



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A ++' GRADE' UNIVERSITY)
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION

(26/May/Adp./17)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the revised Syllabi and Courses of Study of the subject of **Master of Education (M.Ed)** for Semester I and II under the **Choice Based Credit System (as given in the Annexure)** for the examinations to be held in the years indicated against each semester as under:-

Subject	Semester	For the examinations to be held in the year
M.Ed. (CBCS)	Semester-I	Dec. 2026, 2027 and 2028
	Semester-II	May 2027, 2028 and 2029

The Syllabi of the courses are also available on the University website:
www.jammuuniversity.ac.in

Sd/-

DEAN ACADEMIC AFFAIRS

No. F.Acd/II/26/1756-72

Dated: 01/06/2026

Copy to:

1. Dean, Faculty of Education
2. HOD/Convener, Board of Studies in Teacher Education.
3. All members of the Board of Studies.
4. C.A. to the Controller of Examinations
5. Joint Registrar/Deputy Registrar/Asst. Registrar (Conf. /Exams. B.Ed/ Exam. Evaluation- Prof)
6. Programmer, Computer Section, Examination Wing

JOINT REGISTRAR (ACADEMIC)

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26/5/26

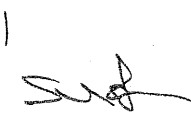
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26/5/26

MEd 1st Semester		
Course No	Title of the Course	Change in Percentage
PSMETC101	Philosophical Foundations of Education	30%
PSMETC 102	Educational Psychology	30%
PSMETC 103	Methods of Data Analysis in Education	30%
PSMETC 104	Methodology of Educational Research	30%
PSMETC 105	An Introduction to New Educational Technology	30%
PSMEIC 106	Internship	30%
MEd II nd Semester		
Course No	Title of the Course	Change in percentage
PSMETC 201	Sociology of Education	30%
PSMETC 202	Qualitative Research	30%
PSMETC 203	Comparative Education	30%
PSMETC 204	Teacher Education	30%
PSMEDC 205	Research Proposal	30%
PSMETE 206	Teaching Specialization (General/	30%
PSMEIC 207	Internship	30%

SCHEME FOR TWO YEARS M.Ed. PROGRAMME

First Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/Wk	Marks			
				Major Test	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Unit Test & Sessional Work)	Minor Test-2 (LMS & Seminar)	
PSMETC 101	Philosophical Foundations of Education	4	4	70	15	15	100
PSMETC 102	Educational Psychology	4	4	70	15	15	100
PSMETC 103	Methods of Data Analysis in Education	4	4	70	15	15	100
PSMETC 104	Methodology of Educational Research	4	4	70	15	15	100
PSMETC 105	An Introduction to New Educational Technology	4	4	0	15	15	100
PSMEIC 106	Internship	4	Continued and Combined Internship				100
	TOTAL	24					600

Second Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/WK	Marks			
				Major	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Unit	Minor Test 2 (LMS &	



					Sessional Work)	Seminar)	
PSMETC 201	Sociology of Education	4	4	70	15	15	100
PSMETC 202	Qualitative Research	4	4	70	15	15	100
PSMETC 203	Comparative Education	4	4	70	15	15	100
PSMETC 204	Teacher Education	4	4	70	15	15	100
PSMEDC 205	Research Proposal	4	4				100
PSMETE 206	Teaching Specialization (General Science/Social Science/ Language)	4	4	70	15	15	100
PSMEIC 207	Internship	4	Continued and Combined Internship				100
	Total	28					700

Third Semester

Course No.	Subject/course	Credits	Inst.Hour / Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Unit Test, Sessional Work)	Minor Test 2 (Unit Test, Seminar)	
PSMETC 301	Educational Measurement and Evaluation	4	4	70	15	15	100
PSMETC 302	Advanced Communication Skills	4	4	70	15	15	100
PSMETC 303	Curriculum Development	4	4	70	15	15	100
PSMEDC 304	Dissertation	4	4				100






PSMEIC 305	Internship	4	Continued & Combined Internship				100
-----	Open Course from SWAYAM	4					100
	Total	24					600

Fourth Semester							
Course No.	Subject/course Component	Credits	Inst.Hour/ Wk	Marks			
				Theory	Minor 1 & 2 Internal		Total
					Minor Test- 1 (Unit Test, Sessional Work)	Minor Test 2 (LMS & Seminar)	
PSMETC 401	Inclusive Education	4	4	70	15	15	100
PSMEDC 402	Dissertation Viva- Voce	4					100
PSMETE 403	Advanced Statistics in Education/ Open and Distance Learning/ Peace Education and Human Rights / Yoga Education and Health/ Environmental Education/ ICT in Education	4	4	70	15	15	100
PSMEIC 404	Internship	4	Continued & Combined Internship				100
PSMEPC 405	Project Work	4	From I Semester onwards				100
PSMETO40 6	Skills in Teaching (For other Department)	4					100
-----	To be chosen from other discipline	4					
	Total	24					600

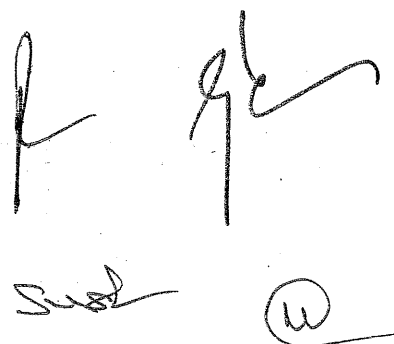





The total credit requirement for the Master Degree in Education (M.Ed) is 100 credits.

Splitting of Semester Credits and Marks:

1 st Semester	24 Credits	600 marks
2 nd Semester	28 Credits	700 marks
3 rd Semester	24 Credits	600 marks
4 th Semester	24 credits	600 marks
	100 Credits	2500 marks

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Nomenclature of Post Graduate Courses in Education

Nomenclature of courses will be done in such a way that the course code will consist of nine characters.

- The first character "P" stands for Post graduate.
- The second character "S" stands for Semester.
- Next two characters will denote the Subject Code i.e ME (M.ED.).
- Next character will signify the nature of the course.

T — Theory Course

D —Dissertation

I- Internship

P- Project Work

- The succeeding character will denote whether the course is compulsory "C" or Elective "E" or Open Choice 'O'.
- The next character will denote the Semester Number.
For example, 1 will denote Semester— I , 2 will denote Semester-II, 3 will denote Semester-III and 4 will denote Semester-IV.
- Last two characters will denote the Paper Number.

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, 2028)

Course No. : PSMETC101

Title: Philosophical Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to -

- understand the western thought on the Education emerged in different eras
- comprehend the contribution of philosophical thinkers in the field of educational philosophy
- analyze the modern philosophical contexts in vogue in the society and in educational side
- critically analyze the implications of Democracy and its related aspects like Feminism and Multiculturalism in the field of education

Unit-I

Basic Schools of Thought

Functions of the Philosophy with Implications on Education; Schools of Western thoughts in context of Curriculum and Methodology- Realism, Pragmatism, Empiricism, Positivism ;; Implications of the Western Schools of Philosophy in context of Indian education and classroom practices-critical analysis. Revisiting Epics to reflect upon their contemporary relevance with respect to values, Universal values of Satyam, Shivam, Sundaram.

