

UNIT PLANNING (24-26)

M.Ed. SEMESTER I

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UNIT PLANNING (24-26)

M.Ed SEMESTER II

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UNIT PLANNING (24-26)

M.Ed. SEMESTER III

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UNIT PLANNING (24-26)

M.Ed. SEMESTER IV

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GHG KHALSA COLLEGE OF EDUCATION, GURUSAR SADHAR, LUDHIANA

UNIT PLANNING

(Session 2024-26)

M.Ed (Semester – I) (PAPER - I)

(COURSE CODE: C01-PIE-I)

COURSE TITLE: Perspectives in Education - I

Total Marks = 100 Internal Assessment=20 External Theory= 70 Sessional work=10

TOPICS TO BE COVERED DURING THE SEMESTER

| Month | Topic | Tentative lectures | Mode/ Resources |
|--------------|--|---------------------------|--|
| August | Unit I (a) Concept of Education | 5 | Lecture / Discussion/ Notes in the form of pdfs / docs shared with students through LMS/ Video related with the topic shared with students through LMS |
| August | Unit I (a) Principles of Education | 3 | Lecture & Discussion/ Notes in the form of pdf shared with students through LMS |
| August | Unit I (a) Assumptions of Education | 3 | Lecture & Discussion |
| September | Unit-II b) Axiological issues in education | 3 | Lecture through Powerpoint Presentations |
| September | Unit I b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India | 5 | Lecture & discussion |
| September | Unit-II a) Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism. | 9 | Lecture through PPT/ Notes in the form of Powerpoint Presentations shared with students through LMS |
| September | Unit-III a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist). | 7 | Lecture & discussion/ Notes in the form of pdf /PPT shared with students through LMS |

| | | | |
|----------|--|---|---|
| October | Unit-III b) Secondary School Education: Contemporary Challenge: multiple school contexts. | 4 | Lecture & discussion/ Notes in the form of doc shared with students through LMS |
| October | Unit-III c) Social Change: Concept and determinants of Social Change | 6 | Lecture & discussion/ Notes in the form of pdfs / docs shared with students through LMS |
| October | Unit-III (c) Modernization | 4 | Lecture & discussion |
| October | Unit I (a) Critical analysis of education as a discipline or area of study; connecting knowledge across disciplinary boundary. | 3 | Discussion in the class and Assignment |
| November | Unit-IV a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities. | 6 | Lecture / Discussion/ Notes in the form of pdfs / docs shared with students through LMS |
| November | Unit-IV b) Social Stratification; Concepts, Factors affecting; Education in relation to Social stratification with special reference to Indian Society. | 7 | Lecture / Discussion/ Notes in the form of pdfs / docs shared with students through LMS |
| December | Visit to a rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary. | 4 | Sessional Work and Discussion |
| December | Unit-IV b) Social Mobility; Concepts, Factors affecting; Education in relation to Social Mobility with special reference to Indian Society. | 7 | Lecture / Discussion/ Notes in the form of pdfs / docs shared with students through LMS |

EVALUATION SCHEME-

Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of the external examination will be three hours.

Teacher Incharge: Dr. Jasvir Kaur

M.Ed: Learner and Learning Process C02 Semester I (2021-23)

Total Marks : 100 External: 70 (Theory : 60, Practical : 10) Internal : 30

| Month | Topic | Method | Time Allotted | Resources |
|-----------|---|--|------------------------------|---|
| August | Growth and Development: Concept, Difference, Principles | Lecture cum discussion | 4 lectures | Learner and learning process by D. Jasbir Kaur. (2017) |
| | Cognitive Process: (Sensation, Attention, Perception, Concept formation) Piaget's Theory of Cognitive Development | Lecture cum discussion Power point Presentation | 8 Lectures 4 lectures | General Psychology by Morgon and King (1993) Self- Developed e – content (Piaget) |
| September | Development during Adolescence | Sessional Assignment | | |
| | Essentials of Good learning Environment | Classroom Seminar | 4 lecture | Learner and learning process by D. Jasbir Kaur (2017) |
| | Coping with Diversity | Group discussion | 2 lectures | Exceptional Children by Dr.S.K. Mangal |
| | Demands of Inclusive environment | Power point Presentation | 4 lectures | Self developed E content |
| | Sessional Work | Lab Visit | | |
| October | Multiple Ways of organizing learning | Lecture cum Discussion | 4 Lectures | Educational Technology by R.A Sharma |
| | Cognitive and Contextual Theories (Bandura and Vygotsky) | Lecture cum discussion Power point Presentation | 4 lectures | Self Developed E content (Vygotsky) Advanced Educational Psychology by S.S Chauhan (2003) |
| | Creativity | Classroom Seminar | 4 lectures | |
| November | Strategies for Developing logical Thinking | Lecture cum discussion, Brainstorming | 4 lectures | |
| | Social learning | Lecture cum Discussion | 4 lecture | |
| | Sessional work | Lab Visit | | |

| | | | | |
|----------|---------------------------------|------------------------|------------|---|
| | Classroom Dynamics | Lecture cum discussion | 4 lectures | Learner and learning process by D. Jasbir Kaur (2017) |
| December | Addressing Classroom Aggression | Lecture cum Discussion | 4 lectures | Educational Psychology by Dr. J.S Walia (2012) |
| | House Test | | | |

Practical work (to be submitted in the Month of January)

Conduct and Interpretation of following tests:

1. Learning Curve
2. Transfer of Learning using mirror drawing apparatus
3. Achievement Motivation Test
4. Social Competence Scale

GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana

Unitization of Syllabus

Class: M.Ed.

Paper: Educational Research and Statistics-I (C03-ERS-I)

| Month | Topic | Resources | Methodology | Lectures/ Credits |
|--------------|--|--|--|------------------------------|
| August | Unit 1 : Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and Action Research. Unit 3 a)Meaning and importance of statistics b) Measures of Central tendency | Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Gill, R.S. (2021) Methodology of Educational Research & Statistics. Ludhiana: Kalyani Publishers Ltd. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education | Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS | 8 |
| September | Unit 1: Qualitative Research: Meaning, Characteristics, Merits and limitations. Selection of research problem, areas of research, Unit 3 Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot | Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd. | Discussions, Notes in the form of print outs as well as pdfs / docs shared with students through LMS | 7 |

| | | | | |
|----------|---|--|--|---|
| October | <p>Unit 1 Identification and statement of research problem, survey of related literature and research proposal</p> <p>Unit 3: Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation. Assignment : Calculate Mean, Median Mode for 5 Problem discussed in class Assignment: Prepare a Research Proposal</p> | Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd | Searching from Library Discussions, Notes / docs shared with students through LMS | 7 |
| November | <p>Unit 2: Hypothesis: definition, importance, Types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors</p> <p>Unit 4. Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.</p> | Singh Rachhpal (2020) Methodology of Educational research & Statistics Book by Sahu, B. K on Statistics in Education for Beginners. | Classroom Discussions, Problem solving Method | 6 |
| December | <p>Unit 2: Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, types of Non-Probability and Probability sampling,</p> <p>Unit 4 : Normal Probability Curve: Concept, Characteristics and Application</p> | Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education | Teaching with the help of Live Examples, Discussions, shared with students through LMS; you tube links | 7 |
| December | <p>Unit 2 Sampling Error</p> <p>Unit 4 Practice of Questions (Relationship and NPC)</p> | Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd | Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS | 7 |

Class M.Ed : UNIT PLANNING

(session 2024-26)

Subject: History of Education-I (M.Ed C04-HOE-I)

| Month | Unit | Topic | Method | Time Allotted | Resources |
|-----------|--|---|---|--------------------------------|--|
| August | Unit-I Education in ancient India | a) Vedic and Buddhist period | Lecture cum discussion e-learning | 4 lectures 4 lectures | History of Education by BC Rai Self developed e-module Teacher notes |
| August | Unit-I Education in ancient India | b) Jainism and Islamic tradition | Lecture cum discussion e-learning | 3 lectures 3lectures | History of Education by BC Rai Self developed e-module Teacher notes |
| September | Unit-II Education in British period | a) Study and review the impact of the following on Indian Education System: Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944) b) Efforts by Indian reformers for education during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi | Lecture cum discussion Powerpoint Presentation | 12 lectures 10 lectures | History of Education by BC Rai Resources from the web: pdf and Ppts Teacher notes History of Education by BC Rai Resources from the web: pdf and Ppts Teacher notes |
| September | Sessional Work | Critique of POA/NCF-2005/RTE/Draft of NPE 2019 NPE 2020 | Discussion and Seminar | 2 lectures | Documents published by Govt of India available on web |

