.

Guilford, J. P. & Benjabin Fruchter (1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.

Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.

Koul, Lokesh (1988). Methodology of Educational Research. New Delhi: Vikas Publishing Pvt. Ltd.

Kurtz, A. K. & Mayo S. T. (1980). Statistical Methods in Education and Psychology. Narela, New Delhi.

McMillan, James H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction. New York: Harper and Collins.

Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Euroasia.

Neuman, W. L. (1997). Social Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.

Siegel, S. (1986). Non-Parametric Statistics. New York: McGraw Hill.

Travers, R. M. W. (1978). An Introduction to Educational Research. New York: McMillan.

Van Delen, D. B. (1962). Understanding Educational Research. New York: McGraw Hill.

Young, P. V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.

M.Ed. (Semester-IV)

Course: XX (Opt.-F) (i)

Name of the Course: COMPARATIVE EDUCATION

(At Elementary Level)

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question. from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course:XX(Opt.- F)(i)	
Name of the Course: COMPARATIVE EDUCATION(At Elementary Level)	
COXX(F)(i).1	Pupil Teachers will be able to interpret the Concept, Aims, Need and Scope of Comparative Education and will also be able to analyze the Approaches to Comparative Education i.e. Historical, Philosophical, Sociological and Problem Approach.
COXX(F)(i).2	Pupil Teachers will be able to state and define the various Factors influencing Education System of a Country.
COXX(F)(i).3	Pupil Teachers will be able to elaborate the concept of Universalization of Elementary Education (UEE), its implications for India and the Programmes for UEE in India viz. National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Primary Education & RTE Act-2009 and Primary Education.
COXX(F)(i).4	Pupil Teachers will be able to explain as well as compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions and Evaluation System at Primary Education in UK, USA & India.
COXX(F)(i).5	Pupil Teachers will be able to explain and compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India.
COXX(F)(i).6	Pupil Teachers will be able to explain and compare Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India.
COXX(F)(i).7	Pupil Teachers will be able to describe the Educational Administration in UK, USA & India.
COXX(F)(i).8	Pupil Teachers will be able to describe and compare the Distance Education System and Systems of Open Learning in UK, USA & India.

COURSE CONTENTS

UNIT-I

1. Comparative Education

- Concept, Aims, Need & Scope of Comparative Education
- Approaches to Comparative Education
 - Historical
 - Philosophical
 - Sociological
 - Problem Approach

2. Factors influencing Education System of a Country UNIT-II

3. Elementary Education

- Concept of Universalization of Elementary Education (UEE)
- Implications of UEE for India
- Programmes for UEE in India
 - National Policy of Education (NPE-1986) and Primary Education
 - District Primary Education Programme (DPEP)
 - Sarva Shiksha Abhiyan (SSA) and Primary Education
 - RTE Act-2009 and Primary Education

4. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India

UNIT-III

5. Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India

6. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India

UNIT-IV

7. Educational Administration in UK, USA & India

8. Distance Education and Systems of Open Learning in UK, USA & India

ELECTED READINGS

- Arnové, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. USA: Rowman and Littlefield Publisher.
- Bereday G. Z. F. (1967). *Comparative Methods in Education*. New Delhi: Oxford and IBH Publishing Co.
- Chaube, S. P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S. P. (1969). *Comparative Education*. Agra: Ram Prasad and Sons Publishers.
- Cramer J. F. & Brown G. S. (1965). *Contemporary Education: A Comparative Study of National Systems*. New York: Naracourt Brace and Co.
- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.
- Dent H. C. (1981). *Educational Systems of England*. London: George Allen. Gazette of India (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.
- Kandel I. L. (1963). *Studies in Comparative Education*. New York: George Harrap. Kubow, Patricia K. & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. USA: Pearson/Merrill/Prentice Hall Publishers.
- Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). *Comparative and International Education: Issues for Teachers*. USA: Teacher College Press.
- MHRD (1995). *DPEP Guidelines*. New Delhi: Govt. of India.
- MHRD (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Govt. of India.
- MHRD (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India.
- NCERT (2012). *Impact of In-Service Teacher Training on Class Room Transaction in Haryana*.
- NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).
- Shrivastava, S. K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Sodhi, T. S. (2005). *A Text Book of Comparative Education - Philosophy, Patterns and Problems of National Systems*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sodhi, T. S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt.: The Associated Publishers.

M.Ed. (Semester-IV)
Course: XX(Opt.-F)(ii)
Name of the Course: COMPARATIVE EDUCATION
(At Secondary & Senior Secondary Level)

Time: 3 Hrs.
 Credit: 4

Max. Marks: 100
 Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Course:XX(Opt.- F)(ii) Name of the Course: COMPARATIVE EDUCATION(At Secondary and Senior Secondary Education Level)	
COXX(F)(ii).1	Pupil Teachers will be able to interpret the Concept, Aims, Need and Scope of Comparative Education and will also be able to analyze the Approaches to Comparative Education i.e. Historical, Philosophical, Sociological and Problem Approach.
COXX(F)(ii).2	Pupil Teachers will be able to state and define the various Factors influencing Education System of a Country.
COXX(F)(ii).3	Pupil Teachers will be able to elaborate the concept of Universalization of Elementary Education (UEE), its implications for India and the Programmes for UEE in India viz. National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and Primary Education & RTE Act-2009 and Primary Education.
COXX(F)(ii).4	Pupil Teachers will be able to explain as well as compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions and Evaluation System at Primary Education in UK, USA & India.
COXX(F)(ii).5	Pupil Teachers will be able to explain and compare the Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India.
COXX(F)(ii).6	Pupil Teachers will be able to explain and compare Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India.
COXX(F)(ii).7	Pupil Teachers will be able to describe the Educational Administration in UK, USA & India.
COXX(F)(ii).8	Pupil Teachers will be able to describe and compare the Distance Education System and Systems of Open Learning in UK, USA & India.

COURSE CONTENTS

UNIT-I

1. Comparative Education

- Concept, Aims, Need & Scope of Comparative Education
- Approaches to Comparative Education
 - Historical
 - Philosophical
 - Sociological
 - Problem Approach

2. Factors influencing Education System of a Country UNIT-II

3. Elementary Education

- Concept of Universalization of Elementary Education (UEE)
- Implications of UEE for India
- Programmes for UEE in India
 - National Policy of Education (NPE-1986) and Primary Education
 - District Primary Education Programme (DPEP)
 - Sarva Shiksha Abhiyan (SSA) and Primary Education
 - RTE Act-2009 and Primary Education

4. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Primary Education in UK, USA & India

UNIT-III

5. Aims, Structure, Pattern, Curriculum, Methods of Instructions, Evaluation System, Expansion and Vocationalisation of Secondary at Secondary Education in UK, USA & India

6. Aims, Structure, Pattern, Curriculum, Methods of Instructions & Evaluation System at Higher Education in UK, USA & India

UNIT-IV

7. Educational Administration in UK, USA & India

8. Distance Education and Systems of Open Learning in UK, USA & India

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). *Comparative Education: The Dialectic of the Global and Local*. USA: Rowman and Little field Publisher.
- Bereday G. Z. F. (1967). *Comparative Methods in Education*. New Delhi: Oxford and IBH Publishing Co.
- Chaube, S. P. & Chaube, A. (2007). *Comparative Education*. Noida: Vikas Publishing House.
- Chaubey S. P. (1969). *Comparative Education*. Agra: Ram Prasad and Sons Publishers.
- Cramer J. F. & Brown G. S. (1965). *Contemporary Education: A Comparative Study of National Systems*. New York: Naracourt Brace and Co.
- Edmund J. King (1968). *Comparative Studies and Educational Decisions*. London: Mathuen Educational Ltd.
- Dent H. C. (1981). *Educational Systems of England*. London: George Allen. Gazette of India (2009). *The Gazette of India – Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Ministry of Law and Justice.
- Kandel I. L. (1963). *Studies in Comparative Education*. New York: George Harrap. Kubow, Patriva K. & Fossum, Paul R. (2007). *Comparative Education: Exploring Issues in International Context*. USA: Pearson/Merrill/Prentice Hall Publishers.
- Mundy, Karen; Bickmore, Kothy; Hayhoe, Ruth; Madden, Meggan & Madjidi, Katherine (2008). *Comparative and International Education: Issues for Teachers*. USA: Teacher College Press.
- MHRD (1995). *DPEP Guidelines*. New Delhi: Govt. of India.
- MHRD (2011). *Sarva Shiksha Abhiyan – Frame Work for Implementation Based on Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Govt. of India.
- MHRD (2012). *Voices of Teachers and Teacher Educators*. Vol. 1, issue 1, Jan. 2012. MHRD, Govt. of India.
- NCERT (2012). *Impact of In-Service Teacher Training on Class Room Transaction in Haryana*.
- NUEPA *Elementary Education in India - Where do we Stand?* New Delhi: State and District Report Cards (Yearly Publication).
- Shrivastava, S. K. (2005). *Comparative Education*. New Delhi: Anmol Publications Pvt. Ltd.
- Sodhi, T. S. (2005). *A Text Book of Comparative Education - Philosophy, Patterns and Problems of National Systems*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sodhi, T. S. (2007). *Textbook of Comparative Education*. Noida: Vikas Publishing House.
- Yadav, Rajender Singh (2006). *Community Participation in Education: Role of Village Education Committee*. Ambala Cantt.: The Associated Publishers.