Unit-II

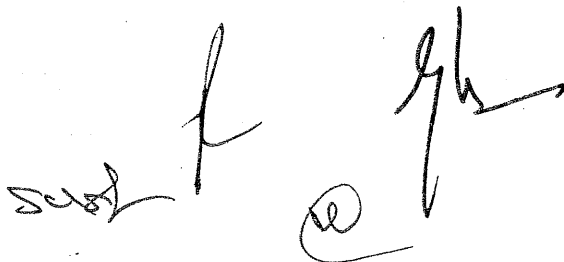
Western Philosophical Thinkers

Critical analysis of the Contributions of the Thinkers to Education- Rousseau, John Locke, John Dewey, Immanuel Kant, Paulo Freire and the implications on Indian Education (Critical Analysis of their Contributions and imprints on Indian Education).

Unit-III

Western Philosophy & Indian Knowledge System

Understanding the Pancha Kosha model (physical, vital, mental, intellectual, and spiritual) as a blueprint for holistic learning design. Understanding and balancing the implications of Dharma (ethics), Artha (wealth), Kama (desire), and Moksha (liberation) to counter performative academic competition of the West. Implications of the Five step Learning Process in the present day Teaching learning - Panchadi (Adhitam, Bodham, Acaranam, Pracaranam, Prasada) for experiential lesson planning and how it is different from the Western perspective of Lesson planning & e.g Bloom;s Taxonomy in learning .

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC101

Title: Philosophical Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Theory : 70

Internal assessment : 30

Unit IV

Social Philosophical Issues

Democracy and the responsibility in the process of Education and the Teacher Education, (developing the students to develop positive, productive and professional relationship to work together) Constructivism in shaping the classroom (strengths & weaknesses, survey of the difficulties in the classrooms & the strategies) Post Modernism, Modernity & Multiple Maternities, The Role of Language in the development, Changing notions of Moral and Moral Education

Sessional Work

Book Review of any Thinker of Western or Indian School of Thought and prepare a Reflective Journal mentioning:

- Introduction of the Book
- Outlining the Content of the Book
- Highlighting parts of the Book
- Evaluation of the Book

Note for Paper Setter (Internal Assessment):

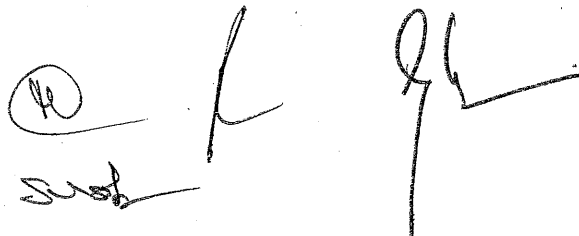
The Internal Assessment shall carry **30 marks**. The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

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Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:



MASTER OF EDUCATION (M.Ed)**Semester I****(For the examination to be held in the year 2026, 2027, and 2028)****Course No. : PSMETC101****Title: Philosophical Foundations of Education****Duration of Exam: 3 Hrs.****Total Marks : 100****Credit: 04****Theory : 70****Internal assessment :30**

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

Ball Deborah Liebenberg and Forzani Francesca M the Work of Teaching and the Challenge for Teacher Education, 60(5) 497–511 Journal of Teacher Education SAGE Publications 2009

Brooke, Christopher & Frazer Elizabeth, Introduction: Political & Philosophical Perspectives on Education -I Vol. 36, No5, Oct 2010 Oxford Review of Education, pp521-525.

Carr, D. (2010). The Philosophy of Education and Educational Theory. In The SAGE Handbook of Philosophy of Education.

Curran Rendell Aristotle's Educational politics& Aristotelian Renaissance in Philosophy of education Vol. 36, No5, Oct 2010 Oxford Review of Education, pp543-559

Educational Thought and Practice Taneja, VR; Sterling Publishing House Philosophy and Education Mrinal Miri, Oxford Publications, Delhi

Siegel, H. (2010). Knowledge and Truth. In The SAGE Handbook of Philosophy of Education.

Suggested Readings:

Fitz Gerald B.D Medieval Theories of Education: Hugh of St Victor & John of Salisbury, Vol. 36, No5, Oct 2010 Oxford Review of Education, pp575-588.

Fundamentals of Indian Philosophy-R, Puligandla

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC101

Title: Philosophical Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Theory : 70

Internal assessment :30

History of Philosophy Bertrand Russell

Lambert Magdalene Learning Teaching in, from, and for Practice: What Do We Mean? 61(1-2)21-34 Journal of Teacher Education, Sage.

McLaren Peter & Leonard Peter (ETD) Paulo Freire-A critical Encounter, Routledge, London, 1993

Philosophical & Sociological Basis of Education-V R Taneja

Philosophical & Sociological Foundations of Education-Rajesh R Sharma

Tackiness Alex Locke on education and the rights of the parents Vol. 36, No 5, Oct 2010 Oxford

Review of Education, pp627-638

<http://www.wou.edu/~girodm/foundations/philos.pdf>

<http://gradcourses.rio.edu/leaders/philosophies.htm>

file:///C:/Users/Administrator/Downloads/RN05-006%20(3).pdf

<http://plato.stanford.edu/entries/education-philosophy/>

http://www.researchgate.net/profile/Robert_Floden/publication/265080547_PHILOSOPHICAL_INQUIRY_IN_TEACHER_EDUCATION_1/links/54ca42e20cf22f98631acd9bb.pdf

http://www.abdn.ac.uk/develop/documents/21_March_2013_Hilary_Homans_PCM_logframe.pdf

<http://izt.ciens.ucv.ve/ecologia/Archivos/Filosofia-II/Russell,%20Bertrand%20-%20The.Philosophy.of.Logical.Analysis.pdf>

<http://teacherweb.com/AZ/UniversityHighSchool/Sudak/Chapter-7A--Existentialism-2.pdf>

<http://dc.cod.edu/cgi/viewcontent.cgi?article=1031&context=philosophypub>

<http://www.iosrjournals.org/iosr-jhss/papers/Vol2-issue2/E0222227.pdf>

http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/21100/10/14_chapter5.pdf

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

<http://www.ibe.unesco.org/publications/ThinkersPdf/kante.PDF>

http://archive.org/stream/cu31924032702981/cu31924032702981_djvu.txt

<http://www.usca.edu/essays/vol122004/Bercaw.pdf>

<https://pages.gseis.ucla.edu/faculty/kellner/essays/henrygiroux.pdf>

http://diffractions.net/documentos/Recensao4_Giroux.pdf

<http://faculty.education.illinois.edu/burbules/papers/critical.html>

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC101

Title: Philosophical Foundations of Education

Duration of Exam: 3 Hrs.