| | | | | | |
|----------|---|--|--|-------------|---|
| October | Unit-III A critical review of: Education in the post-Independence period | a) The University Education Commission (1948) b) Secondary Education Commission (1952) c) Indian Education Commission (Kothari Commission) (1964-66) | Lecture cum discussion Power point Presentation | 10 lectures | Documents published by Govt of India available on web Contemporary Indian Education by J.S. Walia Teacher notes |
| October | Unit-III A critical review of: Education in the post-Independence period | d) National Policy on Education (1986 & 1992) e) Universalization of elementary education RTE Act (2009) | Lecture cum discussion Powerpoint Presentation | 6 lectures | Documents published by Govt of India available on web Contemporary Indian Education by J.S. Walia Teacher notes |
| November | Unit-IV Trends and issues in Education | a) Dynamics of colonial and post colonial encounters and their influence on Indian education system. Education in India in the 21st century. b) Millennium Development Goal given by UNESCO Highlighting Education c) The status and challenges of existing structure of secondary school education d) Impact of LPG policies on Indian education | Lecture cum discussion Power point Presentation | 12 lectures | Documents published by Govt of India available on web Contemporary Indian Education by J.S. Walia Teacher notes |

| | | | | | |
|----------|--------------------------------------|---|---|------------|--|
| December | Sessional work | Book review of Education in India(Altekar,1944)/The Education Commission and After(Naik,1997) | Discussion and Seminar Library visit | 2 lectures | Education in India(Altekar,1944)/The Education Commission and After(Naik,1997) |
| | Revision | Whole syllabus | Discussions, snap test | 8 lectures | |
| December | FINAL PANJAB UNIVERSITY EXAMINATIONS | | | | |

M.Ed 1st Year (Sem I)
Session 2024-25

COURSE CODE: C05-TED-I
COURSE TITLE: Teacher Education-I
Credits= 4 Total Marks= 100 External= 70
Theory Internal= (Assessment=20; Sessional work=10)

***One lecture= 40 minutes**

UNIT PLANNING

Teacher Incharge

| Month | Unit | Topic | PA | Mode of Teaching | Source |
|--------------------|--------------|---|----|---------------------------------|--------------------------------------|
| August 2024 | I(a) | Importance of Teacher Education, Teacher Educators, their roles and responsibilities. | 2 | Discussion followed by PPT | Own Prepared Notes (PPT/PDF) |
| | I(a) | Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. | 3 | Handouts followed by discussion | Own Prepared Notes(PPT/PDF) |
| | II(a) | Pre-service training: Objectives and Scope. | 3 | Lecture & discussion | Own Prepared Notes(PPT/PDF) |
| Sept 2024 | I(a) | New courses in Teacher Education. | 2 | Handouts followed by discussion | Own Prepared Notes(PPT/PDF) |
| | I(b) | Agencies regulation Teacher Education in India (NCERT: roles and responsibilities, Policy documents). | 3 | PDF followed by discussion | Download document form NCERT website |
| | I(b) | Agencies regulation Teacher Education in India (NCTE: roles and responsibilities, Policy documents). | 3 | PDF followed by discussion | Download document form NCTE website |
| | I(c) | Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 | 3 | Handouts followed by discussion | Download document from website |
| | I(c) | Tracing the changes in the National Curriculum Framework for Teacher Education, 2009. | 3 | Handouts followed by discussion | Download document form website |

| | | | | | |
|-----------------|----------------|--|---|--|--------------------------------|
| | II(a) | Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience. | 3 | Lecture & discussion followed by B.Ed Syllabus | B.Ed Syllabus for PU Website |
| | II(c) | Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brainstorming, use of ICT, internship program. | 2 | Assignment | |
| | III(a) | Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development. | 3 | Lecture through PPT | e-content Development |
| | III (b) | Strategies of Professional Development: workshops, seminars | 2 | Lecture through PPT | My Blog |
| Oct 2024 | III (b) | Strategies of Professional Development: symposium, panel discussions | 2 | Lecture through PPT | My Blog |
| | III (b) | Strategies of Professional Development: conferences, self-study | 3 | Lecture through PPT | My Blog |
| | III (b) | Strategies of Professional Development: extension lectures, refresher courses, research colloquium. | 3 | Handouts followed by discussion | Own Prepared Notes(PPT/PDF) |
| | III (c) | Agencies for in-service education (DIET) | 1 | Discussion followed by PPT | Download document form website |
| | III (c) | Agencies for in-service education (NCTE) | 1 | Handouts followed by discussion | Download document form website |
| Nov 2024 | III (c) | Agencies for in-service education (NCERT) | 2 | Handout followed by Discussion | Download document form website |

| | | | | | |
|--------------------------|----------------|---|---|--------------------------------|--------------------------------|
| | III (c) | Agencies for in-service education (SCERT) | 2 | Discussion followed by PPT | Download document form website |
| | III (c) | Agencies for in-service education (Academic Staff College) | 1 | Lecture & discussion | Download document form website |
| | III (c) | Agencies for in-service education (Institutional Programmes (HRD Department) Extension Department). | 2 | Discussion followed by PPT | Download document form website |
| | IV(a) | Concept of teaching as a profession, | 1 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | IV(a) | Professional ethics of teachers | 1 | Handout followed by Discussion | Own Prepared Notes(PPT/PDF) |
| Dec 2024 | IV(a) | Teacher accountability and performance appraisal of teachers. | 2 | Handout followed by Discussion | Own Prepared Notes(PPT/PDF) |
| | IV(b) | Selection, appointment of teachers and induction programmes for teachers | 4 | Discussion by sharing Examples | Own Prepared Notes(PPT/PDF) |
| | IV(c) | Assessment and Evaluation in teacher education programme. | 4 | Lecture through PPT | Own Prepared Notes(PPT/PDF) |
| | | Critical Analysis of NCFTE, 2009 and 2014. | | Prepare Report | |
| Final Examination | | | | | |

✓ Dr. Ramandeep Kaur Sidhu

✓ Dr. Mini Sharma

Unit Planning

M. Ed (Semester-II) PAPER-I

PROGRAM CODE: MEDGN - II COURSE CODE: C07-PED-II

COURSE TITLE: Process of Education-II

Total Marks = 100, External Theory = 70, Internal Assessment=20, Sessional work=10

COURSE OBJECTIVES

At the end of the course, students will be able to;

- Explain the educational implications of some schools of philosophy in Western Thought and Indian Philosophy.
- Examine critically the concerns arising from the vision of great Western and Indian thinkers.
- Reflect on changing political context of education and support system of education.
- Discuss the changing socio-cultural dimensions in the context of education.

TOPICS TO BE COVERED DURING THE SEMESTER

| Month | Topic | Tentative lectures | Mode of Teaching |
|----------|--|--------------------|--|
| Jan 2025 | Unit I Vision derived from synthesis of different schools of philosophy: Indian (Sankhya Philosophy) | 5 | Lecture / Discussion/ Notes in the form of pdfs / docs shared with students through LMS. |
| | Unit I Vision derived from synthesis of different schools of philosophy: Indian (Yoga Philosophy) | 5 | Lecture & discussion/ Notes in the form of pdf shared with students through LMS |
| Feb 2025 | Unit I Vision derived from synthesis of different schools of philosophy: Indian (Vedanta Philosophy) | 5 | Lecture & discussion/ Notes in the form of pdf shared with students through LMS |
| | Unit I Vision derived from synthesis of different schools of philosophy: Western (Realism Philosophy) | 8 | Lecture & discussion/ Notes in the form of pdf shared with students |

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|-------------------|--|----|---|
| | Unit I Vision derived from synthesis of different schools of philosophy: Western (Existentialism Philosophy) | 8 | Lecture & discussion/ Notes in the form of pdf shared with students |
| March 2025 | Unit-II Critical analysis of educational thoughts of great thinkers: Dr. Radhakrishnan, Swami Vivekananda, J. Krishnamurthy, John Dewey, Paulo Freire, Evan Illich | 14 | Lecture & discussion/ Notes in the form of pdf shared with students |
| | Unit-III(a) Connections and interactions in the process of education- Nature of connections and interaction involved: Between the child and the environment; in linking the school practices with life outside the school; in relating subject knowledge with real life experiences of the child; Between the knowledge and practices; Between the content and the pedagogy; Between ICT and teaching-learning process | 12 | Lecture & discussion/ Notes in the form of pdf shared with students |
| April 2025 | Unit-III(b) Relationship of Education and Politics with special reference to Democracy and Secularism in the Indian context. | 4 | Lecture & discussion/ Notes in the form of doc shared with students through LMS |
| | Sessional Work : Reading of original texts of Rabinder nath Tagore /M.K Gandhi/SriAurobindo/John Dewey | | Assignment |

| | | | |
|-----------------|---|----|---|
| | /J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker. | | |
| May 2025 | Unit-IV (a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community. | 12 | Lecture & discussion/ Notes in the form of pdfs / docs shared with students through LMS |
| | Unit IV (b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education. | 6 | Assignment and Seminar |