M.Ed. (Semester-IV)

Course: XX(G)(i)

**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE
(At Elementary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Elementary Level)	
CO XX(G)(i):1	Pupil Teachers will be able to describe the Meaning, Principal, Need, Importance and Type of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance.
CO XX(G)(i):2	Pupil Teachers will be able to elaborate the Types, Importance & Organization of Guidance Services in Elementary School and will also be able to reflect on Occupational Information at Elementary School Level – Meaning, its Needs & Methods of Imparting.
CO XX(G)(i):3	Pupil Teachers will be able to write the Meaning, Advantages, Principles and Kinds of Group Guidance at Elementary School Level.
CO XX(G)(i):4	Pupil Teachers will be able to present a detailed view of Guidance of Students with Special Needs at Elementary School Level.
CO XX(G)(i):5	Pupil Teachers will be able to discuss the Meaning, Functions and Principles of Placement Services at Elementary School Level.
CO XX(G)(i):6	Pupil Teachers will be able to understand the Follow-up Services at Elementary School Level and describe its Meaning, Purpose and Characteristics.
CO XX(G)(i):7	Pupil Teachers will be able to explain Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview & Cumulative Records.
CO XX(G)(i):8	Pupil Teachers will be able to describe the Meaning, Need & Principles of Counseling at Elementary School Level and will be able to elaborate the Concept, Procedure, Advantage & Limitations of Directive Counseling, Non-Directive Counseling & Eclectic Counseling.

COURSE CONTENTS

UNIT-I

1. Meaning, Principal, Need, Importance and Type of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance
2. Organization of Guidance Services in Elementary School
 - Type of Guidance Services
 - Organization of Guidance Services in Elementary School
 - Importance of Guidance Services at Elementary School Level.
 - Occupational Information at Elementary School Level - Meaning and its Needs
 - Methods of Imparting Occupational Information

UNIT-II

3. Group Guidance at Elementary School Level - Meaning, Advantages, Principles and Kinds of Group Guidance
4. Guidance of Students with Special Needs at Elementary School Level

UNIT-III

5. Placement Services at Elementary School Level - Meaning, Functions and Principles
6. Follow-up Services at Elementary School Level - Meaning, Purpose and Characteristics

UNIT-IV

7. Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview & Cumulative Records
8. Counseling at Elementary School Level - Meaning, Need and Principles
 - Directive Counseling: Concept, Procedure, Advantage & Limitations
 - Non-Directive Counseling: Concept, Procedure, Advantage & Limitations
 - Eclectic Counseling: Concept, Procedure, Advantage & Limitations

SELECTED READINGS

Bernard, Harold W. & Fullmer, Daniel W. (1977). Principles of Guidance, Second Edition. New York: Thomas Y. Crowell Company.

Jones, J. A. (1970). Principles of Guidance. Bombay: Tata McGraw Hill.

Myres, G. E. Principles and Techniques of Vocational Guidance. New York: McGraw Hill.

Granz, F. M. Foundation and Principles of Guidance. Boston: Allyn and Bacon. Miller, F. W. (1961).

Guidance: Principles and Services. Columbia, Ohio: Merrill. Pandey, K. P. (2000). Educational and Vocational Guidance in India. Varanasi:

VishwaVidyalaya Prakashan Chowk.

Mc Gowan, J. P. (1962). *Counselling: Reading in Theory and Practice*. New York: Holt, Rinehard and Winston.

Tolbert, E. L. (1967). *Introduction of Counselling*. New York: McGraw Hill. Strang, Ruth. *Counselling Techniques in Colleges and Secondary Schools*. New York: Harpar.

Taxler, A. E. (1964). *Techniques of Guidance*. New York: McGraw Hill. Robinson. *Principles and Procedures in Student Counselling*. New York: Harper & Roe.

Super, D. E. & Schmdt (1962). *Apprasing Vocational Fitness by Means of Psychological Testing*. New York: Haper and Row.

M.Ed. (Semester-IV)

Course: XX (G)(ii)

**Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE
(At Secondary & Senior Secondary Level)**

Time: 3 Hrs.

Max. Marks: 100

Credit: 4

Ext.-70; Int.-30

NOTE: Paper setter will set 9 questions in all, out of which students will be required to attempt only 5 questions. Question No. 1 will be compulsory, comprising of 4 short answer type notes of 3.5 marks each to be selected from the entire syllabus. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. All questions carry equal i.e. 14 marks.

COURSE OUTCOMES

Name of the Course: EDUCATIONAL AND VOCATIONAL GUIDANCE (At Secondary & Senior Secondary Level)	
CO XX (G)(ii):1	Pupil Teachers will be able to describe the Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance.
CO XX (G)(ii):2	Pupil Teachers will be able to elaborate the Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India.
CO XX (G)(ii):3	Pupil Teachers will be able to write the Meaning, Advantages, Principles and Kinds of Group Guidance.
CO XX (G)(ii):4	Pupil Teachers will be able to present a detailed view of Guidance of Students with Special Needs at Secondary School Level.
CO XX (G)(ii):5	Pupil Teachers will be able to discuss the Meaning, Type and Purpose of Job Analysis.
CO XX (G)(ii):6	Pupil Teachers will be able to understand the Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics Follow-up Services.
CO XX (G)(ii):7	Pupil Teachers will be able to explain Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records.
CO XX (G)(ii):8	Pupil Teachers will be able to describe the Meaning, Need & Principles of Counseling at Secondary School Level and will be able to elaborate the Concept, Procedure, Advantage & Limitations of Directive Counseling, Non-Directive Counseling & Eclectic Counseling.

COURSE CONTENTS

UNIT-I

1. Concept, Importance and Areas of Guidance - Educational Guidance, Vocational Guidance & Personal Guidance
2. Organization of Guidance Services in Secondary Schools, Occupational Information at Secondary School Level and Sources of Occupational Material in India

UNIT-II

3. Group Guidance - Meaning, Advantages, Principles and Kinds of Group Guidance
4. Guidance of Students with Special Needs at Secondary School Level

UNIT-III

5. Job Analysis - Meaning, Type and Purpose of Job Analysis
6. Meaning, Functions & Principles of Placement Services and Meaning, Purpose & Characteristics of Follow-up Services

UNIT-IV

7. Study of the Individual, Data Collection Techniques of Information - Standardization & Non-Standardized Techniques: Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation and Interview & Cumulative Records
8. Counseling at Secondary School Level - Meaning, Need and Principles
 - Directive Counseling: Concept, Procedure, Advantage and Limitations
 - Non-Directive Counseling: Concept, Procedure, Advantage and Limitations
 - Eclectic Counseling: Concept, Procedure, Advantage and Limitations

SELECTED READINGS

Bernard, Harold W. & Fullmer, Daniel W. (1977). Principles of Guidance, Second Edition. New York: Thomas Y. Crowell Company.

Jones, J. A. (1970). Principles of Guidance. Bombay: Tata McGraw Hill.

Myres, G. E. Principles and Techniques of Vocational Guidance. New York: McGraw Hill.

Granz, F. M. Foundation and Principles of Guidance. Boston: Allyn and Bacon. Miller, F. W. (1961).

Guidance: Principles and Services. Columbia, Ohio: Merrill. Pandey, K. P. (2000). Educational and Vocational Guidance in India. Varanasi: VishwaVidyalaya Prakashan Chowk.

Mc Gowan, J. P. (1962). Counselling: Reading in Theory and Practice. New York: Holt, Rinehart and Winston.

Tolbert, E. L. (1967). Introduction of Counselling. New York: McGraw Hill.

Strang, Ruth. *Counselling Techniques in Colleges and Secondary Schools*.
New York: Harpar.

Taxler, A. E. (1964). *Techniques of Guidance*. New York: McGraw Hill. Robinson. *Principles and Procedures in Student Counselling*. New York: Harper & Roe.