Total Marks : 100

Credit: 04

Theory : 70

Internal assessment :30

http://www.researchgate.net/profile/Mohammad_Aliakbari/publication/266224451_Basic_Principles_of_Critical_Pedagogy/links/5488a7c40cf2ef344790a286.pdf

http://www-personal.umich.edu/~dball/presentations/091312_CAEP.pdf

https://caepnet.files.wordpress.com/2014/11/ets_embedding_high_leverage_practices.pdf

<http://mseg.wikispaces.com/file/view/TeachingWorks.pdf>

http://sitemaker.umich.edu/ltp/files/kazemi_et_al_merga_proceedings.pdf

<http://tedd.org/wp-content/uploads/2014/03/Lampert-Practice-article.pdf>

http://sitemaker.umich.edu/ltp/files/lampert_m_beasley_h_gousseini_h_et_al.-2010_using_designed_instructional_activities_to_enable_novices.pdf

[http://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](http://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))

<http://www.thirteen.org/edonline/concept2class/constructivism/>

<https://www.era.lib.ed.ac.uk/bitstream/handle/1842/5841/MacAllister2011.pdf;jsessionid=0B221F1BCA29E37B3B6542E927B35E3F?sequence=2>

<http://www.infonomicsociety.org/IJCDSE/Philosophical%20Relevance%20of%20a%20Rational%20Empiricists%20Epistemology%20for%20Education.pdf>

<http://www.soencouragement.org/Essays%20on%20Education%20and%20Educational%20Philosophy.pdf>

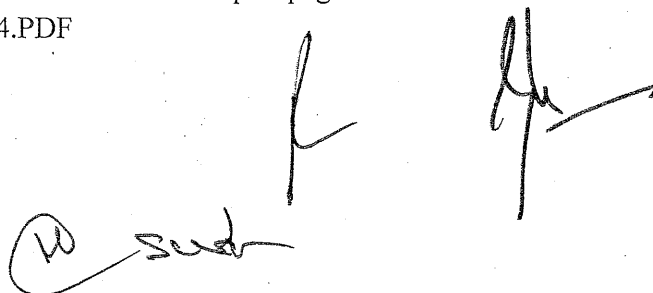
<http://www.itari.in/categories/multiculturalism/DefiningMulticulturalEducation.pdf>

http://www.mu.ac.in/myweb_test/MA%20Education-Philosophy/Chapter-16.pdf

<http://emrj.net/Dr.%20Manisha%20Vinay%20Indani.pdf>

<http://unesdoc.unesco.org/images/0013/001387/138797E.pdf#page=47>

<http://www.lingref.com/isb/4/141ISB4.PDF>

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC102

Title: Educational Psychology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of the course, the learners will be able to:

- develop insight into the nature of educational psychology and relationship of education and psychology
- understand learning from the perspective of different theorists
- gain knowledge of the importance of motivation in learning
- understand the importance of transfer of learning that will enable the teacher and students to realize educational objectives
- pursue their attempts to understand the intricacies of human personality and intelligence

Unit-I

Foundations of Human Learning and Motivation

Psychology of Education–Concept and history of psychology of education , Psycho-education in families, community for promotion of mental health

Main features and contribution of the following schools of psychology towards education: Gestalt and Constructivism.

Motivation: Concept, Theories: Maslow and Murray Theory of achievement motivation and self determination theory

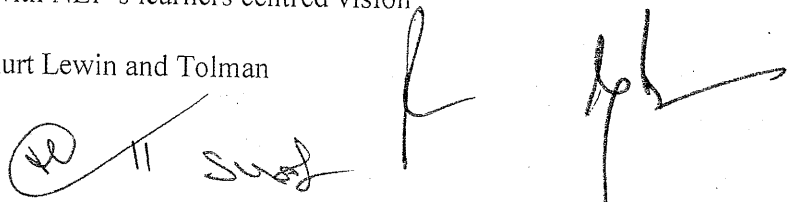
Unit-II

Contemporary Learning Theories and Educational Practices

Learning–Concept, Factors affecting learning, Integration of NEP2020 with psychological preparedness of teachers for enhancing student learning, Competency based learning and assessment (Comparative analysis of NEP2020 & Bloom's taxonomy)

Theories of learning- Kolb and George Siemen and its relevance in designing psychological appropriate online learning tools with NEP's learners centred vision

Cognitive theories of learning– Kurt Lewin and Tolman



MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC102

Title: Educational Psychology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Unit-III

Interrelationship of Cognitive Development, Thinking Processes and Language Acquisition

Development of Concept Formation (meaning and attributes of concepts, development of some concepts and role of teacher in concept building); Reasoning (meaning, steps, types of reasoning and role of teacher); and Problem Solving (meaning, approaches, phases and role of teacher)

Developments of Thinking (meaning, classification, steps, tools, forms of thinking and role of teacher); and Language (meaning, factors influencing language development, role of teacher, development of foundational literacy and numeracy with reference to NEP 2020 for language development)

Unit-IV

Dynamics of Personality Configuration, Intelligence Theories and Socio-Emotional Classroom Ecology

Personality: Concept, Type and Trait Theories, Behavioral Approach -Miller, Dollard and Bandura, Humanistic Approach - Roger and Maslow; Assessment of Personality - Projective techniques Intelligence: Concept, theories: Guilford and Gardner. Enhancing Socio- emotional intelligence and classroom management skills in the lines of NEP2020

Sessional Work:

Administration of any one psychological test/scale to assess personality/intelligence/motivation/any attitude scale, etc: follow the scoring procedure and write a detailed report.

Note for Internal assessment:

The Internal Assessment shall carry 30 marks . The distribution of marks shall be as follows:

12

10

5

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC102

Title: Educational Psychology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

Note for Paper Setters (Major Test):

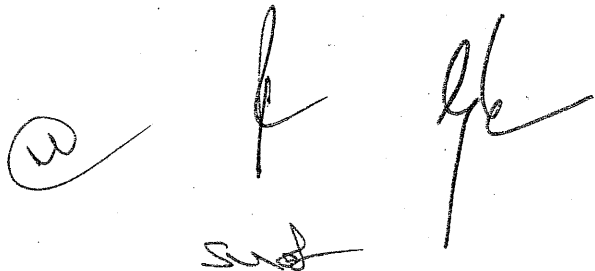
The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 =$ 14 Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Chauhan, S.S. (2001). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.

Dash. M. (2006). Fundamentals of Educational Psychology, Atlantic Publishers and Distributors Pvt. Ltd. New Delhi.



MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027, and 2028)

Course No. : PSMETC102

Title: Educational Psychology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

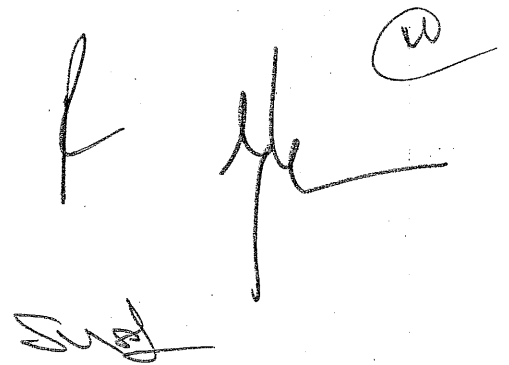
Theory : 70

Internal assessment :30

Suggested Readings:

Mangal. S. K. (2005).Essentials of Educational Psychology. Prentice Hall of India Pvt. Ltd:
New Delhi.

Solso. Robert. L. (2002) Cognitive Psychology. Pearson Ed (Singapore) Pvt. Ltd. Delhi

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC103

Title: Methods of Data Analysis in Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to:

To understand the concepts and methods used in statistical analysis of test scores.

To understand and analyze quantitative data.

To understand the concept and use of Inferential and Descriptive Statistics. (4)

To develop familiarity with computations through statistical techniques.