EVALUATION SCHEME

Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Teacher Incharge: Dr. Jasvir Kaur

UNIT PLANNING

COURSE CODE: C08-PIS-II

COURSE TITLE: Psychology for Individual and Social Development-II

Credits = 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES:

At the end of this course, the student will be able to

- explain concept of learning and motivation
- gain knowledge about the concept and theories of personality and its assessment
- differentiate between characteristics of adjusted and maladjusted learners
- understand and measure the learner's cognitive abilities with special reference to intelligence
- get acquainted with concept and nature of children with special needs

| Month | Topic | Time Allotted | Method | Resources |
|--------------|---|------------------------------|---------------------------|---|
| January 2025 | Unit II (a)Personality: Concept, Dimensions Theories | 2 lectures 6 lectures | Lecture cum discussion | Advanced Educational Psychology by S.K. Mangal |
| | b)Assessment of Personality | 6 lectures | | |
| | Sessional Work | | Laboratory Visit | |
| February | Unit I (a)Learning: meaning and factors, | 6 lectures | Lecture cum discussion | Psychology for Individual and Social Development by Dr. Jasbir Kaur |
| | Gagne's Hierarchy of Learning, Latent Learning | 5 lectures | Lecture cum discussion | Psychology for Individual and Social Development by Dr. Jasbir Kaur |
| | (b)Transfer of learning | | Sessional Assignment | |
| | Sessional Work | | Laboratory Visit | |
| | Unit II (c)Motivation: Concept, factors | 2 lectures | Lecture cum discussion | Advanced Educational Psychology by S. S. Chauhan |

| | | | | |
|-------|---|------------|------------------------------------|---|
| March | Mental Health | 4 lectures | Group Discussion and Peer tutoring | |
| | Unit II (c) Adjustment, Conflict and Defense Mechanism | 6 lectures | Lecture cum Discussion | |
| | Unit III (a) Evolution of Intelligence | 3 lectures | | Advanced Educational Psychology by S.K. Mangal |
| | (b) Theories of Intelligence | 4 lectures | Powerpoint presentation | Self Prepared E content |
| | (c) Emotional Intelligence | 3 lectures | Lecture cum Discussion | Advanced Educational Psychology by S.K. Mangal |
| April | Unit IV (a) Concept of Children with Diverse needs | 2 lectures | Lecture cum Discussion | Psychology for Individual and Social Development by Dr. Jasbir Kaur |
| | (b) Classification and Role of Teachers | 1 lecture | Group Discussion | |
| | Unit III (c) Spiritual Intelligence | 3 lectures | Lecture cum Discussion | |
| | Unit IV (b) Concept, Characteristics and Identification of Learning Disabled Children | 8 lectures | You tube video presentations | Exceptional Children by S.K. Mangal |
| May | (c) Inclusive Education: Concept, Process and Barriers | 8 Lectures | | Self prepared E content |
| | House Test | | | |

SESSIONAL WORK / PRACTICALS (20 marks)

1. Intelligence test
2. Personality test/ Word Association Test
3. Test of adjustment/ analysis of a case of a maladjusted learner
4. DTLTD/Test to identify ADHD

PAPER-III COURSE CODE: C9-ERS-II

| Month | Topic | Resources | Methodology | Lectures/ Credits |
|--------------|--|---|--|------------------------------|
| January | Unit-I a) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity. b) Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale). c) Technique: observation and interview. | Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Mangal, S.K (2003) Methodology of Educational Research, New Delhi Gill, R.S. (2021) Methodology of Educational Research & Statistics. Ludhiana: Kalyani Publishers Ltd. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education | Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS | 8 |
| February | Unit-II a) Historical Method: Meaning, Value, Difficulties, Types and steps. b) Descriptive Method: Meaning, Value and types. c) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps | Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd Mangal, S.K (2003) Methodology of Educational Research, New Delhi | Discussions, Notes in the form of print outs as well as pdfs / docs shared with students through LMS | 7 |

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|-------|--|--|--|---|
| March | <p>d) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial designs. (2x2)</p> <p>e) Writing Research Report.</p> | <p>Mangal, S.K (2003) Methodology of Educational Research, New Delhi</p> <p>Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd</p> | <p>Searching from Library Discussions, Notes / docs shared with students through LMS</p> | 7 |
| April | <p>Unit-III a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.</p> | <p>Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.</p> <p>Singh Rachhpal (2020) Methodology of Educational research & Statistics</p> | <p>Classroom Discussions, Problem solving Method</p> | 6 |
| May | <p>ANOVA(one way)</p> <p>Unit-IV Qualitative Research</p> <p>a) Phenomenology, case study, Ethnography</p> <p>b) Reliability and validity of qualitative research, analysis of Qualitative data</p> | <p>Book by Sahu, B. K on Statistics in Education for Beginners.</p> <p>Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.</p> <p>Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education</p> <p>Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd</p> | <p>Teaching with the help of Live Examples, Discussions, shared with students through LMS; you tube links</p> <p>Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS</p> | 7 |

Class: M.Ed.

COURSE TITLE: Educational Research and Statistics-II

SEMESTER-II
COURSE CODE: E01-PSE-II
COURSE TITLE: Pedagogy of Science Education-II
Credits= 4

Session Dates: January 2025-April 2025

Total Marks = 100

External = 70

Internal= 30

1 Lecture=45 mins

Unit-I

Nature of Science

January 2025

Summary of Unit:

- **Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;**
- **Science and technology, correlation between science and technology & other branches.**
- **Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.**

(6 lectures)

After completing the course, the prospective teacher educators will be able to:

- **explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;**
- **explain the difference and complementarity between Science and Technology;**

Resources:

- **Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.**
- **Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.**
- **Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.**
- **PPTs and Pdf s of the various topics (on MOODLE).**

Unit-I

Lesson 1 Title Nature of Science a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge.

Time -2 lectures

Lesson 2 Title b) Science and technology, correlation between science and technology & other branches.

Time -2 lectures

Lesson 3 Title c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

Time -2 lectures

Assignment and Activities: Impact of Science and technology (*Seminar Submissions*)

Evaluation: Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge. *(Submissions)*

Unit-II(11 lectures)

January 2025(last week)-February 2025

Summary of Unit:Curriculum of Science Education

- **Trends in science curriculum, considerations in developing learner centred curriculum in science.**
- **Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical**
- **Analysis of science curriculum at secondary stage.**

(11 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;

Resources:

- Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
- PPTs and Pdf s of the various topics (on MOODLE).

Unit-II

Curriculum of Science Education (11 lectures)

Lesson 1 Title a) Trends in science curriculum, considerations in developing learner centred curriculum in science.

(3 lectures)

Lesson 2 Title b) Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical

(6 lectures)

Lesson 3 Title c) Analysis of science curriculum at secondary stage.

(2 lectures)

Assignment and Activities-Analysis of science curriculum at secondary stage.

(Submission)

Evaluation: Compare the Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical. *(Submission)*

Unit-III(24 lectures)

Feb 2025-March 2025

Summary of Unit:Approaches to Teaching-Learning of Science

- **Constructivist paradigm and its implications for science learning**
- **Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.**
- **Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments**
- **Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.**
- **Use of ICT in teaching-learning of science concepts at secondary level.**

(24 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- explain the constructivist approach to science instruction;

Resources:

- Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
- PPTs and Pdf s of the various topics (on MOODLE).

Unit-III

(24 lectures)

Approaches to Teaching-Learning of Science

Lesson 1 Title a) Constructivist paradigm and its implications for science learning

(3 lectures)

Lesson 2 Title b) Constructivist approaches to science learning: inquiry method, problem solving strategies guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.

(10 lectures)

Lesson 3 Title c) Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments

(6 lectures)

Lesson 4 Title d) Metacognitive strategies-giving space to pupils to think, organize their knowledge and express the teacher as a reflective practitioner.

(3 lectures)

**Lesson 5 Title e) Use of ICT in teaching-learning of science concepts at secondary level.
(2 lectures)**

Assignment and Activities-Use of ICT in teaching-learning of science concepts at secondary level (*Submission*)

Evaluation: Constructivist approaches to science learning: inquiry method, problem solving strategies guided discovery approach; inductive-deductive method, project based learning, cooperative collaborative learning (*Submission*)

Unit-IV(10 lectures)

April 2025

Evaluation Assessment and Contemporary Issues in Science Education

Summary of Unit:

- **Evaluation in science: Formative and summative**
- **Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.**
- **Contribution of Indian scientists**
- **Scientific and technological literacy**
- **Innovations and creativity in science.**

(10 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- understand the role of assessment in the teaching –learning process in science
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Resources:

- Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
- PPTs and Pdf s of the various topics (on MOODLE).