Super, D. E. & Schmdt (1962). *Apprasing Vocational Fitness by Means of Psychological Testing*. New York: Haper and Row.

M.Ed. (Semester- IV)

Course:

Name of the Course:DISSERTATION

Credit: 4

M. Marks: 100

(Ext.-70 & Int.-30)

(Joint Evaluation by Internal & External Examiner) **COURSE OUTCOMES**

<i>Course:</i>	
<i>Name of the Course: DISSERTATION</i>	
<i>.1</i>	<i>Pupil Teachers will be able to conduct systematically and scientifically Research Work (Dissertation) on a Topic from the Field of Education and will also be able to prepare their Research Report or Dissertation Work effectively following all the procedures and norms of writing research works.</i>
<i>.2</i>	<i>Pupil Teachers will be able to present the Report of their Research Work and will also be able to justify their Research Work.</i>

SUGGESTED ACTIVITIES:

- Submission of Dissertation & Viva-Voce

M.Ed.
Two Year (Gen) Syllabus

Mapping Scale, Mapping Matrices, Attainment of COs, POs and PSOs A: Mapping scale:-
Scale of mapping between COs and POs/PSOs

Scale	
1	Low correlation between the contents of course and the particular Program outcome/Program specific outcome
2	Medium correlation between the contents of course and the particular Program outcome/Program specific outcome
3	High correlation between the contents of course and the particular Program outcome/Program specific outcome

B: Mapping matrices:

CO-PO Mapping matrices

M.Ed. (Two Years Programme)

Semester-I

CO-PO Matrix for the Course-I

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COI.1	3	3	2	1	1	2	1	2	1
COI.2	3	3	3	3	3	3	3	3	3
COI.3	3	3	3	3	3	3	3	3	3
COI.4	3	3	3	3	3	3	3	3	3
COI.5	3	3	3	3	3	3	3	3	3
COI.6	3	3	3	2	1	2	2	3	3
COI.7	3	3	3	2	1	2	2	3	3
COI.8	3	3	3	2	1	2	2	3	3
Average	3	3	2.9	2.4	2	2.5	2.4	2.9	2.8

CO-PO Matrix for the Course-I

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO I.1	2	1	1	2	1	3
COI.2	3	1	1	3	3	3
COI.3	3	1	1	2	3	3
COI.4	3	1	1	2	3	3
COI.5	3	1	1	2	3	3
COI.6	3	1	1	3	3	3
COI.7	3	1	1	3	3	3
COI.8	3	1	1	3	2	3
Average	2.9	1	1	2.5	2.6	3

CO-PO Matrix for the Course-II

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COII.1	3	3	-	1	1	-	1	1	-
COII.2	3	3	-	1	1	-	1	1	-
COII.3	3	3	-	1	1	-	1	1	-
COII.4	3	3	-	1	1	-	1	1	-
COII.5	3	3	3	3	3	3	3	3	2
COII.6	3	3	3	3	3	3	3	3	2
COII.7	3	3	3	3	3	3	3	3	1
COII.8	3	3	3	3	3	3	3	3	3
Average	3	3	1.5	2	2	1.5	2	2	1

CO-PO Matrix for the Course-II

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COII.1	1	3	1	1	1	2
COII.2	1	3	1	1	1	2
COII.3	1	3	1	3	1	2
COII.4	1	3	1	3	1	2
COII.5	3	3	1	3	2	3
COII.6	3	3	1	3	2	3
COII.7	3	3	3	3	3	3
COII.8	3	3	3	3	3	3
Average	2	3	1.5	2.5	1.8	2.5

CO-PO Matrix for the Course-III

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COIII.1	3	3	2	1	3	1	2	2	2
COIII.2	3	3	3	2	3	2	2	2	2
COIII.3	3	3	2	2	3	2	2	2	1
COIII.4	3	3	2	2	3	2	2	3	1
COIII.5	3	3	3	3	3	2	2	3	2
COIII.6	3	3	2	3	3	2	2	3	1
COIII.7	3	3	2	2	3	2	2	3	3
COIII.8	3	3	3	3	3	2	2	3	3
Average	3	3	2.4	2.3	3	1.9	2	2.6	1.9

CO-PO Matrix for the Course-III

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COIII.1	2	2	1	3	2	3
COIII.2	2	2	1	3	2	3
COIII.3	3	3	1	3	2	3
COIII.4	3	3	2	3	2	3
COIII.5	3	3	2	3	2	3
COIII.6	3	3	2	3	2	3
COIII.7	3	3	3	3	2	3
COIII.8	3	3	3	3	2	3
Average	2.8	2.8	1.9	3	2	3

CO-PO Matrix for the Course-IV

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COIV.1	3	3	3	3	3	1	3	2	2
COIV.2	3	3	3	3	3	2	3	2	2
COIV.3	3	3	3	3	3	2	3	2	2
COIV.4	3	3	3	3	3	2	3	2	2
COIV.5	3	3	3	3	3	2	3	2	1
COIV.6	3	3	3	3	3	2	3	2	1
COIV.7	3	3	3	3	3	2	3	2	1
COIV.8	3	3	3	3	3	2	3	2	1
Average	3	3	3	3	3	1.9	3	2	1.5

CO-PO Matrix for the Course-IV

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COIV.1	2	1	3	1	3	3
COIV.2	3	2	3	1	3	3
COIV.3	3	2	3	2	3	3
COIV.4	3	1	3	1	3	3
COIV.5	3	1	3	1	3	3
COIV.6	3	1	3	1	3	3
COIV.7	3	1	3	1	3	3
COIV.8	3	1	3	1	3	3
Average	2.9	1.3	3	1.1	3	3

CO-PO Matrix for the Course-V

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COV.1	3	3	3	3	2	2	2	2	3
COV.2	3	3	3	3	1	1	1	1	3
COV.3	3	3	3	3	2	3	3	2	3
COV.4	3	3	3	3	1	1	1	2	3
Average	3	3	3	3	1.5	1.8	2	1.8	3

CO-PO Matrix for the Course-V

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COV.1	2	3	3	2	2	3
COV.2	1	1	2	1	2	3
COV.3	2	3	2	2	2	3
COV.4	3	3	3	2	3	3
Average	2	2.5	2.5	1.8	2.3	3

CO-PO Matrix for the Course-VI

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COVI.1	3	3	1	-	1	-	-	1	-
COVI.2	3	3	1	-	1	-	-	2	-
Average	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9

CO-PO Matrix for the Course-VI

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COVI.1	3	2	1	3	3	3
COVI.2	3	2	1	3	3	3
Average	3	2	1	3	3	3

SEMESTER-II**CO-PO Matrix for the Course- VII**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO VII. 1	3	3	3	3	3	3	3	3	2
CO VII. 2	3	3	3	3	3	3	3	3	2
CO VII. 3	3	3	2	3	3	3	3	3	2
CO VII. 4	3	3	3	3	3	3	3	3	2
CO VII. 5	3	3	3	3	3	2	2	3	2
CO VII. 6	3	3	3	2	3	3	3	3	1
CO VII. 7	3	3	3	2	3	3	3	3	1
CO VII. 8	3	3	3	2	3	3	3	3	2
Average	3	3	2.88	2.63	3	2.88	2.88	3	1.75

CO-PSO Matrix for the Course- VII

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO VII. 1	3	3	1	2	1	3
CO VII. 2	3	3	1	1	2	3
CO VII. 3	3	3	2	1	3	3
CO VII. 4	3	3	1	2	2	2
CO VII. 5	3	3	2	1	2	2
CO VII. 6	3	3	2	2	3	2
CO VII. 7	3	3	1	1	3	3
CO VII. 8	3	3	1	-	2	2
Average	3	3	1.38	1.3	2.3	2.5

CO-PO Matrix for the Course- VIII

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO VIII. 1	3	3	3	2	3	2	3	3	2
CO VIII. 2	3	3	3	3	3	2	2	3	3
CO VIII. 3	3	3	2	2	3	2	2	2	1
CO VIII. 4	3	3	2	2	3	2	2	2	1
CO VIII. 5	3	3	2	2	3	2	2	2	1
CO VIII. 6	3	3	2	2	3	2	2	2	1
CO VIII. 7	3	3	2	2	3	2	2	2	1
CO VIII. 8	3	3	2	2	3	2	3	3	1
Average	3	3	2.25	2.13	3	2	2.25	2.38	1.38

CO-PSO Matrix for the Course- VIII

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO VIII. 1	3	3	1	2	1	1
CO VIII. 2	3	3	2	1	1	1
CO VIII. 3	2	3	1	2	1	1
CO VIII. 4	2	3	1	2	1	1
CO VIII. 5	2	3	1	2	1	1
CO VIII. 6	2	3	1	2	1	1
CO VIII. 7	2	3	1	2	1	1
CO VIII. 8	2	3	1	2	1	1
Average	2.3	3	1.13	1.88	1	1