COURSE CONTENTS

Unit-I

Fundamentals of Educational Statistics and Data Interpretation

Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Continuous and Discrete Series, Scales of Measurement, measures of central tendency and measures of variability

Normal Distribution Curve: Characteristics of Normal Probability Curve, Concept of Skewness and Kurtosis, Applications of Normal Curve.

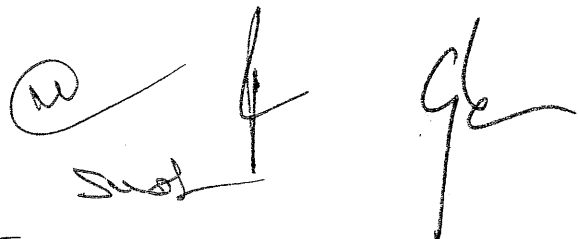
- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases.
- iii) Determination of raw scores from the given percent of cases.

Unit-II

Inferential Statistics and Experimental Data Analysis

Statistical Inferences: Differences between the Means and Correlations for Independent samples (Small and Large Sample)

Analysis of Variance: Meaning, Assumptions and uses of one-way, two-way and three-way ANOVA with computations up to one-way classification only

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC103

Title: Methods of Data Analysis in Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Unit - III

Measures of Correlation and Regression Techniques

Measures of Correlation: Concept, types, uses and computations of correlation by Product Moment correlation through scatter gram and first order partial correlation with reference to scales of measurement and Concept of Association

Concept, Uses and Computations of Biserial, Point – Biserial Correlation

Regression analysis: Concept

Unit IV

Parametric and Non-Parametric Approaches in Educational Statistics

Parametric and Non-parametric Statistics: Differences and uses

Hypothesis Testing: Concept, Assumptions, Advantages and Disadvantages and Computations of Sign Test & KS Test

Sessional Work:

Use of MS-Excel for computation of statistics on any quantitative data/ Collect any quantitative data and analyze it through SPSS software.

Note: There will be two Minor Tests. Each Minor Test will consist of 20 marks (a test of 10 marks in Minor Test-I from Unit1 with Seminar of 10 marks and a test of 10 marks in Minor Test-II from Unit 2 with Sessional of 10 marks. The test will consist of 5 short answer type questions.

Note for Internal Assessment:

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC103

Title: Methods of Data Analysis in Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

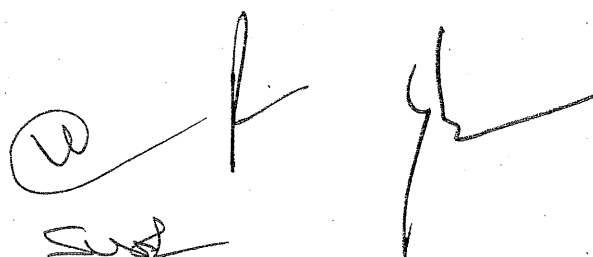
Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 =$ 14 Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry. E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd: Bombay



MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC103

Title: Methods of Data Analysis in Education

Duration of Exam: 3 Hrs.

Total Marks: 100

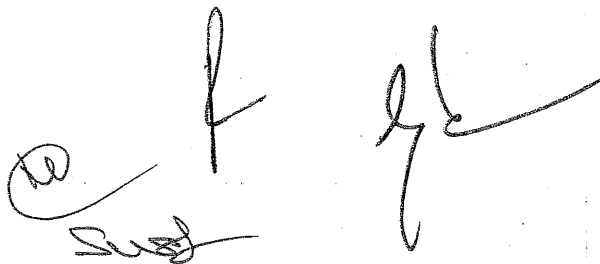
Credit: 04

Theory : 70

Internal assessment :30

Suggested Readings:

5. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt. Ltd, New Delhi
6. Mangal, S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt. Ltd. New Delhi
7. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmadabad

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 4

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to:

- orient thinking of students towards research and its functions in the various fields of educational cause
- understand the place of theory of research
- understand the meaning of educational research of various types
- acquaint the students with the methodology of research of various types
- understand the basic concepts in the philosophy of science
- develop the ability to state terms, concepts, hypothesis working definitions clearly and explicitly

Unit-I

Research in Education

Educational Research-Meaning, nature and scope

Areas of Educational Research: Philosophical, Psychological, Sociological, Historical and Economical

Scientific enquiry and theory development

Hypothesis: its types and Concept of Type-I & Type-II error

Variables in Research: Independent, Dependent, Confounding variables

Concept of Univariate, Bi-variate and Multivariate variables;

One-tailed and two-tailed test

Unit-II

Research Problem and Sampling

Formulation of Research Problem: Sources and Criteria

Concept of Universe, Population and Sample; Unit of sampling, population; Techniques (a) Probability sampling techniques and (b) Non-Probability

Probability Sampling: Random and Simple random sampling, systematic random, Cluster, Proportionate and Stratified sampling, Multi-stage Sampling

Non-probability Sampling: Convenience, Purposive, Quota and Incidental and snowball sampling

Characteristics of a good sample, Determination of sample size, when to use probability and non-probability sampling techniques

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 4

Theory : 70

Internal assessment :30

Unit-III

Research Tools

Tools of Educational Research: Meaning, characteristics; Steps of development and standardization of tools; How to establish norms of the test and uses of the following tools:

- Questionnaire
- Interview
- Observation
- Socio-metric Techniques

Unit-IV

Research Methods

(i) **Descriptive Research** (concept and steps) - Survey Studies, correlation studies, developmental studies, comparative studies and causal-comparative studies

(ii) **Experimental Research** (Concept, Nature, Merits and Demerits)

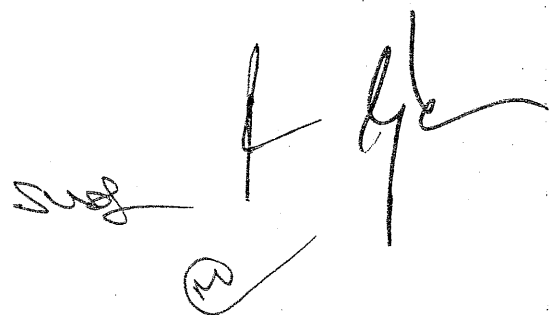
Experimental Research Design: Pre-experimental, quasi experimental design and true experimental design

Internal and External Validity of Results in Experimental Research

Concept and uses of following methods:

- Laboratory experiment
- Documentary Analysis with special reference to logical and content analysis

Writing Research Proposal: Concept, Purpose and Steps



MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 4

Theory : 70

Internal assessment :30

Sessional Work:

- i) Each student will prepare list of psychological tests on any one variable viz., Intelligence, Personality, Creativity, Adjustment etc. to be used for collection of data as an assignment
- ii) Each student will prepare two references for each of the following:
(a) Books (b) Journals (c) Thesis/Dissertation, d) News Paper e) Website
- iii) Each student will appear in a test on any of the following:
(a) Preparation of an Abstract
(b) Preparing a Research Proposal
(c) Qualitative Research (Meaning, Purpose and Steps)
(d) Formulation of hypothesis
(e) Sources of Review of Related Literature
(f) Steps for Preparation of Questionnaire or Attitude Scale or Rating Scale.