Unit-IV

Evaluation Assessment and Contemporary Issues in Science Education

**Lesson 1 Title a) Evaluation in science: Formative and summative
(2 lectures)**

Lesson 2 Title b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students. (2 lectures)

Lesson 3 Title c) Contribution of Indian scientists. (2 lectures)

Lesson 4 Title d) Scientific and technological literacy. (2 lectures)

Lesson 4 Title e) Innovations and creativity in science. (2 lectures)

Assignment and Activities-Contribution of Indian scientists.(*Submission*)

Evaluation: Self-assessment by students and by teachers, peer assessment, assessment of teachers by students. (*Submission*)

Sessional work:

- *Development of lesson plan*
- *Development of an achievement test . (To be submitted by April 2025)*

Evaluation Scheme:

- Examiner will set 9 questions, two from each unit and one question (Question No.9)covering the entire syllabus will consist of four short answer type questions.
- Students are required to attempt five questions in all, selecting one question from each unit and Question No.9 which is compulsory.

Teacher Incharge:Dr Manu Chadha

SEMESTER-II

COURSE TITLE: Pedagogy of Social Science Education II

Credits= 4

M.Ed IInd Year (Sem IV)

Session 2024-25

Credits= 4 Total Marks= 100 External= 70

Theory Internal= (Assessment=20; Sessional work=10)

***One lecture= 40 minutes**

UNIT PLANNING

Teacher Incharge

| Month | Unit | Topic | PA | Mode of Teaching | Source |
|-----------|-------|--|----|---|---|
| Jan 20225 | I(a) | Concept of Inclusive Education and Models of Implementation. | 3 | Discussion followed by PPT | Own Prepared Notes (PDF) |
| | I(a) | Barriers of Inclusive Education. | 2 | Handouts followed by discussion | Inclusion Education Book by Kalayni Pub |
| | I(b) | Difference between Special Education, Integrated and Inclusive Education. | 2 | Handouts followed by discussion | My Blog |
| | II(b) | Advantages of Inclusive Education for Individual and Society. | 2 | Lecture & discussion | Own Prepared Notes(PDF) through LMS |
| | I(c) | Current laws(RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples); | 6 | PDF followed by discussion | Own Prepared Notes(PDF) through LMS |
| Feb 2025 | I(c) | Recommendations of various education commissions to respond to diversity in education situations. | 2 | PDF followed by discussion | Prepare with students as per previous content |
| | II(a) | Definition, Characteristics and Educational Implications for Children with Hearing and Visual Impairments | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) |
| | II(a) | Definition, Characteristics and Educational Implications for Intellectually Challenged | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) |

| | | | | | |
|-------------------|----------------|--|---|---|--|
| | II(a) | Definition, Characteristics and Educational Implications for Locomotionally Challenged | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |
| March 2025 | II(a) | Definition, Characteristics and Educational Implications for Children with Autism, | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |
| | II(a) | Definition, Characteristics and Educational Implications for Cerebral Palsy. | 2 | Lecture through PPT | e-content Development |
| | II (a) | Definition, Characteristics and Educational Implications for Learning Disabilities | 2 | Lecture through PPT | Special Education Book by Vinod Kumar Sahu |
| | II(a) | Definition, Characteristics and Educational Implications for Linguistic Minorities | 2 | Lecture Method | Own Prepared Notes(PPT/PDF) |
| | II (a) | Definition, Characteristics and Educational Implications for Slow Learners, Gifted and Creative. | 2 | Discussion as per content | Special Education Book by Vinod Kumar Sahu |
| | II(b) | Importance of early detection, functional assessment and early intervention for development of compensatory skills. | 3 | Assignment | as discussed in Unit II Part a |
| | III (a) | Concept and need for curricular adaptations for children with diverse needs | 2 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | III (b) | Role of Technology for meeting diverse needs of learners | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |
| | III (d) | Sources required for Children with special needs: Human, Financial and Physical | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes(PPT/PDF) |
| April 2025 | III (e) | Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs | 2 | Discussion followed by PPT | Own Prepared Notes (PPT/PDF) through LMS |
| | IV (a) | Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc | 2 | Lecture & discussion | Own Prepared Notes(PPT/PDF) |
| | IV (b) | NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes | 3 | Discussion followed by PPT | Download document from website |

| | | | | | |
|--------------------------|--------------|--|---|----------------------------|--|
| | IV(c) | Skills and Competence of teacher and teacher educators for secondary education in inclusive settings | 2 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | IV(d) | Multicultural | 1 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | IV(d) | Multigrade Teaching | 2 | Discussion followed by PPT | Own Prepared Notes (PPT/PDF) through LMS |
| | | <ol style="list-style-type: none"> 1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder) 2. Report on Visit to a Special School 3. Curricular adaptations for any disability. | 4 | Perform test | Prepared file and submit |
| Final Examination | | | | | |

✓ Dr. Ramandeep Kaur Sidhu

COURSE CODE: E03-PLE-II

COURSE TITLE: Pedagogy of Language Education-II

Credits= 4 Total Marks= 100

External= 70 Theory Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

On completion of the course, students will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

| Month | Topic | Method | Time Allowed | Resources |
|---------------|--|---|------------------|---|
| February 2025 | <p>Unit-I Conceptual Issues of Language Learning</p> <p>a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication</p> <p>b) Linguistic, psychological and social processes involved in learning of languages</p> <p>c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.</p> | Lecture cum discussion & Power Point Presentation | 6 Days in a week | <p>Pedagogy of Language Education by Dr. Satwant Kaur and Dr. Rekha</p> <p>Teaching of English by Dr. Manju Sood, Moonam Singla and Ruby Bhagat</p> |

| | | | | |
|---------------|---|---|------------------|---|
| March 2025 | <p>Unit-II Language Analysis and Individualization of Language Learning</p> <p>a) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.</p> <p>b) Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.</p> <p>c) Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction</p> | Lecture cum discussion & Power Point Presentation | 6 Days in a week | <p>Pedagogy of Language Education by Dr. Satwant Kaur and Dr. Rekha</p> <p>Teaching of English by Dr. Manju Sood, Moonam Singla and Ruby Bhagat</p> |
|---------------|---|---|------------------|---|

| | | | | |
|-------------------------------|--|---|---------------------|---|
| April 2025 | <p>Unit-III Curriculum and Pedagogy of Language</p> <p>a) Language learning at secondary and higher secondary stage</p> <p>b) Pedagogy of First language, Second language, Third language</p> <p>c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques</p> | Lecture cum discussion & Power Point Presentation | 6 Days in a week | <p>Pedagogy of Language Education by Dr. Satwant Kaur and Dr. Rekha</p> <p>Teaching of English by Dr. Manju Sood, Moonam Singla and Ruby Bhagat</p> |
| May (1 st week) | House Exams | | | |

| | | | | |
|--------------|---|---|------------------|--|
| May, 2025 | Unit-IV Issues in Language Learning and Evaluation a) Cross linguistic influence in learning another language; ecology of bilingual memory b) Multilingual classroom c) Medium of instruction – recommendation of NPE 1986/1992, NCF -2005 d) Preservation of heritage language e) Home language & school language – problem of tribal dialects f) Problems related to evaluation of language learning | Lecture cum discussion & Power Point Presentation | 6 Days in a week | Pedagogy of Language Education by Dr. Satwant Kaur and Dr. Rekha Teaching of English by Dr. Manju Sood, Moonam Singla and Ruby Bhagat |
|--------------|---|---|------------------|--|

| Month | Unit | Topic | Method | Time Allotted | Resources |
|--------------|---|---|---|---------------|--|
| January 2025 | UNIT- I: Conceptualisation of social science education | Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences | Lecture cum discussion Demonstration, Hands on | 10 lectures | <p>Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.</p> <p>Teaching of Social studies in elementary schools by Wesley Cartwright</p> <p>Teaching of Social studies by Dr. J.S.Walia</p> <p>Teaching of Social studies by Anurag Sankhia</p> <p>Teaching of Social studies by Gagandeep and Deepshikha</p> <p>Online sources</p> |
| | | Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences | Group discussion | 8 lectures | NCF 2005 document |

| | | | | | |
|----------------------|--|--|--|------------|---|
| | | Research perspectives in pedagogy of social science | Lecture cum discussion Hands on | 8 lectures | Educational Research by Lokesh Tiwari Online sources Self developed content |
| February 2025 | UNIT- II: social science curriculum Unit III Approaches to pedagogy of social science | Approaches to organisation of social science curriculum; social science curriculum at various stages of school education | Lecture cum discussion | 8 lectures | Teaching of Social studies by Dr. J.S.Walia Teaching of Social studies by Anurag Sankhia Teaching of Social studies by Gagandeep and Deepshikha Online sources |