CO-PO Matrix for the Course- IX

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO IX. 1	3	3	3	3	3	3	3	3	2
CO IX. 2	3	3	3	3	3	3	3	3	3
CO IX. 3	3	3	3	3	3	3	3	3	1
CO IX. 4	3	3	3	3	3	3	3	3	1
CO IX. 5	3	3	3	3	3	3	3	3	2
CO IX. 6	3	3	3	3	3	3	3	3	2
CO IX. 7	3	3	3	3	3	3	3	2	1
CO IX. 8	3	3	2	1	3	3	3	2	1
Average	3	3	2.88	2.75	3	3	3	2.75	1.63

CO-PSO Matrix for the Course- IX

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO IX. 1	2	3	1	2	1	1
CO IX. 2	3	3	2	1	3	2
CO IX. 3	1	3	1	1	1	1
CO IX. 4	1	3	1	1	1	-
CO IX. 5	1	3	2	2	2	1
CO IX. 6	2	3	1	1	2	2
CO IX. 7	2	3	1	2	2	1
CO IX. 8	1	3	1	2	3	-
Average	1.63	3	1.25	1.5	1.88	1

CO-PO Matrix for the Course- X

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO X. 1	3	3	3	1	3	2	2	1	-
CO X. 2	3	3	3	2	3	2	2	1	-
CO X. 3	3	3	3	1	3	2	2	1	1
CO X. 4	3	3	3	2	3	3	3	2	1
CO X. 5	3	3	3	2	3	2	2	1	2
CO X. 6	3	3	3	2	3	2	2	1	2
CO X. 7	3	3	3	2	3	2	2	1	2
CO X. 8	3	3	3	3	3	3	2	-	2
Average	3	3	3	1.88	3	2.25	2.13	1	1.25

CO-PSO Matrix for the Course- X

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO X. 1	2	3	1	3	1	-
CO X. 2	1	2	1	3	2	1
CO X. 3	2	2	1	3	1	2
CO X. 4	1	3	3	3	2	1
CO X. 5	1	3	1	3	2	1
CO X. 6	1	3	1	3	2	1
CO X. 7	1	3	1	3	2	1
CO X. 8	-	2	1	3	2	1
Average	1.13	2.63	1.25	3	1.75	1

CO-PO Matrix for the Course- XI

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XI. 1	3	3	3	3	3	1	2	1	1
CO XI. 2	3	3	3	3	3	-	1	1	3
Average	3	3	3	3	3	0.5	1.5	1	2

CO-PSO Matrix for the Course- XI

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XI. 1	-	3	3	1	3	2
CO XI. 2	-	3	3	1	3	2
Average	-	3	3	1	3	2

CO-PO Matrix for the Course- XII

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XII. 1	3	3	3	1	2	2	1	1	3
CO XII. 2	3	3	3	2	3	1	1	-	2
CO XII. 3	3	3	3	1	3	3	1	1	2
CO XII. 4	3	3	3	1	2	1	1	-	3
Average	3	3	3	1.25	2.5	1.75	1	0.5	2.5

CO-PSO Matrix for the Course- XII

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XII. 1	1	3	-	-	-	3
CO XII. 2	3	3	1	-	1	3
CO XII. 3	1	2	1	2	-	2
CO XII. 4	-	2	1	2	-	3
Average	1.25	2.5	0.75	1	0.25	2.75

Semester-III**CO-PO Matrix for the Course-XIII(i)**

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXIII(i).1	3	3	2	-	3	-	1	2	-
COXIII(i).2	3	3	1	-	3	-	1	1	-
COXIII(i).3	3	3	2	-	3	-	1	2	-
COXIII(i).4	3	3	2	-	3	-	1	2	-
COXIII(i).5	3	3	2	1	3	1	1	2	-
COXIII(i).6	3	3	3	1	3	3	2	3	2
COXIII(i).7	3	3	3	1	3	2	2	2	1
COXIII(i).8	3	3	3	1	3	2	2	3	3
Average	3	3	2.3	0.5	3	1	1.4	2.1	2

CO-PO Matrix for the Course-XIII(i)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXIII(i).1	3	3	2	3	2	3
COXIII(i).2	3	3	2	3	1	3
COXIII(i).3	3	3	2	3	2	3
COXIII(i).4	3	3	2	3	2	3
COXIII(i).5	3	3	2	3	2	3
COXIII(i).6	3	3	2	3	2	3
COXIII(i).7	3	3	2	3	2	3
COXIII(i).8	3	3	2	3	2	3
Average	3	3	2	3	1.9	3

CO-PO Matrix for the Course-XIII(ii)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXIII(ii).1	3	3	2	-	3	-	1	2	-
COXIII(ii).2	3	3	1	-	3	-	1	1	-
COXIII(ii).3	3	3	2	-	3	-	1	2	-
COXIII(ii).4	3	3	2	-	3	-	1	2	-
COXIII(ii).5	3	3	2	1	3	1	1	2	-
COXIII(ii).6	3	3	3	1	3	3	2	3	2
COXIII(ii).7	3	3	3	1	3	2	2	2	1
COXIII(ii).8	3	3	3	1	3	2	2	3	3
Average	3	3	2.3	0.5	3	1	1.4	2.1	2

CO-PO Matrix for the Course-XIII(ii)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXIII(ii).1	3	3	2	3	2	3
COXIII(ii).2	3	3	2	3	1	3
COXIII(ii).3	3	3	2	3	2	3
COXIII(ii).4	3	3	2	3	2	3
COXIII(ii).5	3	3	2	3	2	3
COXIII(ii).6	3	3	2	3	2	3
COXIII(ii).7	3	3	2	3	2	3
COXIII(ii).8	3	3	2	3	2	3
Average	3	3	2	3	1.9	3

CO-PO Matrix for the Course-XIV(i)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXIV(i)1	3	3	3	3	3	3	3	3	2
COXIV(i)2	3	3	3	3	3	3	3	3	3
COXIV(i)3	3	3	3	3	3	3	3	3	1
COXIV(i)4	3	3	3	3	3	3	3	3	2
COXIV(i)5	3	3	3	2	3	2	3	3	2
COXIV(i)6	3	3	3	2	3	2	3	3	2
COXIV(i)7	3	3	3	2	3	2	3	3	2
COXIV(i)8	3	3	3	2	3	2	3	3	2
Average	3	3	3	2.5	3	2.5	3	3	2

CO-PO Matrix for the Course-XIV(i)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXIV(i).1	3	3	2	3	2	3
COXIV(i).2	3	3	2	3	2	3
COXIV(i).3	3	3	2	3	3	3
COXIV(i).4	3	3	2	3	3	3
COXIV(i).5	3	3	2	3	2	3
COXIV(i).6	3	3	2	3	3	3
COXIV(i).7	3	3	2	3	2	3
COXIV(i).8	3	3	2	3	2	3
Average	3	3	2	3	2.4	3

CO-PO Matrix for the Course-XIV(ii)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXIV(ii).1	3	3	3	3	3	3	3	3	2
COXIV(ii).2	3	3	3	3	3	3	3	3	3
COXIV(ii).3	3	3	3	3	3	3	3	3	1
COXIV(ii).4	3	3	3	3	3	3	3	3	2
COXIV(ii).5	3	3	3	2	3	2	3	3	2
COXIV(ii).6	3	3	3	2	3	2	3	3	2
COXIV(ii).7	3	3	3	2	3	2	3	3	2
COXIV(ii).8	3	3	3	2	3	2	3	3	2
Average	3	3	3	2.5	3	2.5	3	3	2

CO-PO Matrix for the Course-XIV(ii)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXIV(ii).1	3	3	2	3	2	3
COXIV(ii).2	3	3	2	3	2	3
COXIV(ii).3	3	3	2	3	3	3
COXIV(ii).4	3	3	2	3	3	3
COXIV(ii).5	3	3	2	3	2	3
COXIV(ii).6	3	3	2	3	3	3
COXIV(ii).7	3	3	2	3	2	3
COXIV(ii).8	3	3	2	3	2	3
Average	3	3	2	3	2.4	3

CO-PO Matrix for the Course-XV

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXV.1	1	1	3	3	2	1	3	3	2
COXV.2	1	1	3	3	2	1	3	3	1
COXV.3	1	1	3	3	2	1	3	3	1
COXV.4	1	1	3	3	2	1	3	3	1
COXV.5	3	3	3	3	2	1	3	3	1
COXV.6	3	3	3	3	2	1	3	3	1
COXV.7	3	3	3	3	2	1	3	3	1
COXV.8	3	3	3	3	2	1	3	3	1
Average	2	2	3	3	2	1	3	3	1.1