Note for Internal Assessment:

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 4

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

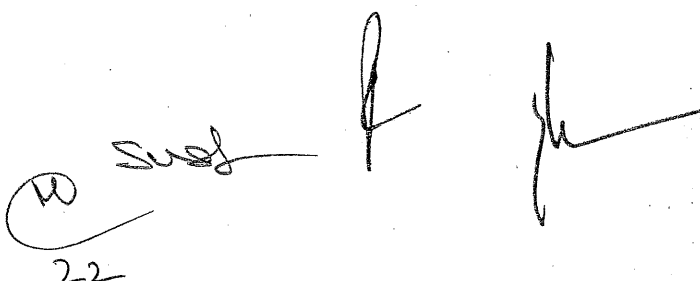
Essential Readings:

1. Anastasi, Annie Psychological Testing, Prentice Hall, 1997
2. Best, J.W. Research in Education. Pearson, 2005
3. Freeman, Frank, S. Theory and practice of Psychological Testing., Holt 1953
4. Good, C.V. The Methodology of Educational Research., New York, 1971
5. Hayman, J.L. Research in Education. Ohio, 1966

Suggested Readings:

6. Mouly, G.J. The Science of Education Research, Boston, 1978

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC104

Title: Methodology of Educational Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 4

Theory : 70

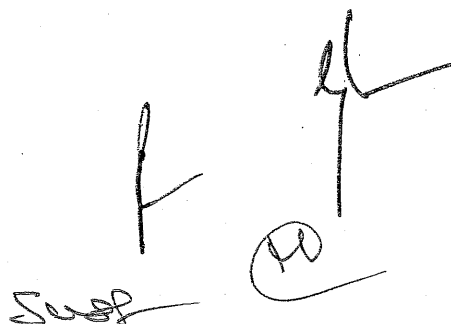
Internal assessment :30

7. Sukhia& Mehrotra

Introduction to Education Research. Bombay, 1966

8. Travers, M.W.R.

Introduction to Education Research. Macmillan & Co, 1969

Handwritten signatures and initials, including a large 'F' and a circled 'W'.

MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC105

Title: An Introduction to New Educational Technology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of the course , the learner will be able to -

- know the historical development and transactional usage of educational technology
- be familiar with the instructional design models and techno- pedagogical models
- understand the various digital learning platforms and digital resources
- be familiar with the emerging trends and new horizons in Educational Technology

Unit I

Foundations, Transactional approaches of Educational technology and Instructional design

Educational Technology: Historical development, Educational Technology as process and product.

Role of Educational Technology in achieving quality education under NEP 2020

Transactional usage of educational technology: integrated, complementary and supplementary

Instructional Design: Concept, Historical development, characteristics of Individualized Instruction (Keller's plan, Mastery learning), small-group instruction, Large-group instruction

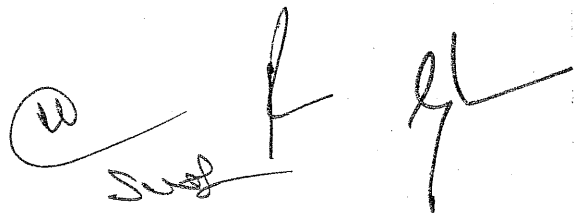
Unit II

Instructional design models and techno - pedagogical integration

Instructional Design Models: ADDIE Model, System model, ASSURE Model, ARCS Model

Technology and pedagogy; Techno Pedagogical Content Knowledge (TPCK); Universal design for Learning (UDL)

Technology and assessment – Online Testing, Electronic Portfolio, and Web based assessments.

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC105

Title: An Introduction to New Educational Technology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Unit III

Contemporary and Digital Learning Platforms

Initiatives in Educational Technology: EMRC, AVRC , MOOC, Swayam Prabha, DIKSHA as an online learning platforms

E-learning: Concept and approaches (flipped classroom approach, Hybrid learning)

Digital resources - Digital textbook, Edu-blog, Edu-podcast, Virtual library

Unit IV

New Horizons and Researches in Educational Technology

New horizons in educational technology – Cloud computing, Game-based learning, e- twining (Concept, Steps and uses)

Educational Technology in relation to open distance learning (ODL)

Researches in Educational Technology - trends and priority areas with reference to Education

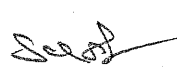
Sessional Work:

1. Design an e-learning module.
2. Develop an electronic portfolio.
3. Organised game based learning programme for classroom learning

Note for Internal Assessment:

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC105

Title: An Introduction to New Educational Technology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

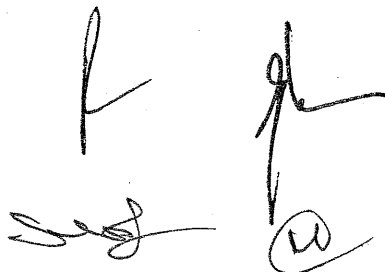
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Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

- Aggarwal, J.P. (2013) Modern Educational Technology. Delhi: Black Prints
- Chauhan, S.S. (1978) A Text-Book of Programmed Instruction. New Delhi: Sterling Pub. Co.
- Flanders, Ned A. (1978) Analyzing Teaching Behavior, London, Addison Wesley Publishing Co.
- Mangal, S.K. & Uma Mangal (2009) Essentials of Educational Technology. New Delhi

Suggested Readings:

- Mahanoy, J. (2007) Modern trends in Educational Technology, Neel Kamal Publications Pvt. Ltd; New Delhi-110063 www.neelkamalpub.com
- Mukhopadhyay, M. (2003) Educational Technology-Knowledge assessment (IInd edition) Shipra publications, New Delhi-110092
- Sharma, R.A. (1997) Technology of teaching, Loyal Book Depot, Meerut.
- Sharma, Y.K. & Sharma, M, (2006) Educational Technology and Management. Vol. 1 New Delhi: Kanishka Publishers and Distributors.



MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026, 2027 and 2028)

Course No. : PSMETC105

Title: An Introduction to New Educational Technology

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Web-references

www.emrc.org/

www.ciet.nic.in/

www.ignou.ac.in/

www.cec.nic.in/

www.avrc.ucsd.edu/

www.ugc.ac.in

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MASTER OF EDUCATION (M.Ed)

Semester I

(For the examination to be held in the year 2026 2027, and 2028)

Course No. : PSMEIC106

Title: Internship

Credits: 4

Total Marks: 100

It will be compulsory for each student studying in first Semester of M.Ed. course to do their Internship through the following activities:

Visits cum Observation (10 days)

1. Visit & observe one Teacher Education Institution: Prepare Report on its overall functioning **5 Days**
 - a) Observe & record lessons of Interns: Five lessons of peers (2X5=10 marks)
 - b) Writing Reflective Journals related to: **(8X5=40 Marks)**
 - i) Teacher Education Institution Activities - Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
 - ii) Understanding Related Aspects of Curriculum: Objectives, Content and Strategy, Learning and Instructional Activities for One teaching Subject
 - iii) Evaluation of Teachers & Learners:
For Teachers: Teaching Learning Process, Behavior, Punctuality, Discipline, Teaching Method used
For Learners: Teachers Rating, Discipline, classroom Participation, Participation in Co-Curricular Activities and use of Achievement Test
 - iv) Preparation for Diverse Learners in Teacher Education Institutions : Related to Caste, Gender, Disabled and Locality
 - v) SOC Analysis (related to Positive and Negative Experiences while teaching).
2. Plan & deliver 4 lessons in 4 Perspective Papers in Teacher Education Institution: Recording of Lessons using available technology **4 Days**
(40 Marks)
3. Visit, observe & record one Teacher Education Institution for extended discussions & presentations on different aspects of teaching: Methods of Teaching, Audio-Visual Aids, Evaluation Procedure, Innovative Practice, Remedial and Diagnostic Teaching, Feedback Mechanism followed for teacher and student evaluation and Inter-personal Relationships
1 DAY (10 Marks)