| | | | | | |
|--------------------|--|---|---------------------|------------|---|
| March & April 2025 | | Methodology of development of curricular materials viz., 1)textbooks,2) workbooks,3) teacher handbooks, 4) teacher's education manuals 5) other content enrichment materials-their conceptualization and processess | Lecture &discussion | 2 Lectures | <p>Arora, GL (1988), Curriculum and Quality in Education. New</p> <p>Teaching of Social studies by Dr. J.S.Walia</p> <p>The teaching of Social Studies by BK Sahu</p> <p>A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal</p> <p>Online sources</p> |
|--------------------|--|---|---------------------|------------|---|

| | | | | | |
|--|--|---|---------------------------|------------|---|
| | | <p>Critical appraisal of approaches to teaching learning social sciences: behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; childcentred approach; environmental approach; the overlap between these approaches</p> <p>Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers and cooperative learning</p> <p>organizers; cooperative</p> <p>Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic</p> <p>organizers; cooperative</p> | Lecture cum demonstration | 2 Lectures | <p>Teaching of Social studies in elementary schools by</p> <p>Wesley Cartwright</p> <p>A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal</p> <p>Online sources</p> <p>Teaching of Social studies by Dr. J.S.Walia</p> <p>The teaching of Social Studies by BK Sahu</p> |
|--|--|---|---------------------------|------------|---|

| | | | | | |
|--|--|---|------------------------|-------------|---|
| | UNIT -IV Resources and Evaluation of Teaching-Learning of social science | <i>Integration of ICT in teaching-learning of social science.</i> Development of teaching-learning materials; workbook; 6) activity book and 7) self instructional materials | Lecture cum discussion | 10 lectures | Teaching of Social studies by Dr. J.S.Walia Teaching of Social studies by Anurag Sankhia Teaching of Social studies by Gagandeep and Deepshikha A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal Online sources Self developed class notes |
|--|--|---|------------------------|-------------|---|

| | | | | | |
|--|--|---|-------------------------------|------------|--|
| | | Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources | Lecture discussion Project | 8 lectures | Teaching of Social studies by Anurag Sankhia Teaching of Social studies by Gagandeep and Deepshikha Online sources Research and Statistics by BK Sahu Self developed class notes A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal Online sources |
| | | Alternative assessment: rubrics, portfolios and projects | Lecture cum discussion | 8 lectures | A Text Book of Curriculum, Pedagogy and Evaluation by Dr. SK Bhatia & Dr. Sonia Jindal Online sources |

| | | | | | |
|----------|-----------------------|---|------------------------|------------|---|
| | | Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc. | Lecture cum discussion | 2 lectures | Techniques of Teaching By Dr. JS Walia Online sources Self prepared class notes |
| | | Evaluation of attitudes, values, etc | | | Educational Guidance By RA Sharma Online sources |
| May 2025 | Sessional work | Development of lesson plan Development of achievement test Enrichment activity; Critical appraisal of NEP draft | Assignment, project | 8lectures | Teaching of Social studies by Dr. J.S.Walia Educational Statistics by BK Sahu NEP draft GOI |
| | | House examinations | | | |

SEMESTER-III
PROGRAM CODE: MEDGN-III
PAPER-I

COURSE CODE: C12-ESD-III

COURSE TITLE: Education for Sustainable Development & Global Peace-III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

On completion of this course, students will be able to:

- explain concepts concerning various aspects of the Educational for sustainable development.
- explain the concept of world peace and role of education • recognize dependence of human life on the environment.
- identify local and region specific environmental problems.
- understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.
- Understand the role of school and teacher in creating awareness among students about the need for sustainable development.

UNIT-1: Education for Sustainable Development:

| S. No | Topics | Mode/ Resources | Month | Tentative lectures |
|---|---|---|-----------|--------------------|
| 1. | a) Meaning nature and scope of Sustainable Development; concept of global peace | Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS | August | 08 |
| 2. | b) Education for Sustainable Development: Approaches & Strategies c) Education for global peace | Lecture cum discussion, Powerpoint Presentations, Videos related with the topics concerned, Notes in the form of pdfs / docs shared with students through LMS | August | 06 |
| 3. | d) Integration of global peace and environmental concerns in school curriculum. e) Role of teacher in promoting sustainable development. | Classroom Lectures, Brainstorming sessions, Notes in the form of pdfs / docs shared with students through LMS | August | 06 |
| UNIT-2: Conservation of Natural Resources, Culture of Peace and Human Rights | | | | |
| 4. | a) Conservation of Natural Resources: Environmental conservation in the globalized world; | Classroom Presentations by Students, Notes in the form of pdfs / docs shared with students through LMS | September | 10 |

| | | | | |
|---|--|---|-----------|----|
| | Deforestation in the context of tribal life, Role of individual in conservation of natural resources: water, energy and food | | | |
| 5. | b) Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace. | Classroom Lectures, Discussions, Notes in the form of pdfs / docs shared with students through LMS, Powerpoint Presentations | September | 6 |
| UNIT-3: Individual, Society, Government, ICT and Media in Environmental Education: | | | | |
| 6. | Literacy, democracy, human rights and universal values-contribution to global peace and sustainable development | Classroom Lectures, Discussions, Debates, Notes in the form of pdfs / docs shared with students through LMS, Powerpoint Presentations | October | 07 |
| 7. | b) Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB). | Classroom Discussion, Powerpoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS | October | 09 |
| 8. | c) Role of ICT, text books and media in creating awareness about human rights; environmental and peace values. | Assignment/Discussion, Notes in the form of pdfs / docs shared with students through LMS | November | 06 |

| UNIT-4: Competencies in teachers for Education for Sustainable Development: | | | | |
|--|---|--|----------|----|
| 9. | ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development | Classroom lectures, Notes in the form of pdfs / docs shared with students through LMS | December | 09 |
| 10. | b) Individual life style; Carbon foot printing | Classroom Discussion, Powerpoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS | December | 07 |

- **Midterm Exams will be conducted in the month of November.**
- **Revision work will be done in the month of December**

SESSIONAL WORK (INTERNAL) 10 MARKS

Case study on children rights for education in context of Kailash Satyarthi ,Malala Yousafazi.

EVALUATION SCHEME

Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks (long answer -14 marks each and short questions- 3.5 marks each). Duration of external examination will be three hours.

SUGGESTED READINGS:

1. Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
2. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
3. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
4. Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
6. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
7. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
8. [http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC T%20H andbook_Extract.pdf](http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSC%20Handbook_Extract.pdf) (ESD Model).

PAPER: II COURSE
CODE: C13-GNC-III
COURSE TITLE: Guidance and
Counselling-III Credits = 4
UNIT PLANNING (2024-26)

Session Dates: August2024-December2024

Total Marks = 100

External = 70

Internal= 30

1 Lecture=45 mins

Unit Name: Unit-I: Introduction

August2024-September 2024

Summary of Unit:

Meaning, Nature, Aims, Principles, Need and Scope of Guidance.

**Meaning, Nature, Aims, Principles, Need and Scope of Counselling,
Counselling skills such as Establishing rapport, empathy and Listening**

**Evaluating Guidance Programme with special reference to
Counselling. (18 lectures)**

Objectives: After completion of the course, the prospective teacher educators will be able to

- Understand the meaning, nature, aims, need and scope of guidance.
- Understand the meaning, nature, aims, need and scope of counselling.
- Recognize the role of guidance in attaining the goals of education.
- Develop Counselling skills viz Establishing rapport, empathy and Listening
- Evaluate and equip themselves with relevant Guidance programmes at different levels of school education and higher education.

Resources: Guidance And Counselling by Sodhi,Suri; Aggarwal,JC, PPTs and Pdf s of the various topics (on MOODLE).

Lesson 1 Title: a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance.

Time -6 lectures

Lesson 2 Title b) Meaning, Nature, Aims, Principles, Need and Scope of Counselling, Counselling skills such as Establishing rapport, empathy and Listening.

Time -9 lectures

Lesson 3 Title: Evaluating Guidance Programme with special reference to Counselling.

Time -3 lectures

Assignment and Activities: Counselling skills such as Establishing rapport, empathy and Listening. **(Seminar Submissions)**

Evaluation: Evaluating Guidance Programme with special reference to Counselling.

(Submissions)

Unit Name: Unit-II: Understanding Guidance and Counselling (10 lectures)

September 2024-October 2024

Summary of Unit:

- **Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.**

- **Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.**

- **Recent trends in Guidance and Counselling. (20 lectures)**

Objectives: After completion of the course, the prospective teacher educators will be able to

- Understand the meaning, objectives, and advantages of group guidance.
 - Develop the acquaintance with various techniques of group guidance.
- Apply and implement various techniques of group guidance.

- Develop insight of Recent trends in Guidance and Counselling.