CO-PO Matrix for the Course-XV

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXV.1	2	1	3	2	3	3
COXV.2	1	1	3	1	3	3
COXV.3	2	1	3	2	3	3
COXV.4	2	1	3	2	3	3
COXV.5	1	1	3	1	3	3
COXV.6	1	1	3	1	3	3
COXV.7	1	1	3	1	3	3
COXV.8	1	1	3	1	3	3
Average	1.3	1	3	1.4	3	3

CO-PO Matrix for the Course-XVI

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXVI.1	3	3	1	-	1	-	-	1	-
COXVI.2	3	3	1	-	1	-	-	2	-
COXVI.3	3	3	3	-	3	1	1	3	1
COXVI.4	3	3	3	-	3	-	-	2	-
COXVI.5	3	3	3	1	2	2	2	3	1
COXVI.6	3	3	3	1	2	2	2	3	1
COXVI.7	3	3	3	1	2	2	2	3	2
COXVI.8	3	3	3	2	2	2	2	3	2
Average	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9

CO-PO Matrix for the Course-XVI

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXVI.1	2	2	1	3	1	3
COXVI.2	2	2	1	3	1	3
COXVI.3	1	1	1	3	1	3
COXVI.4	1	1	1	3	1	3
COXVI.5	1	1	1	3	2	3
COXVI.6	2	1	1	3	2	3
COXVI.7	2	2	3	3	3	3
COXVI.8	3	2	2	3	3	3
Average	1.8	1.5	1.4	3	1.8	3

CO-PO Matrix for the Course-XVII

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXVII.1	3	3	3	2	3	3	3	3	3
COXVII.2	3	3	3	3	3	2	3	3	2
COXVII.3	3	3	3	2	3	3	3	3	3
COXVII.4	3	3	3	3	3	1	3	2	3
Average	3	3	3	2.5	3	2.3	3	2.8	2.8

CO-PO Matrix for the Course-XVII

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COXVII.1	3	3	2	3	2	3
COXVII.2	3	3	3	3	2	3
COXVII.3	3	3	2	3	3	3
COXVII.4	3	3	3	3	3	3
Average	3	3	2.5	3	2.8	3

CO-PO Matrix for the Course-XVIII

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COXVIII.1	3	3	3	3	2	2	3	3	3
COXVIII.2	3	3	3	3	2	2	2	1	3
Average	3	3	3	3	2	2	2.5	2	3

CO-PO Matrix for the Course-XVIII

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
XVIII.1	1	2	3	2	3	3
XVIII.2	1	2	3	2	3	3
Average	1	2	3	2	3	3

SEMESTER -IV**CO-PO Matrix for the Course- XX(A)(i) (At Elementary Level)**

Cos	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(A)(i).1	3	3	1	1	3	1	2	2	-
CO XX(A)(i).2	3	3	2	2	3	2	3	2	-
CO XX(A)(i).3	3	3	3	3	3	2	3	2	-
CO XX(A)(i).4	3	3	3	3	3	2	3	2	-
CO XX(A)(i).5	3	3	3	2	3	2	2	2	1
CO XX(A)(i).6	3	3	3	2	3	2	2	2	2
CO XX(A)(i).7	3	3	3	2	3	2	2	2	2
CO XX(A)(i).8	3	3	3	1	2	2	1	2	1
Average	3	3	2.6	2	2.9	1.9	2.3	2	0.8

CO-PSO Matrix for the Course- XX(A)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(A)(i).1	1	2	1	2	1	2
CO XX(A)(i).2	1	2	1	2	1	2
CO XX(A)(i).3	1	2	1	2	1	2
CO XX(A)(i).4	1	2	1	2	1	2
CO XX(A)(i).5	2	2	1	3	2	3
CO XX(A)(i).6	3	2	1	3	2	3
CO XX(A)(i).7	3	3	2	3	2	3
CO XX(A)(i).8	3	3	2	3	2	3
Average	1.9	2.3	1.3	2.5	1.5	2.5

CO-PO Matrix for the Course- XX(A)(ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(A)(ii).1	3	3	1	1	3	1	2	2	-
CO XX(A)(ii).2	3	3	2	2	3	2	3	2	-
CO XX(A)(ii).3	3	3	3	3	3	2	3	2	-
CO XX(A)(ii).4	3	3	3	3	3	2	3	2	-
CO XX(A)(ii).5	3	3	3	2	3	2	2	2	1
CO XX(A)(ii).6	3	3	3	2	3	2	2	2	2
CO XX(A)(ii).7	3	3	3	2	3	2	2	2	2
CO XX(A)(ii).8	3	3	3	1	2	2	1	2	1
Average	3	3	2.6	2	2.9	1.9	2.3	2	0.8

CO-PSO Matrix for the Course- XX(A)(ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(A)(ii).1	1	2	1	2	1	2
CO XX(A)(ii).2	1	2	1	2	1	2
CO XX(A)(ii).3	1	2	1	2	1	2
CO XX(A)(ii).4	1	2	1	2	1	2
CO XX(A)(ii).5	2	2	1	3	2	3
CO XX(A)(ii).6	3	2	1	3	2	3
CO XX(A)(ii).7	3	3	2	3	2	3
CO XX(A)(ii).8	3	3	2	3	2	3
Average	1.9	2.3	1.3	2.5	1.5	2.5

CO-PO Matrix for the Course- XX(B)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(B)(i).1	3	3	2	-	3	-	-	3	1
CO XX(B)(i).2	3	3	2	1	3	1	1	3	-
CO XX(B)(i).3	3	3	3	2	3	3	3	3	2
CO XX(B)(i).4	3	3	3	2	3	3	3	3	3
CO XX(B)(i).5	3	3	3	3	3	3	3	3	1
CO XX(B)(i).6	3	3	3	2	3	1	1	1	-
CO XX(B)(i).7	3	3	3	3	3	3	3	3	1
CO XX(B)(i).8	3	3	3	3	3	3	3	3	2
Average	3	3	2.8	2	3	2.1	2.1	2.8	1.3

CO-PSO Matrix for the Course- XX(B)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO 4	PSO5	PSO6
CO XX(B)(i).1	1	1	1	3	1	1
CO XX(B)(i).2	1	2	1	3	1	1
CO XX(B)(i).3	2	1	1	3	1	2
CO XX(B)(i).4	3	1	1	3	2	3
CO XX(B)(i).5	3	1	1	3	2	3
CO XX(B)(i).6	3	1	1	3	2	3
CO XX(B)(i).7	3	1	1	3	2	3
CO XX(B)(i).8	3	1	2	3	2	3
Average	2.4	1.1	1.1	3	1.6	2.4

CO-PO Matrix for the Course- XX(B) (ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(B)(ii).1	3	3	2	-	3	-	-	3	1
CO XX(B)(ii).2	3	3	2	1	3	1	1	3	-
CO XX(B)(ii).3	3	3	3	2	3	3	3	3	2
CO XX(B)(ii).4	3	3	3	2	3	3	3	3	3
CO XX(B)(ii).5	3	3	3	3	3	3	3	3	1
CO XX(B)(ii).6	3	3	3	2	3	1	1	1	-
CO XX(B)(ii).7	3	3	3	3	3	3	3	3	1
CO XX(B)(ii).8	3	3	3	3	3	3	3	3	2
Average	3	3	2.8	2	3	2.1	2.1	2.8	1.3

CO-PSO Matrix for the Course- XX(B) (ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(B)(ii).1	1	1	1	3	1	1
CO XX(B)(ii).2	1	2	1	3	1	1
CO XX(B)(ii).3	2	1	1	3	1	2
CO XX(B)(ii).4	3	1	1	3	2	3
CO XX(B)(ii).5	3	1	1	3	2	3
CO XX(B)(ii).6	3	1	1	3	2	3
CO XX(B)(ii).7	3	1	1	3	2	3
CO XX(B)(ii).8	3	1	2	3	2	3
Average	2.4	1.1	1.1	3	1.6	2.4

CO-PO Matrix for the Course- XX(C)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(C)(i).1	3	3	3	1	3	3	3	3	1
CO XX(C)(i).2	3	3	3	1	3	3	3	3	1
CO XX(C)(i).3	3	3	3	1	3	3	1	3	1
CO XX(C)(i).4	3	3	3	2	3	3	3	3	1
CO XX(C)(i).5	3	3	3	3	3	2	3	3	2
CO XX(C)(i).6	3	3	3	3	3	2	3	3	2
CO XX(C)(i).7	3	3	3	3	3	3	3	3	3
CO XX(C)(i).8	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.1	3	2.8	2.8	3	1.8