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC201

Title: Sociological Bases of Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course the learner will be able to:

- understand trilateral relationship among the three poles of school, society and individual
- understand social structure and the influence of education on social, political, economic and cultural institutions and vice-versa
- appreciate the sociological perspectives of education with a view to enable them to take their contribution to educational development

Unit-I

Educational Sociology & Sociology of Education

Conceptual Framework Educational Sociology, Sociology of Education, & Education as an Institution; a social sub system; Major roles and status (Students, teachers and administrators in the society & interrelationships)

Education as an agency of socialization, Agencies of Socialization (Folkways, mores, values, institutions) Education—a cause of stratification and mobility (Sanskritization, Urbanization, Westernization, Industrialization, Modernization and Decolonization); Multiculturalism and Multilingualism

Unit-II

Change & Equality of Educational Opportunity

Concept and Nature of Culture, Difference between culture and civilization, Enculturation and Acculturation, Cultural compression and reproduction and contextual role of Education

Concept and nature of Social change; a review of the issues in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Concept of Equity and Equality, Career preferences, vocation and equality of educational opportunities, educational diversities (gender, caste, demographic, religion as well as language); educational and social remedies in regard to the diversities. Critical analysis of educational inequality despite Constitutional Provisions (Articles 15, 21A, 46) Vis a Vis

Change & cultural Education of Inequality Vs Inclusivity; Educational, Disadvantaged Groups- Women and Trans gender, Scheduled castes and tribes, Rural Population, Urban poor, Divyang (Differently Abled), Juvenile Delinquency; Crime against women.

MASTER OF EDUCATION (M.Ed)**Semester II****(For the examination to be held in the year 2027, 2028 & 2029)****Course No. : PSMETC201****Title: Sociological Bases of Education****Duration of Exam: 3 Hrs.****Total Marks: 100****Credit: 04****Theory : 70****Internal assessment :30****Unit-III****The Sociology of Teacher Education and School Culture**

The school as a micro-society. Peer group dynamics, cultural diversity, and managing multiculturalism in modern classrooms. Exploring teacher autonomy, accountability, professionalization, and their role as organic intellectuals and community leaders. Sociological critique of major policy transitions from NCF 2005 to NEP 2020, evaluating their visions for social equity and national integration

Unit-IV**Theoretical Framework of Sociology**

Theoretical framework and perspectives in the Sociology of Education - Structural-functionalism (socialization selection and allocation) Conflict/Marxism (The state, ideology and education) Phenomenology/interactionism (Socialization in school and society) Alternatives in education (Paulo Freire, Ivan Illich)

Sessional work

Understanding and developing the case studies of the problems of Westernization & Industrialization in context of teacher education program; developing a plan for evolving out an understanding and norms for the different diversities in the classrooms—approximations on the thinking of the diverse students (in minority) in classrooms, Impact of Globalization on Education in Jammu and Kashmir -contexts(specific inputs) Critical analysis of De-schooling the society in the present contexts(online classrooms and shadow education).

Note for Internal assessment:

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC201

Title: Sociological Bases of Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

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Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Abraham Francis & Morgan John: Sociological Thought, MC Million India Ltd. 2002. Manual for Teachers & Students

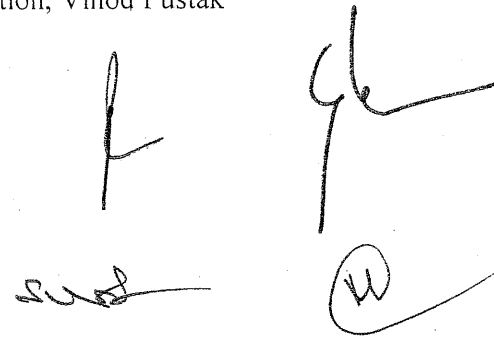
Ahmed, Imtiaz and Gosh, P: Pluralism and equality- Values in Indian Society and Politics, sage Publications.

Beteille, Andrea: Sociology: Essays on Approach and Methods, OUP 2000.

Haralambos, M.: Sociology Themes and Perceptive OUP, New Delhi.

Jayapalan N: Sociological Theories, Atlantic Publishers and Distributors 2001.

Mathur, S.S.: Sociological Approach to Indian Education, Vinod Pustak Mandir, Agra.



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC201

Title: Sociological Bases of Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Suggested Readings:

Sen Amritya & Jean: India: Economic Development Social opportunity. OUP, 2000

Srinivas, M.N.: Social change in Modern India, McMillan, India Ltd.

Yoginder Singh: Modernization of Indian Tradition, Rawat Publication, Jaipur.

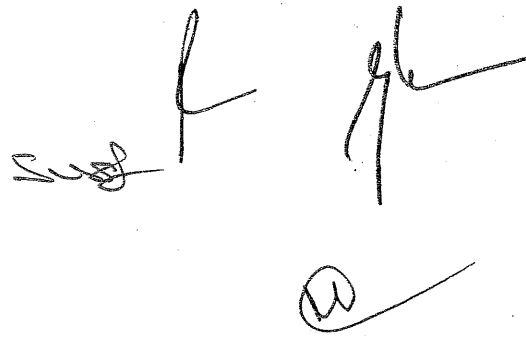
Web References <http://www.reading.ac.uk/RevSoc/archive/volume10/number1/10-1a.htm>
<http://www.jstor.org/stable/3195586>

<http://en.wikipedia.org/wiki/Postmodernism>

<http://www3.interscience.wiley.com/journal/118699453/abstract?CRETRY=1&SRETRY=0>

<http://www.colorado.edu/English/courses/ENGL2012Klages/pomo.html>

<http://en.wikipedia.org/wiki/Feminism> http://en.wikipedia.org/wiki/Ivan_Illich

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC202

Title: Qualitative Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to:

- understand the fundamentals of qualitative research
- understand the validity and reliability issues in qualitative research
- conduct effective interviews and observations
- engage in thematic analysis of documents, transcripts, and notes
- discuss the elements of a “good” qualitative study
- create an effective presentation of qualitative data

Unit-I

Foundations and Methods of Qualitative Research

Qualitative Research: Concept, Characteristics, Purposes and Advantages

Methods of Qualitative Research: Phenomenological Research; Ethnographic Research; Heuristic Research; Case Studies; Philosophical Studies; Policy Research; Grounded Theory; Focus Group; Participate Inquiry, and Clinical research

Qualitative Data: Descriptive, Personal documents, field notes, photographs, People's own Words, Official documents and other artifacts

Unit-II

Techniques and Sample in Qualitative Research:

Observation, Participant observation, review various documents, open ended interviewing, first person accounts

Theoretical Sampling: The iterative process of data collection, coding, and analysis to generate theory, specifically tied to Grounded Theory methodology.