Resources: Guidance And Counselling by Sodhi,Suri; Aggarwal,JC, PPTs and Pdf s of the various topics (on MOODLE).

Lesson 1 Title: a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance

Time -6 lectures

Lesson 2 Title b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.

Time -10 lectures

Lesson 3 c) Recent trends in Guidance and Counselling.

Time- 4 lectures

Assignment and Activities-Prepare a presentation or an assignment on Recent trends in Guidance and Counselling. (*Submission*)

Evaluation: Presentation on Group Guidance Techniques: Any two in detail (*Submission*)

Unit Name: Unit- III: Theories/ Therapies of Counselling (14 lectures)

November 2024-December 2024

Summary of Unit:

- **Behaviouristic**
- **Rational Emotive**
- **Reality.**

Objectives: After completion of the course, the prospective teacher educators will be able to

- Comprehend and conceptualise the theories of Counselling.
- Understand the need, importance & relevance of various therapies of Counselling

Resources: Psychology Books ,PPTs and Pdf s of the various topics (on MOODLE).

Lesson 1 Title: a) Behaviouristic

Lesson 2 Title b) Rational Emotive

Time-6 lectures

Time -4 lectures

Lesson 3 Title:c) Reality..

Time -4 lectures

Assignment and Activities-Therapies of Counselling

Evaluation: Therapies of Counselling (*Seminar*)

Unit Name: Unit-IV Student Appraisal.(14 lectures)

Dec 2024

Summary of Unit:

- **Quantitative Assessment:** Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- **Tools for Qualitative Assessment:** Interview, Observation, Case Study, Sociometry.

Objectives: After completion of the course, the prospective teacher educators will be able to

- Understand the qualitative and quantitative appraisal of students.
- Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, personality, interest and their assessment for providing guidance.

- Gain insight about Qualitative and Quantitative tools of Assessment.

Resources: Psychological Testing Books, Research and Statistics books.

Lesson 1 Title: a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.

Time - 8 lectures

Lesson 2 Title b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry

Time -6 lectures

Unit Name: PRACTICAL

a) Administration and Interpretation of psychological tests:

- **Interest Inventory**

- **DAT/DBDA -** *Time -5 lectures*

b) Preparation and presentation of Career Talk and /or Career exhibition -

Time -3 lectures

c) Report of visit to employment exchange - *Time -1 lecture*

d) Viva- voce

Objectives: After completion of the course, the prospective teacher educators will be able to

- Develop the skill of administration and interpretation of psychological assessment.
- Visit an employment exchange
- Prepare and present Career Talk in an internship school.

Evaluation: Final Submissions at the end of semester..

References:

- Aggarwal, J.C(1960) Educational and Vocational Guidance and Counselling. Doaba House,
- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
- Suri, S.P, Sodhi, T.S. (1997). Guidance and Counselling. Patiala: Bawa Pub.

Evaluation Scheme:

- The external theory examination will be of three hours duration.
- External question paper will have V units.
- First four units i.e. Unit-I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the Unit-I to IV.
- Each question carries 14 marks.
- Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 3.5 marks.

M.Ed 2nd Year (Sem III)**Session 2024-26****COURSE TITLE: Measurement, Assessment and Evaluation-III****Credits= 4 Total Marks= 100 External= 70****Theory Internal= (Assessment=20; Sessional work=10)*****One lecture= 40 minutes**

| Month | Unit | Topic | PA | Mode of Teaching | Source |
|-----------|-------|---|----|--|--|
| August | IV(a) | Correlations: Assumptions and computation of: Biserial and Point Biserial | 5 | Practice related of problems followed Notes by | Own Prepared Notes (PDF) and YouTube video link through LMS and extra questions for Practice |
| | I(a) | Concept and importance of measurement and evaluation. | 3 | Handouts by followed discussion | Own Prepared Notes (PDF) Through LMS |
| | IV(b) | Correlations: Assumptions and computation of: Tetrachoric and phi- coefficient. | 6 | Practice related of problems followed Notes by | Own Prepared Notes (PDF) and YouTube video link through LMS and extra questions for Practice |
| September | I(b) | Types of evaluation: Formative and summative. | 3 | Lecture & discussion | Own Prepared Notes(PPT) Through LMS |

| | | | | | |
|----------|--------|--|---|--|---|
| | III(a) | Analysis of variance (two way) | 8 | Practice related of problems followed Notes by | Own Prepared Notes(PPT) Through LMS and extra questions for Practice |
| | II(c) | Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio. | 4 | PDF followed by discussion | Own (PDF) Prepared Notes |
| | II(a) | Types of achievement tests- Essay, short answer, Objective type. | 1 | Assignment Submission Through LMS | Supporting material provided |
| | III(b) | Non parametric tests: Chi square | 7 | Practice related of problems followed Notes by | Own Prepared Notes (PDF) through LMS and extra questions for Practice |
| October- | III(b) | Non parametric tests: | 4 | Practice of | Own Prepared Notes |

| | | | | | |
|----------|---------|--|---|---|---|
| November | | Mann-Whitney test | | related problem followed Notes by | (PDF) through LMS and extra questions for Practice |
| | III (b) | Non parametric tests: Wilcoxon signed rank test | 4 | Practice related problems followed Notes by | Sharma, R.A. Book |
| | IV (c) | Correlations: Assumptions and computation of: Partial and multiple correlation. | 9 | Practice related problems followed Notes by | Own Prepared Notes (PDF) through LMS and extra questions for Practice |
| | II (c) | Steps in of standardization achievement tests. | 4 | PDF followed by discussion | Own (PDF) Prepared Notes |
| | II (c) | Item analysis: Item difficulty, discrimination index. Estimating reliability and validity. Effectiveness of distractors. | 4 | Discussion by followed PPT | Own (PDF) Prepared Notes |

| | | | | | |
|-------------------|--|---|--------------------|---------------------------------|---|
| December | II(b) | Norm referenced and criterion referenced tests | 3 | Lecture followed by discussion | Own (PDF) Prepared video LMS Notes and YouTube link through |
| | III (c) | Regression and prediction: Meaning and Concept of linear regression equation. | 9 | Handouts followed by discussion | Own Prepared Notes(PPT/PDF) |
| | II(b) | Projective and objective tests | 3 | PDF followed by discussion | Own Prepared Notes (PDF) |
| | Sessional Work: Development of a standardized test | | Submit Through LMS | | |
| Final Examination | | | | | |

Books

- Garrett, H.E. (1973). Statistics in Education and Psychology. Bombay: Vakils Febber and Simons.
- Kothari, C.R. (2019). Research Methodology: Methods and Technology. New Age International (P) Limited Publisher
- Koul, L. (2020). Methodology of Educational Research. Chandigarh: Lall Book Depot
- Sahu, B.K. (2014). Statistics in Psychology & Education. New Delhi: Kalayni Publishers
- Sharma, R.A. (2004). Advanced Statistics in Education and Psychology. Meerut: Lall Book Depot.

M.Ed 2nd Year (Sem III)

Session 2024-26

COURSE CODE: C15

COURSE TITLE: Educational Management, Policy Planning -III

Credits= 4 Total Marks= 100 External= 70

Theory Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES:

After completing the course, students will be able to:

- **explain the process of policy formulation**
- **critically analyze the determinants of educational policy**
- **explain the principles, methods and approaches of educational planning**
- **explain types, approaches and agencies for performance appraisal**
- **explain structure of educational organization**
- **explain various aspects of organizational climate**
- **discuss processes of educational management**
- **describe issues in organizational development and change**
- **explain meaning, nature scope types and traits of leadership**

| Month | Topic | Method | Time allotted | Resources |
|-----------|---|--------------------------|---------------|--|
| August | Educational Management: Concept, Scope and Principles | Lecture cum discussion | 4 lectures | Educational Administration and Supervision Aggarwal & Bhatnagar (2002) |
| | Organizational Climate | Power point Presentation | 3 lectures | |
| September | Process in Educational organization: Communication, Decision Making | Lecture cum Discussion | 3 lectures | Educational Administration and Management by S.S. Mathur (1978) |

| | | | | |
|---------|---|------------------------|------------|--|
| | Appraisal, Management by objectives | Lecture cum discussion | 3 lectures | |
| October | Organizational Development: concept, process and Interventions | Class room Seminar | 4 lectures | Educational Administration and Supervision Aggarwal & Bhatnagar (2002) |
| | Organizational Change: Concept, issues and strategies | Sessional Assignment | | |
| | Educational Planning(Methods, techniques principles and Priorities) | Lecture Method | 8 lectures | Supervision, Planning and Financing by Agarwal and Bhatnagar (1997) |

| | | | | |
|----------|---|--------------------------|------------|---|
| November | Approaches to educational planning | Power point Presentation | 4 lectures | Self developed e- content |
| | Overview of Educational Planning | | 4 lectures | |
| | Educational Leadership: Types and Styles, Traits and skills | Lecture cum discussion | 4 lectures | Educational Administration, Supervision and School Management by Mohanty (2005) |
| December | Need and Importance of Educational policy | Group discussion | 4 lectures | |
| | Process of policy Formulation | Lecture cum discussion | 4 lectures | |
| | Determinants of Educational Policy | PowerPoint Presentation | 4 lectures | Self developed e- content |