CO-PSO Matrix for the Course- XX(C)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(C)(i).1	3	2	1	3	2	3
CO XX(C)(i).2	3	3	1	3	2	3
CO XX(C)(i).3	3	2	1	3	1	3
CO XX(C)(i).4	3	2	1	3	1	3
CO XX(C)(i).5	3	1	2	3	2	3
CO XX(C)(i).6	3	1	2	3	2	3
CO XX(C)(i).7	3	2	2	3	3	3
CO XX(C)(i).8	3	2	2	3	3	3
Average	3	1.9	1.5	3	2	3

CO-PO Matrix for the Course- XX(C) (ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(C)(ii).1	3	3	3	1	3	3	3	3	1
CO XX(C)(ii).2	3	3	3	1	3	3	3	3	1
CO XX(C)(ii).3	3	3	3	1	3	3	1	3	1
CO XX(C)(ii).4	3	3	3	2	3	3	3	3	1
CO XX(C)(ii).5	3	3	3	3	3	2	3	3	2
CO XX(C)(ii).6	3	3	3	3	3	2	3	3	2
CO XX(C)(ii).7	3	3	3	3	3	3	3	3	3
CO XX(C)(ii).8	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.1	3	2.8	2.8	3	1.8

CO-PSO Matrix for the Course- XX(C) (ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(C)(ii).1	3	2	1	3	2	3
CO XX(C)(ii).2	3	3	1	3	2	3
CO XX(C)(ii).3	3	2	1	3	1	3
CO XX(C)(ii).4	3	2	1	3	1	3
CO XX(C)(ii).5	3	1	2	3	2	3
CO XX(C)(ii).6	3	1	2	3	2	3
CO XX(C)(ii).7	3	2	2	3	3	3
CO XX(C)(ii).8	3	2	2	3	3	3
Average	3	1.9	1.5	3	2	3

CO-PO Matrix for the Course- XX(D)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(D)(i).1	1	1	3	2	3	3	3	3	3
CO XX(D)(i).2	2	2	3	3	3	3	3	3	3
CO XX(D)(i).3	3	3	3	3	3	3	3	3	3
CO XX(D)(i).4	3	3	3	3	3	3	3	3	3
CO XX(D)(i).5	3	3	3	3	3	3	3	3	3
CO XX(D)(i).6	3	3	3	3	3	2	3	3	3
CO XX(D)(i).7	3	3	3	2	3	3	3	3	3
CO XX(D)(i).8	3	3	3	2	3	2	3	3	3
Average	2.6	2.6	3	2.6	3	2.8	3	3	3

CO-PSO Matrix for the Course- XX(D)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(D)(i).1	3	2	1	3	2	3
CO XX(D)(i).2	3	2	1	3	2	3
CO XX(D)(i).3	3	3	2	3	3	3
CO XX(D)(i).4	3	3	3	3	3	3
CO XX(D)(i).5	3	2	3	3	3	3
CO XX(D)(i).6	3	2	3	3	3	3
CO XX(D)(i).7	3	3	2	3	3	3
CO XX(D)(i).8	3	3	2	3	2	3
Average	3	2.5	2.1	3	2.6	3

CO-PO Matrix for the Course- XX(D) (ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(D)(ii).1	1	1	3	2	3	3	3	3	3
CO XX(D)(ii).2	2	2	3	3	3	3	3	3	3
CO XX(D)(ii).3	3	3	3	3	3	3	3	3	3
CO XX(D)(ii).4	3	3	3	3	3	3	3	3	3
CO XX(D)(ii).5	3	3	3	3	3	3	3	3	3
CO XX(D)(ii).6	3	3	3	3	3	2	3	3	3
CO XX(D)(ii).7	3	3	3	2	3	3	3	3	3
CO XX(D)(ii).8	3	3	3	2	3	2	3	3	3
Average	2.6	2.6	3	2.6	3	2.8	3	3	3

CO-PSO Matrix for the Course- XX(D) (ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(D)(ii).1	3	2	1	3	2	3
CO XX(D)(ii).2	3	2	1	3	2	3
CO XX(D)(ii).3	3	3	2	3	3	3
CO XX(D)(ii).4	3	3	3	3	3	3
CO XX(D)(ii).5	3	2	3	3	3	3
CO XX(D)(ii).6	3	2	3	3	3	3
CO XX(D)(ii).7	3	3	2	3	3	3
CO XX(D)(ii).8	3	3	2	3	2	3
Average	3	2.5	2.1	3	2.6	3

CO-PO Matrix for the Course- XX(E)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(E)(i).1	3	3	3	1	3	2	1	2	1
CO XX(E)(i).2	3	3	3	1	3	3	2	3	1
CO XX(E)(i).3	3	3	3	2	3	3	3	3	1
CO XX(E)(i).4	3	3	3	2	3	3	3	3	2
CO XX(E)(i).5	3	3	3	3	3	3	3	3	1
CO XX(E)(i).6	3	3	3	3	3	3	3	3	2
CO XX(E)(i).7	1	1	3	3	2	2	3	1	-
CO XX(E)(i).8	1	1	3	3	2	2	3	1	-
Average	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1

CO-PSO Matrix for the Course- XX(E)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(E)(i).1	3	1	2	3	1	3
CO XX(E)(i).2	3	1	2	3	1	3
CO XX(E)(i).3	3	2	3	3	3	3
CO XX(E)(i).4	3	2	3	3	2	3
CO XX(E)(i).5	3	3	2	3	3	3
CO XX(E)(i).6	3	3	2	3	3	3
CO XX(E)(i).7	1	1	3	2	3	2
CO XX(E)(i).8	1	1	3	2	3	2
Average	2.5	1.8	2.5	2.8	2.4	2.8

CO-PO Matrix for the Course- XX(E) (ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(E)(ii).1	3	3	3	1	3	2	1	2	1
CO XX(E)(ii).2	3	3	3	1	3	3	2	3	1
CO XX(E)(ii).3	3	3	3	2	3	3	3	3	1
CO XX(E)(ii).4	3	3	3	2	3	3	3	3	2
CO XX(E)(ii).5	3	3	3	3	3	3	3	3	1
CO XX(E)(ii).6	3	3	3	3	3	3	3	3	2
CO XX(E)(ii).7	1	1	3	3	2	2	3	1	-
CO XX(E)(ii).8	1	1	3	3	2	2	3	1	-
Average	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1

CO-PSO Matrix for the Course- XX(E) (ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(E)(ii).1	3	1	2	3	1	3
CO XX(E)(ii).2	3	1	2	3	1	3
CO XX(E)(ii).3	3	2	3	3	3	3
CO XX(E)(ii).4	3	2	3	3	2	3
CO XX(E)(ii).5	3	3	2	3	3	3
CO XX(E)(ii).6	3	3	2	3	3	3
CO XX(E)(ii).7	1	1	3	2	3	2
CO XX(E)(ii).8	1	1	3	2	3	2
Average	2.5	1.8	2.5	2.8	2.4	2.8

CO-PO Matrix for the Course- XX(F)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(F)(i).1	3	3	3	2	3	2	2	2	1
CO XX(F)(i).2	3	3	3	1	3	1	1	2	-
CO XX(F)(i).3	3	3	3	2	3	2	1	2	-
CO XX(F)(i).4	3	3	3	2	3	2	1	2	1
CO XX(F)(i).5	3	3	3	1	3	2	1	2	1
CO XX(F)(i).6	3	3	3	1	3	2	1	2	-
CO XX(F)(i).7	3	3	3	1	3	2	1	2	-
CO XX(F)(i).8	3	3	3	1	3	2	1	2	1
Average	3	3	3	1.4	3	1.9	1.1	2	0.5

CO-PSO Matrix for the Course- XX(F)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(F)(i).1	3	3	2	3	2	3
CO XX(F)(i).2	3	3	1	3	1	3
CO XX(F)(i).3	3	3	1	3	1	3
CO XX(F)(i).4	3	3	1	3	1	3
CO XX(F)(i).5	3	3	1	3	1	3
CO XX(F)(i).6	3	3	1	3	1	3
CO XX(F)(i).7	3	3	1	3	1	3
CO XX(F)(i).8	3	3	1	3	1	2
Average	3	3	1.1	3	1.1	2.9