Snowball or Chain Referral Sampling: Accessing hidden, marginalized, or hard-to-reach populations through informant networks (e.g., studying undocumented migrant workers or victims of institutional bullying).

Opportunistic or Emergent Sampling: Taking advantage of unexpected paths or field conditions during active data collection.

Quota Sampling: Setting non-random structural matrices to ensure proportionate representation of specific demographics (e.g., gender, age, ethnicity).

Convenience Sampling: Critical critique of its over-use, understanding its limitations, selection bias, and threat to research credibility.

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC202

Title: Qualitative Research

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Unit-III

Analysis in Qualitative Research

Themes, analytic induction, constant comparative method, Data Analysis with the help of computers. Uses and Computations of Non-Parametric tests (Chi Square and Mann-Whitney U Test), Meta-analysis, SWOT Analysis, Content Analysis and Discourse Analysis (like Narratives).

Unit-IV

Report Writing

Ethics of Writing (Plagiarism and Copy Rights), Styles of Presentation, Criteria for Evaluating Writing, systematic discussion of results, References (APA, MLL & CMS).

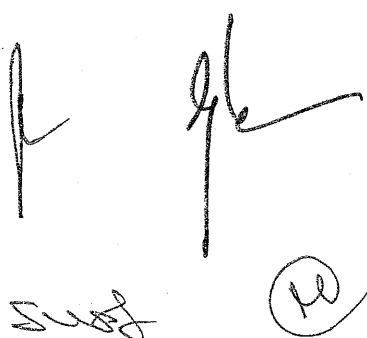
Sessional Work:

Write a Research Proposal based on Qualitative Research.

Note for Internal assessment:

The Internal Assessment shall carry 30 marks . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC202

Duration of Exam: 3 Hrs.

Credit: 04

Title: Qualitative Research

Total Marks: 100

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Bogdab, R.C. & Biklen, S K. (2011). *Qualitative Research for Education*, New Delhi: PHI Learning Private Limited

Koul, L. (2013) *Methodology of Educational Research: New Delhi: Vikas Publishing House.*

Suggested Readings:

Meltzopff, J (2007). *Critical Thinking about Research*, Washington: American Psychological Association.

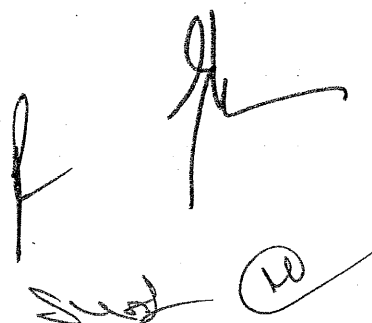
Web References:

www.situedurnd.org/eie

www.grca.org

www.qualitative-research.net

www.tandofline.com



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Title: Comparative Education

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to:

- understand the latest developments in the field of comparative Education at global level
- study and understand the different contextual issues pertaining to the cultures, polity and social dimensions on to the teacher Education
- study and understand the different research techniques and approaches applied in the understanding the comparative education for teacher education
- study and understand the national systems of education vis-à-vis other international systems in the field of education on comparative lines

Unit-I

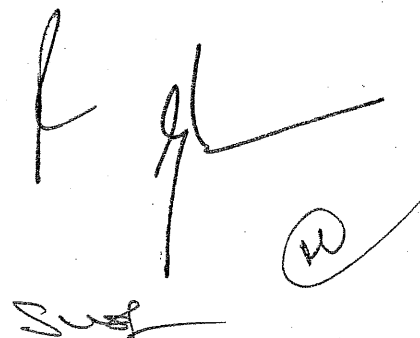
General Introduction

Concept, Need and Scope of Comparative Education in Teacher Education; History of Comparative Education (Today & Tomorrow); the scientific Paradigm in the Comparative Education ; Impact of National, International developments on the comparative Education, The development of Teacher Education due to the Comparative Education; types of comparative methods for the Research

Unit-II

Internationalization of Education

Education & Teacher Education Development in post colonial India—socio historical realities in the policies and the programs in the context of Internationalization of Education; Culture of knowledge; the creation of the educational field due to the Political, Democratic Inequalities in Education and its impact on the schooling in India; Post modernism and the Teacher Education— in India (Problems & Prospects)

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Duration of Exam: 3 Hrs.

Credit: 04

Title: Comparative Education

Total Marks: 100

Theory : 70

Internal assessment :30

Unit-III

Comparative Education Research

Qualitative & Quantitative Approach to Comparative Education; Trends in the Comparative Research and the Teacher Education in India; Units of Comparison-(Policies, Ways of Learning and the Educational Organizations) A case study to be undertaken on the assessment of the Higher/Secondary /School Educational system vis-à-vis to the set policy guidelines (Divergences & convergences) and the suggestive inputs

Unit-IV

Systems of Education & policy Trends

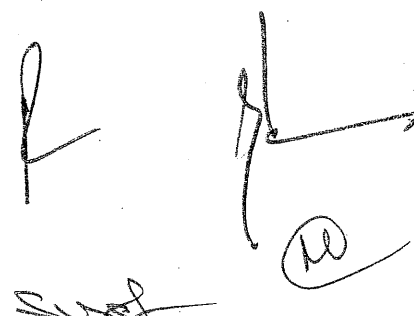
Structure of Education: Comparative analysis of school structures (Primary, Secondary) in USA, Finland, Japan, and Russia vs. India.

Higher Education: Comparative perspectives on university governance, funding, and internationalization in UK, China, and India.

Teacher Education: Comparative study of teacher training curricula, recruitment, and professional development (e.g., Finland vs. developing nations).

Sessional Work

Chart out the developments (Critical analysis) of Education in Jammu & Kashmir vis a vis other states ; Critically assess the Policies of Education implied in J&K (Pre & Post Independence of India) , The Role & Place for Gender, Divyangs and the other deprived in the development of Education in J&K.



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Duration of Exam: 3 Hrs.

Credit: 04

Title: Comparative Education

Total Marks: 100

Theory : 70

Internal assessment :30

Note for Internal assessment:

The Internal Assessment shall carry **30 marks**. The distribution of marks shall be as follows

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

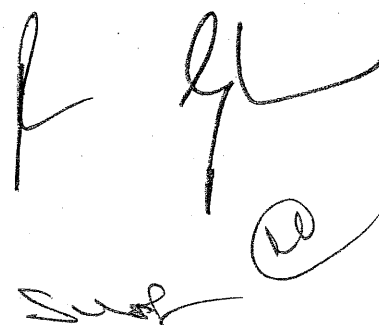
Note for Paper Setters (Major Test)

The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Comparative Education Aggarwal & Biswas



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Duration of Exam: 3 Hrs.