Sessional work: (To be submitted in the Month of December)

The students may undertake any one of the following activities:

- Preparation of questionnaire/ interview schedule for micro level educational survey
- Case study of administrative problems in implementation of RTE in government school/private school
- Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution

SUGGESTED READINGS

1. Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
 2. Bottery Mike (ed.) (1992). Education, Policy & Ethics. London: Continuum.
 3. Dennison, W. F. (1984). Educational finance and resources. London: Croom Helm.
 4. Guthrie, J. W., & Reed, R. J. (1991). Educational administration and policy: Effective leadership for American education (2nd ed.). Boston: Allyn and Bacon.
 5. Hough J.R. (1990). Education, Policy-An International Survey. London: Croom Helm.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda : Acharya Book

M.Ed IInd Year (Sem IV)
Session 2024-25

COURSE CODE: -
COURSE TITLE: Education for differently abled
Credits= 4 Total Marks= 100 External= 70
Theory Internal= (Assessment=20; Sessional work=10)

***One lecture= 40 minutes**

UNIT PLANNING

| Month | Unit | Topic | PA | Mode of Teaching | Source |
|------------------|--------------|--|-----------|---|---|
| Jan 20225 | I(a) | Concept of Inclusive Education and Models of Implementation. | 3 | Discussion followed by PPT | Own Prepared Notes (PDF) |
| | I(a) | Barriers of Inclusive Education. | 2 | Handouts followed by discussion | Inclusion Education Book by Kalayni Pub |
| | I(b) | Difference between Special Education, Integrated and Inclusive Education. | 2 | Handouts followed by discussion | My Blog |
| | II(b) | Advantages of Inclusive Education for Individual and Society. | 2 | Lecture & discussion | Own Prepared Notes(PDF) through LMS |
| | I(c) | Current laws(RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples); | 6 | PDF followed by discussion | Own Prepared Notes(PDF) through LMS |
| Feb 2025 | I(c) | Recommendations of various education commissions to respond to diversity in education situations. | 2 | PDF followed by discussion | Prepare with students as per previous content |
| | II(a) | Definition, Characteristics and Educational Implications for Children with Hearing and Visual Impairments | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) |
| | II(a) | Definition, Characteristics and Educational Implications for Intellectually Challenged | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) |
| | II(a) | Definition, Characteristics and Educational Implications for Locomotionally Challenged | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |

| | | | | | |
|-------------------|----------------|--|---|---|--|
| March 2025 | II(a) | Definition, Characteristics and Educational Implications for Children with Autism, | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |
| | II(a) | Definition, Characteristics and Educational Implications for Cerebral Palsy. | 2 | Lecture through PPT | e-content Development |
| | II (a) | Definition, Characteristics and Educational Implications for Learning Disabilities | 2 | Lecture through PPT | Special Education Book by Vinod Kumar Sahu |
| | II(a) | Definition, Characteristics and Educational Implications for Linguistic Minorities | 2 | Lecture Method | Own Prepared Notes(PPT/PDF) |
| | II (a) | Definition, Characteristics and Educational Implications for Slow Learners, Gifted and Creative. | 2 | Discussion as per content | Special Education Book by Vinod Kumar Sahu |
| | II(b) | Importance of early detection, functional assessment and early intervention for development of compensatory skills. | 3 | Assignment | as discussed in Unit II Part a |
| | III (a) | Concept and need for curricular adaptations for children with diverse needs | 2 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | III (b) | Role of Technology for meeting diverse needs of learners | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes (PPT/PDF) through LMS |
| | III (d) | Sources required for Children with special needs: Human, Financial and Physical | 2 | Handouts followed by Video link shared on LMS | Own Prepared Notes(PPT/PDF) |
| April 2025 | III (e) | Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs | 2 | Discussion followed by PPT | Own Prepared Notes (PPT/PDF) through LMS |
| | IV (a) | Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc | 2 | Lecture & discussion | Own Prepared Notes(PPT/PDF) |
| | IV (b) | NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes | 3 | Discussion followed by PPT | Download document from website |
| | IV(c) | Skills and Competence of teacher and teacher educators for secondary education in inclusive settings | 2 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |

| | | | | | |
|--------------------------|--------------|--|---|----------------------------|--|
| | IV(d) | Multicultural | 1 | Discussion followed by PPT | Own Prepared Notes(PPT/PDF) |
| | IV(d) | Multigrade Teaching | 2 | Discussion followed by PPT | Own Prepared Notes (PPT/PDF) through LMS |
| | | 1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder) 2. Report on Visit to a Special School 3. Curricular adaptations for any disability. | 4 | Perform test | Prepared file and submit |
| Final Examination | | | | | |

Teacher Incharge

✓ Dr. Ramandeep Kaur Sidhu

COURSE CODE: E07-CME-1V
COURSE TITLE: Comparative Education-IV
Credits = 4

UNIT PLANNING (2024-25)
Session Dates: Jan 2025- May 2025

Total Marks = 100 External = 70 Internal= 30 1 Lecture=45 mins

Unit-I
January 2025

Summary of Unit:

- **Meaning, History, Purposes, Methods, importance and limitations of comparative education.**
- **Factors influencing the educational systems of a country-political, social, linguistics,geographical and economic.**

(12 lectures)

After completing the course, the prospective teacher educators will be able to:

- explain the concept, history and purposes of comparative education.
- explain the importance and limitations of comparative education
- explain the factors influencing the educational system of a country.

Resources: Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications

Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational 66 Systems, New Delhi: Kanishka Publishers

PPTs and Pdf s of the various topics (on MOODLE).

Lesson 1 Title: a) Meaning, History, Purposes, Methods, importance and limitations of comparative education.

Time -4 lectures

Lesson 2 Title b) Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

Time -8 lectures

Assignment and Activities: Importance and limitations of comparative education.

(Seminar Submissions)

Evaluation: Factors influencing the educational systems of a country(*Submissions*)

Unit-II(18 lectures)

February 2025

Summary of Unit:

- **Educational ladder of U.K., Finland and India, Administrative agencies for education**
- **Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.**

(18 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- explain the educational ladder of U.K., Finland and India.
- compare the salient features of educational system of U.K., Finland and India.

Resources: Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications

Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational 66 Systems, New Delhi: Kanishka Publishers

PPTs and Pdf s of the various topics (on MOODLE).

Unit-II

Lesson 1 Title:a) Educational ladder of U.K., Finland and India, Administrative agencies for education
(8 lectures)

Lesson 2 Title:b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

(10 lectures)

Assignment and Activities-Prepare an Educational ladder of U.K.,Finland and India

(Submission)

Evaluation: Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, and India. *(Submission)*

Unit-III(14 lectures)

March 2025

Summary of Unit:

- **Educational ladder of U.S.A. and China with special reference to India**
- **Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.**

(14 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- explain the educational ladder of U.S.A., China and India.
- compare the salient features of educational system of U.S.A., China and India.

Resources: Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications

Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational 66 Systems, New Delhi: Kanishka Publishers

PPTs and Pdf s of the various topics (on MOODLE).

Unit-III

(14 lectures)

Lesson 1 Title:a) Educational ladder of U.S.A. and China with special reference to India

(6 lectures)

Lesson 2 Title: b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

(8 lectures)

Assignment and Activities-Prepare an Educational ladder of U.S.A. and China

(Submission)

Evaluation: Compare the salient features of the educational system (aims, curriculum, and evaluation) of U.S,A,India and China. *(Submission)*

Unit-IV(10 lectures)

April 2025

Summary of Unit:

- **Teacher Education program in U.K., Finland, U.S.A., China and India.**
- **Recent trends and innovations in education of above mentioned countries.**

(10 lectures)

Objectives: After completion of the course, the prospective teacher educators will be able to

- compare the teacher education program in U.K., Finland, U.S.A., China and India.
- discuss recent trends and innovations in education of U.K., Finland, U.S.A., China and India.

Resources: Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications

Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational 66 Systems, New Delhi: Kanishka Publishers

PPTs and Pdf s of the various topics (on MOODLE).

Unit-IV **(8 lectures)**

Lesson 1 Title:a) a) Teacher Education program in U.K., Finland, U.S.A., China and India.

(6 lectures)

Lesson 2 Title: b) Recent trends and innovations in education of above mentioned countries.