CO-PO Matrix for the Course- XX(F) (ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(F)(ii).1	3	3	3	2	3	2	2	2	1
CO XX(F)(ii).2	3	3	3	1	3	1	1	2	-
CO XX(F)(ii).3	3	3	3	2	3	2	1	2	-
CO XX(F)(ii).4	3	3	3	2	3	2	1	2	1
CO XX(F)(ii).5	3	3	3	1	3	2	1	2	1
CO XX(F)(ii).6	3	3	3	1	3	2	1	2	-
CO XX(F)(ii).7	3	3	3	1	3	2	1	2	-
CO XX(F)(ii).8	3	3	3	1	3	2	1	2	1
Average	3	3	3	1.4	3	1.9	1.1	2	0.5

CO-PSO Matrix for the Course- XX(F) (ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(F)(ii).1	3	3	2	3	2	3
CO XX(F)(ii).2	3	3	1	3	1	3
CO XX(F)(ii).3	3	3	1	3	1	3
CO XX(F)(ii).4	3	3	1	3	1	3
CO XX(F)(ii).5	3	3	1	3	1	3
CO XX(F)(ii).6	3	3	1	3	1	3
CO XX(F)(ii).7	3	3	1	3	1	3
CO XX(F)(ii).8	3	3	1	3	1	2
Average	3	3	1.1	3	1.1	2.9

CO-PO Matrix for the Course- XX(G)(i) (At Elementary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(G)(i).1	3	3	3	2	3	2	1	3	1
CO XX(G)(i).2	3	3	3	2	3	2	2	3	1
CO XX(G)(i).3	3	3	3	2	3	2	2	3	1
CO XX(G)(i).4	3	3	3	3	3	2	3	3	1
CO XX(G)(i).5	3	3	3	3	3	3	3	3	3
CO XX(G)(i).6	3	3	3	3	3	3	3	3	3
CO XX(G)(i).7	3	3	3	2	3	2	3	3	1
CO XX(G)(i).8	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.5	3	2.4	2.5	3	1.8

CO-PSO Matrix for the Course- XX(G)(i) (At Elementary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(G)(i).1	3	2	1	3	1	3
CO XX(G)(i).2	3	2	1	3	2	3
CO XX(G)(i).3	3	1	1	3	2	3
CO XX(G)(i).4	3	1	1	3	2	3
CO XX(G)(i).5	3	1	3	3	3	3
CO XX(G)(i).6	3	2	3	3	3	3
CO XX(G)(i).7	3	3	3	3	3	3
CO XX(G)(i).8	3	3	3	3	3	3
Average	3	1.9	2	3	2.4	3

CO-PO Matrix for the Course- XX(G)(ii) (At Secondary and Senior Secondary Level)

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO XX(G)(ii).1	3	3	3	2	3	2	1	3	1
CO XX(G)(ii).2	3	3	3	2	3	2	2	3	1
CO XX(G)(ii).3	3	3	3	2	3	2	2	3	1
CO XX(G)(ii).4	3	3	3	3	3	2	3	3	1
CO XX(G)(ii).5	3	3	3	3	3	3	3	3	3
CO XX(G)(ii).6	3	3	3	3	3	3	3	3	3
CO XX(G)(ii).7	3	3	3	2	3	2	3	3	1
CO XX(G)(ii).8	3	3	3	3	3	3	3	3	3
Average	3	3	3	2.5	3	2.4	2.5	3	1.8

CO-PSO Matrix for the Course- XX(G)(ii) (At Secondary and Senior Secondary Level)

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(G)(ii).1	3	2	1	3	1	3
CO XX(G)(ii).2	3	2	1	3	2	3
CO XX(G)(ii).3	3	1	1	3	2	3
CO XX(G)(ii).4	3	1	1	3	2	3
CO XX(G)(ii).5	3	1	3	3	3	3
CO XX(G)(ii).6	3	2	3	3	3	3
CO XX(G)(ii).7	3	3	3	3	3	3
CO XX(G)(ii).8	3	3	3	3	3	3
Average	3	1.9	2	3	2.4	3

CO-PO Matrix for the Course- DISSERTATION

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO.1	3	3	3	3	3	2	3	3	3
CO .2	3	3	3	3	3	2	3	3	3
Average	3	3	3	3	3	2	3	3	3

CO-PSO Matrix for the Course- DISSERTATION

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO XX(G)(i).1	2	3	3	2	3	3
CO XX(G)(i).2	2	3	3	2	3	3
Average	2	3	3	2	3	3

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

SEMESTER- I

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – I

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course I	3	3	2.9	2.4	2	2.5	2.4	2.9	2.8	2.9	1	1	2.5	2.6	3
Course II	3	3	1.5	2	2	1.5	2	2	1	2	3	1.5	2.5	1.8	2.5
Course III	3	3	2.4	2.3	3	1.8	2	2.6	1.9	2.8	2.8	1.9	3	2	3
Course IV	3	3	3	3	3	2	3	2	1.5	2.9	1.3	3	1.1	3	3
Course V	3	3	3	3	1.5	1.8	2	1.8	3	2	2.5	2.5	1.8	2.3	3
Course VI	3	3	3	3	3	3	3	3	3	3	2	1	3	3	3
AVERAGE	3	3	2.6	2.6	2.4	2.1	2.4	2.4	2.2	2.6	2.1	1.8	2.3	2.5	2.9

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

SEMESTER- II

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – II

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course VII	3	3	2.1	2	1.4	1.3	1.5	2	1.5	2.6	2.1	2.1	2.1	2.3	2.4
Course VIII	3	3	2.8	2.4	2.9	2.8	2.9	3	2.6	2.8	2.6	2.1	2.9	2	3
Course IX	3	3	2.6	2.1	2.5	2	2.2	2.1	1.5	2.4	1.8	1.5	2.5	1.5	3
Course X	3	3	3	0.1	2	0.2	0.3	2	0.1	1	1	1	3	1	3
Course XI	3	3	3	3	2	2	2.5	2	3	1	2	3	2	3	3
Course XII	3	3	3	2.5	3	2.3	3	2.8	2.8	3	3	2.5	3	2.8	3
AVERAGE	3	3	2.8	2	2.3	1.8	2.1	2.3	1.9	2.1	2.1	2	2.6	2.1	2.9

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

SEMESTER- III

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – III (For Stage Specific: Elementary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course XIII (A)	3	3	2.3	0.5	2.8	1	1.4	2.1	0.8	3	2.8	2	3	1.9	3
Course XIV (A)	3	3	3	2.5	3	2.5	3	3	2	3	2.9	2	3	2.4	3
Course XV	3	2	3	3	2	1	3	3	1.1	1.3	1	3	1.4	3	3
CourseXVI	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9	1.8	1.5	1.4	3	1.8	3
CourseXVII	3	3	3	2.8	2.8	2.3	2.5	2.8	2.5	3	2.5	1.8	3	2.8	3
Course XVIII	1	1	3	3	3	2	2.5	3	3	1	1.5	3	1	3	3
Course XIX	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3
AVERAGE	2.6	2.6	2.8	2.2	2.7	1.7	2.4	2.8	1.9	2.2	2.2	2.3	2.5	2.6	3

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

SEMESTER- III

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – III (For Stage Specific: Secondary and Senior Secondary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course XIII (B)	3	3	2.3	0.5	2.8	1	1.4	2.1	0.8	3	2.8	2	3	1.9	3
Course XIV (B)	3	3	3	2.5	3	2.5	3	3	2	3	2.9	2	3	2.4	3
Course XV	2	2	3	3	2	1	3	3	1.1	1.3	1	3	1.4	3	3
CourseXVI	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9	1.8	1.5	1.4	3	1.8	3
CourseXVII	3	3	3	2.8	2.8	2.3	2.5	2.8	2.5	3	2.5	1.8	3	2.8	3
Course XVIII	1	1	3	3	3	2	2.5	3	3	1	1.5	3	1	3	3
Course XIX	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3
AVERAGE	2.6	2.6	2.8	2.2	2.7	1.7	2.4	2.8	1.9	2.2	2.2	2.3	2.5	2.6	3

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

SEMESTER- IV

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – IV (For Stage Specific: Elementary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
	3	3	2.6	2	2.9	1.9	2.3	2	0.8	1.9	2.3	1.3	2.5	1.5	2.5
	3	3	2.8	2	3	2.1	2.1	2.8	1.3	2.4	1.1	1.1	3	1.6	2.4
	3	3	3	2.1	3	2.8	2.8	3	1.8	3	1.9	1.5	3	2	3
	2.6	2.6	3	2.6	3	2.8	3	3	3	3	2.5	2.1	3	2.6	3
	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1	2.5	1.8	2.5	2.8	2.4	2.8
	3	3	3	1.4	3	1.9	1.1	2	0.5	3	3	1.1	3	1.1	2.9
	3	3	3	2.5	3	2.4	2.5	3	1.8	3	1.9	2	3	2.4	3
	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3
AVERAGE	2.9	2.9	2.9	2.2	3.0	2.3	2.4	2.7	1.7	2.6	2.2	1.8	2.8	2.1	2.8

TABLE: CO-PO-PSO Mapping matrix for courses of Semester – IV (For Stage Specific: Secondary and Senior Secondary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
	3	3	2.6	2	2.9	1.9	2.3	2	0.8	1.9	2.3	1.3	2.5	1.5	2.5
	3	3	2.8	2	3	2.1	2.1	2.8	1.3	2.4	1.1	1.1	3	1.6	2.4
	3	3	3	2.1	3	2.8	2.8	3	1.8	3	1.9	1.5	3	2	3
	2.6	2.6	3	2.6	3	2.8	3	3	3	3	2.5	2.1	3	2.6	3
	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1	2.5	1.8	2.5	2.8	2.4	2.8
	3	3	3	1.4	3	1.9	1.1	2	0.5	3	3	1.1	3	1.1	2.9
	3	3	3	2.5	3	2.4	2.5	3	1.8	3	1.9	2	3	2.4	3
	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3
AVERAGE	2.9	2.9	2.9	2.2	3.0	2.3	2.4	2.7	1.7	2.6	2.2	1.8	2.8	2.1	2.8

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

TABLE: CO-PO-PSO Mapping matrix for all the courses of M.Ed. programme (For Stage Specific: Elementary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course I	3	3	2.9	2.4	2	2.5	2.4	2.9	2.8	2.9	1	1	2.5	2.6	3
Course II	3	3	1.5	2	2	1.5	2	2	1	2	3	1.5	2.5	1.8	2.5
Course III	3	3	2.4	2.3	3	1.9	2	2.6	1.9	2.8	2.8	1.9	3	2	3
Course IV	3	3	3	3	3	1.9	3	2	1.5	2.9	1.3	3	1.1	3	3
Course V	3	3	3	3	1.5	1.8	2	1.8	3	2	2.5	2.5	1.8	2.3	3
Course VI	3	3	3	3	3	3	3	3	3	3	2	1	3	3	2.4
Course VII	3	3	2.1	2	1.4	1.3	1.5	2	1.6	2.6	2.1	2.1	2.1	2.3	3
Course VIII	3	3	2.8	2.4	2.9	2.8	2.9	3	2.6	2.8	2.6	2.1	2.9	2	3
Course IX	3	3	2.6	2.1	2.5	2	2.3	2.1	1.4	2.4	1.8	1.5	2.5	1.5	3
Course X	3	3	3	0.1	2	0.2	0.2	2	0.1	1	1	1	3	1	3
Course XI	3	3	3	3	2	2	2.5	2	3	1	2	3	2	3	3
Course XII	3	3	3	2.5	3	2.3	3	2.8	2.8	3	3	2.5	3	2.8	3
Course XIII (A)	3	3	2.3	0.5	2.8	1	1.4	2.1	0.8	3	2.8	2	3	1.9	3
Course XIV (A)	3	3	3	2.5	3	2.5	3	3	2	3	2.9	2	3	2.4	3
Course XV	2	2	3	3	2	1	3	3	1.1	1.3	1	3	1.4	3	3
Course XVI	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9	1.8	1.5	1.4	3	1.8	3
Course XVII	3	3	3	2.8	2.8	2.3	2.5	2.8	2.5	3	2.5	1.8	3	2.8	3
Course XVIII	1	1	3	3	3	2	2.5	3	3	1	1.2	3	1	3	3
Course XIX	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3
Course XX (A) (i)	3	3	2.6	2	2.9	1.9	2.3	2	0.8	1.9	2.3	1.3	2.5	1.5	2.5
Course XX (B) (i)	3	3	2.8	3	3	2.1	2.1	2.8	1.3	2.4	1.1	1.1	3	1.6	2.4
Course XX (C) (i)	3	3	3	2.1	3	2.8	2.8	3	1.8	3	1.9	1.5	3	2.	3
Course XX (D) (i)	2.6	2.6	3	2.6	3	2.8	3	3	3	3	2.5	2.1	3	2.6	3
Course XX (E) (i)	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1	2.5	1.8	2.5	2.8	2.4	2.8
Course XX (F) (i)	3	3	3	1.4	3	1.9	1.1	2	0.5	3	3	1.1	3	1.1	2.9
Course XX (G) (i)	3	3	3	2.5	3	2.4	2.5	3	1.8	3	1.9	2	3	2.4	3
Course XXI	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3
AVERAGE	2.9	2.9	2.8	2.3	2.6	2.0	2.3	2.5	1.9	2.4	2.1	2.0	2.6	2.3	2.9

MAPPING MATRICES
PROGRAM: M.Ed. (TWO YEARS)

TABLE: CO-PO-PSO Mapping matrix for all the courses of M.Ed. programme (For Stage Specific: Secondary and Senior Secondary Education)

	PO: 1	PO: 2	PO: 3	PO: 4	PO: 5	PO: 6	PO: 7	PO: 8	PO: 9	PSO: 1	PSO: 2	PSO: 3	PSO: 4	PSO: 5	PSO: 6
Course I	3	3	2.9	2.4	2	2.5	2.4	2.9	2.8	2.9	1	1	2.5	2.6	3
Course II	3	3	1.5	2	2	1.5	2	2	1	2	3	1.5	2.5	1.8	2.5
Course III	3	3	2.4	2.3	3	1.9	2	2.6	1.9	2.8	2.8	1.9	3	2	3
Course IV	3	3	3	3	3	1.9	3	2	1.5	2.9	1.3	3	1.1	3	3
Course V	3	3	3	3	1.5	1.8	2	1.8	3	2	2.5	2.5	1.8	2.3	3
Course VI	3	3	3	3	3	3	3	3	3	3	2	1	3	3	3
Course VII	3	3	2.1	2	1.4	1.3	1.5	2	1.6	2.6	2.1	2.1	2.1	2.3	2.4
Course VIII	3	3	2.8	2.4	2.9	2.8	2.9	3	2.6	2.8	2.6	2.1	2.9	2	3
Course IX	3	3	2.6	2.1	2.5	2	2.3	2.1	1.4	2.4	1.8	1.5	2.5	1.5	3
Course X	3	3	3	0.1	2	0.2	0.2	2	0.1	1	1	1	3	1	3
Course XI	3	3	3	3	2	2	2.5	2	3	1	2	3	2	3	3
Course XII	3	3	3	2.5	3	2.3	3	2.8	2.8	3	3	2.5	3	2.8	3
Course XIII (B)	3	3	2.3	0.5	2.8	1	1.4	2.1	0.8	3	2.8	2	3	1.9	3
Course XIV (B)	3	3	3	2.5	3	2.5	3	3	2	3	2.9	2	3	2.4	3
Course XV	2	2	3	3	2	1	3	3	1.1	1.3	1	3	1.4	3	3
Course XVI	3	3	2.5	0.6	2	1.1	1.1	2.5	0.9	1.8	1.5	1.4	3	1.8	3
Course XVII	3	3	3	2.8	2.8	2.3	2.5	2.8	2.5	3	2.5	1.8	3	2.8	3
Course XVIII	1	1	3	3	3	2	2.5	3	3	1	1.5	3	1	3	3
Course XIX	3	3	2.6	3	3	2	3	3	3	2	3	3	3	3	3
Course XX (A) (ii)	3	3	2.8	2	2.9	1.9	2.3	2	0.8	1.9	2.3	1.3	2.5	1.5	2.5
Course XX (B) (ii)	3	3	3	2	3	2.1	2.1	2.8	1.3	2.4	1.1	1.1	3	1.6	2.4
Course XX (C) (ii)	3	3	3	2.1	3	2.8	2.8	3	1.8	3	1.9	1.5	3	2	3
Course XX (D) (ii)	2.6	2.6	3	2.6	3	2.8	3	3	3	3	2.5	2.1	3	2.6	3
Course XX (E) (ii)	2.5	2.5	3	2.3	2.8	2.6	2.6	2.4	1	2.5	1.8	2.5	2.8	2.4	2.8
Course XX (F) (ii)	3	3	3	1.4	3	1.9	1.1	2	0.5	3	3	1.1	3	1.1	2.9
Course XX (G) (ii)	3	3	3	2.5	3	2.4	2.5	3	1.8	3	1.9	2	3	2.4	3
Course XXI	3	3	3	3	3	2	3	3	3	2	3	3	2	3	3
AVERAGE	2.9	2.9	2.8	2.3	2.6	2.0	2.3	2.5	1.9	2.4	2.1	2.0	2.6	2.3	2.9