(2 lectures)

Assignment and Activities-Teacher Education program in U.K., Finland, U.S.A., China and India.(
Submission)

Evaluation: Recent trends and innovations in education n U.K., Finland, U.S.A., China and India. . (
Submission)

Sessional work: Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course. (To be submitted by April 2025)

Evaluation Scheme:

- Examiner will set 9 questions, two from each unit and one question (Question No.9)covering the entire syllabus will consist of four short answer type questions.
- Students are required to attempt five questions in all, selecting one question from each unit and Question No.9 which is compulsory.
- All questions carry equal marks. Duration of the external examination will be three hours.

References:

- Choube, S.P. and Choube, A., (1993) : Comparative Education, New Delhi : Commonwealth Publishers.
- Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir

- Hans, N. (1965) : Comparative Education, London, Routledge and Kegan Paul Ltd.
- James, H.R. & Mathew, A. (1988) : Development of Education System in India, Ansari Road, Daryaganj, New Delhi, D.K. Publisher Distributors (P.) Ltd.,
- Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.
- Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Teacher Incharge:Dr Manu Chadha

Teacher Incharge : Dr. Mini Sharma

Unit Planning (2024-25)

SEMESTER-IV

COURSE CODE: E08-LLL-IV

COURSE TITLE: Lifelong Learning-IV

Credits= 4 Total Marks= 100 External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

On completion of this course, students will be able to:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims, Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education Programmes
- Areas of research in adult, continuing and lifelong education

TOPICS TO BE COVERED DURING THE SEMESTER

_UNIT-1

| S.No. | Topics | Mode/ Resources | Month | Tentative lectures |
|-------|--|--|----------|--------------------|
| 1. | a)Philosophical and sociological basis of lifelong education – Need and importance in contemporary world | Classroom Lecture, Discussions, Notes in the form of pdfs / docs shared with students through LMS | January | 05 |
| 2. | b) Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society. | Classroom Lectures , PowerPoint Presentations, Notes in the form of pdfs / docs shared with students through LMS | January | 06 |
| 3. | c) Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice. | Classroom Lectures and Discussion Methods, Notes in the form of pdfs / docs shared with students through LMS | February | 07 |

UNIT-2

| | | | | |
|----|--|--|----------|----|
| 4. | a) Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat. b) Centre and State Level organisations for Administration and management of adult and continuing education programmes. | Assignments/ Classroom Presentations by Students, Notes in the form of pdfs / docs shared with students through LMS | February | 09 |
| 5. | c) Role of UGC and Universities in adult, continuing and lifelong education: Departments/Centres for adult and continuing education and extension education. The field outreach programmes. | Classroom Seminars by Students, Discussions, Notes in the form of pdfs / docs shared with students through LMS, PowerPoint Presentations | March | 07 |

UNIT-3

| | | | | |
|----|--|--|-------|----|
| 6. | a) Andragogy: meaning and concept, implication | Classroom Lectures, Notes in the form of pdfs / docs shared with students through LMS, | March | 05 |
|----|--|--|-------|----|

| | | | | |
|---------------|---|---|-------|----|
| | for lifelong learning. | PowerPoint Presentations | | |
| 7. | b) Psychology of adult learners; Principles of adult learning and curriculum development for adults | Classroom Discussion, PowerPoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS | March | 09 |
| 8. | c) Teaching methods for adult learners. | Discussion, Notes in the form of pdfs / docs shared with students through LMS | April | 05 |
| UNIT-4 | | | | |
| 9. | Impact of Life Long Education on formal education – Education for diverse target groups through open and distance mode, web-based learning and community colleges | Classroom lectures, Notes in the form of pdfs / docs shared with students through LMS | April | 06 |

| | | | | |
|-----|---|---|-----------|-------|
| 10. | b) Continuing education programmes for community development with special reference to literacy mission, women empowerment, legal literacy and vocational education and awareness c) Research Areas in Life Long Learning and Adult Education and Continuing Education | Classroom Discussion, Powerpoint Presentations, Videos related with the topics, Notes in the form of pdfs / docs shared with students through LMS | April/May | 05/06 |
|-----|---|---|-----------|-------|

Note :

- **Midterm Exams will be conducted in the month of April.**
- **Revision work will be done in the month of May.**

SESSIONAL WORK (INTERNAL) 10 MARKS

Any of (a) and (b)

- Poster preparation and exhibition of any of the following: (i) Legal Literacy (ii) Open learning (iii)Part time courses (iv) Web based Education
- Planning a target specific continuing education course and submission of a detailed course draft.

EVALUATION SCHEME

Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt five questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks (long answer -14 marks each and short questions- 3.5 marks each). Duration of external examination will be three hours

SUGGESTED READINGS:

- Alford, Harold J. (1968): Continuing education in action: residential centres for lifelong learning. New York: Wiley.
- Belanger. P. & Gelpi, E. (1995): Lifelong Education, London: Kluwer Academic Publishers.
- International Journal of Adult and Lifelong Education 68, 1-2, 2007.
- International Journal of Adult and Lifelong Education 68, 3-4, 2007.
- Indian Journal of Adult Education, 69, 3, 2008.
- Indian Journal of Adult Education, 69,4,2008.
- International Journal of Adult and Lifelong Education, Vol. No.1, (2003), UNESCO & UNDP Documents and Publications.
- Jarvis, Peter, (1990): International dictionary of adult and continuing education, London, Routledge.
- Jethithar, Bhart, (1996): Adult Education & Extension. New Delhi: APH Publishers.
- New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2 April June.

UNIT PLANNING (Session 2023-2025)

M.Ed. Semester –IV

Subject: Educational Technology and ICT-IV

| Month | Unit | Topic | Method | Time Allotted | Resources |
|--------------|---------|--|------------------------|---------------|---|
| January 2025 | UNIT- I | Educational Technology: Concept, Nature and scope of educational technology in India | Lecture cum discussion | 5lectures | Educational Technology by Dr. J.S.Walia Educational Technology by R.A. Sharma Educational Technology by Anand Bhushan& Malwinder Ahuja |
| | | Historical perspective of Educational Technology. Types of Educational Technology | Lecture cum discussion | 4 Lectures | Educational Technology by Anand Bhushan& Malwinder Ahuja |
| | | Recent trends in educational Technology. Major institutions of educational Technology in India: CIET, EMRC, CEC. | Lecture cum discussion | 6 Lectures | Online sources Educational Technology by S.K Mangal |

| | | | | | |
|---------------|------------------|---|--------------------------------------|-------------|--|
| February 2025 | UNIT-II | Teaching: Concept, variables, phases and levels of teaching. | Lecture cum discussion | 8 lectures | Techniques of Teaching By K.K. Bhatia Educational Technology By J.S. Walia |
| | | Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model. | Lecture cum demonstration & hands on | 10 Lectures | Educational Technology by Dr. J.S. Walia Educational Technology by S.K. Mangal |
| | | Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question. | Lecture cum demonstration & hands on | 10 Lectures | Micro Teaching- B.K. Passi Self developed E content |
| | | Flanders Interaction Analysis. | Lecture cum demonstration & hands on | 4 lectures | Educational Technology by Dr. J.S. Walia Educational Technology by Anand Bhushan & Malwinder Ahuja |
| March 2025 | UNIT -III | Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction. | Lecture cum discussion | 8 lectures | Educational Technology by Dr. J.S. Walia Educational Technology by Anand Bhushan & Malwinder Ahuja |

| | | | | | |
|------------|----------------------------|--|--|------------|--|
| | Sessiona I Work | Development of a linear programme. (50 frames) | Lecture & practicals | 4 lectures | Educational Technology by Dr. J.S.Walia Educational Technology by Anand Bhushan& Malwinder Ahuja |
| April 2025 | UNIT -III | Print and electronic media in education: concept, Characteristics, selection of media.EDUSAT. Media in Distance Education, MOOCS | Lecture discussion Project | 6 lectures | Educational Technology by Anand Bhushan& Malwinder Ahuja Educational Technology By Venkataiah |
| May 2025 | UNIT -IV | Communication: Concept of communication, process, principles and barriers of communication. | Lecture discussion Lecture cum Discussion Seminar-Power point Presentation for sessional work | 3 Lectures | Educational Technology By K.L. Kumar Educational Technology by Dr. J.S.Walia |
| | | Information and Communication Technology(ICT): concept, need,advantages and barriers to expansion of Information and Communication Technology. | Lecture cum Discussion Seminar-Power point Presentation for sessional work | 4 Lectures | Educational Technology by S.K Mangal Educational Technology by Dr. J.S.Walia |

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| May 2025 | | Computer assisted instruction, e-learning, online learning and m-learning. | Lecture cum Discussion Seminar-Power point Presentation for sessional work | 10 lectures | Educational Technology by S.K Mangal Educational Technology by Dr. J.S.Walia Online sources |
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