Credit: 04

Title: Comparative Education

Total Marks: 100

Theory : 70

Internal assessment :30

Comparative Education Chaube and Chaube, Vikas Publishing House, Delhi

Comparative Education Sharma YK

Comparative Education-Methods & Approaches -Mark Bray and Adamson's, Springer Ltd

Govinda, R India Education Report- A profile of Basic Education- OUP

Suggested Readings:

Haq & Haq Human Development in South Asia- OUP Karachi

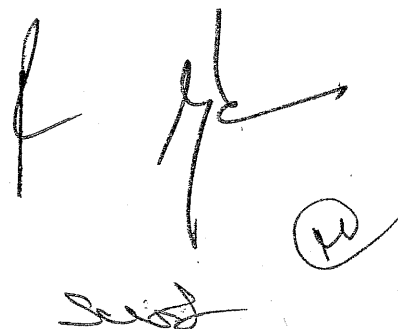
Human Development in South Asia2000, the Gender Question- Oxford

Sociological Perspectives on Ethnicity and Education in China: Views from Chinese and English Literatures University of Pennsylvania, Scholarly Commons, Asia-Pacific Education,

Language Minorities and Migration (ELMM) Network Working Paper Series

Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan, Maher Rizvi, Asia-Pacific Journal of Teacher Education, Taylor & Francis, London

Contributing knowledge and knowledge workers: the role of Chinese universities in the knowledge economy; Shuang-Ye Chen; London Review of Education Vol. 10, No. 1, March 2012, 101-112

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Duration of Exam: 3 Hrs.

Credit: 04

Title: Comparative Education

Total Marks: 100

Theory : 70

Internal assessment :30

Web Resources:

http://147.8.214.206/f/acadstaff/376/Bray_PFIE_1_2.pdf

Creating intentional spaces for sustainable development in the Indian trans-Himalaya: reconceptualizing globalization from Below, Payal Shah :Intercultural Education, 2014 Vol. 25, No. 5, 362–376,

<http://www.bris.ac.uk/education/people/academicStaff/edslr/publications/14ird>

[http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education\(1\).pdf](http://www.analytrics.org/Documents/International_Handbook_of_Cultures_of_Teacher_Education(1).pdf).

<http://www.enquirylearning.net/ELU/Issues/Education/Ed3.html>

<http://cmòds.org/Units/Unit1/Cmod2PostmodernismInEducation.pdf>

http://edb.org.hk/hktc/download/journal/j1/1_1.5.pdf

<http://www.jstor.org/stable/1188108>

http://www.edu.uwo.ca/faculty_profiles/cpels/larsen_marianne/documents/CompEdPostmodernity.pdf

http://www.helsinki.fi/luma/eutrain/outputs/teacher_education_germany.pdf

<https://ala.asn.au/about-us/>

http://uil.unesco.org/fileadmin/keydocuments/Literacy/LIFE/Mid-termPackage/5_latin_american_and%20the-

caribbean_country_reports/5a_%20Country_report_Brazil/Report_BRAZIL_ENG.pdf

<http://www.adeanet.org/portals2/adea/biennial->

2006/doc/document/A1_3_%20brazil%20short%20version_en.pdf

<http://www.educationuk.org/global/sub/higher-education/>

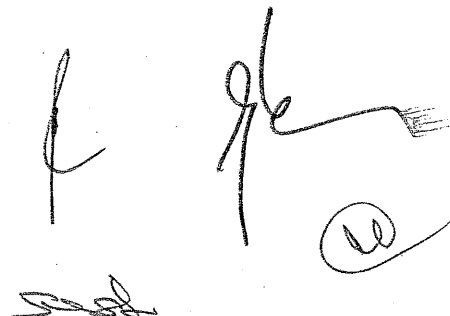
http://www.ecctis.co.uk/europass/documents/ds_description.pdf.

<http://www.ajal.net.au/>

<http://hrd.apec.org/images/f/f7/88.3.pdf>

<http://www.oecd.org/edu/skills-beyond-school/ASkillsbeyondSchoolReviewoftheUnitedStates.pdf>

<http://nces.ed.gov/pubs/web/95024-2.asp>



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC203

Duration of Exam: 3 Hrs.

Credit: 04

Title: Comparative Education

Total Marks: 100

Theory : 70

Internal assessment :30

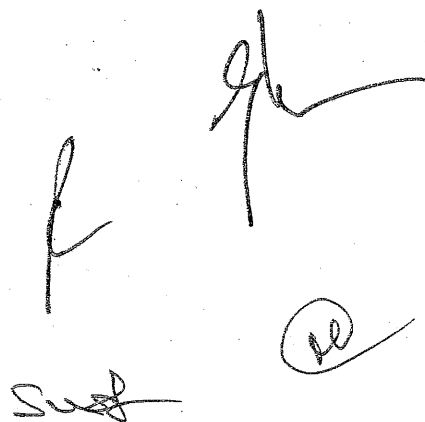
<http://www.scdl.net/downloads/vocationaluniversityconceptnote.pdf>

http://www.unevoc.unesco.org/up/India_Country_Paper.pdf.

<http://info.worldbank.org/etools/docs/library/235724/skills%20development%20in%20india%20the%20vocational%20education%20and%20training%20system.pdf>:

<http://www.germ-a.com/wp>

content/uploads/2014/06/International_Handbook_of_Comparative_Education_Springer_International_Handbooks_of_Education_pdf

The block contains several handwritten marks. At the top right is a large, stylized signature. Below it and to the left is another signature. At the bottom left is a signature that appears to be 'Sush'. To the right of 'Sush' is a circled mark containing the letters 've'.

MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learner will be able to:

- get acquainted with teacher education in Jammu and Kashmir state
- understand the concept and organization of Internship
- know and apply various techniques of higher learning
- be familiar with the correlates of effective teachers and Research in teacher education

Unit-I

Development of Teacher Education

Teacher Education: Importance, programmes and perspectives; Pedagogy of different aspects of teacher education

Teacher Education in India after Independence:

- a) Kothari Commission Report (1964-66)
- (b) National Policy of Education (1968 & 1986)
- c) Revised National Policy POA (1992)
- d) NCFTE (2009) & NEP (2020)

Historical development of Teacher Education in India and Union Territory of Jammu Kashmir

Unit-II

National Bodies and Teacher Education

Components and importance of Pre-service and In-service teacher education

Internship and Project Work: concept, planning and organization

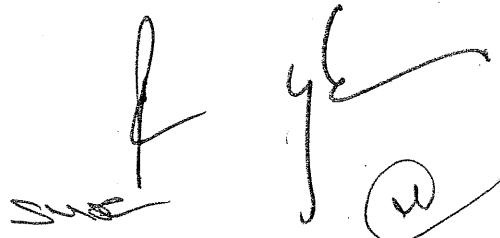
Role of NCTE, NCERT, NIOS, SCERT, RCI and NIEPA for promotion of teacher Education

Different forms of Teacher Education Institutions in India: DIET, CTE, IASE, and

School/Department of Education

Different Programmes and duration of Teacher Education Programmes: D.Ed., B.Ed. (ODL),

M.Ed, ITEP



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

Unit-III

Instructional Designs and Techniques for Higher Learning

Strategies of professional development: self study, study groups and study circles, book clubs, extension lectures, research colloquium

Design and organise Techniques of Higher Learning: I.e., i) Conference Technique ii) Seminar Technique iii) Symposium Technique iv) Workshop Technique v) Panel Discussion Technique in the classroom

Instructional Strategies in Teacher Education: i) Supervised study ii) Individualized study iii) Role playing iv) Collaborative learning v) Peer learning vi) Cooperative learning vii) Team teaching

Unit-IV

Effective Teaching and Research in Teacher Education

Teacher Effectiveness: Concept, Determinants, Identification, Characteristics

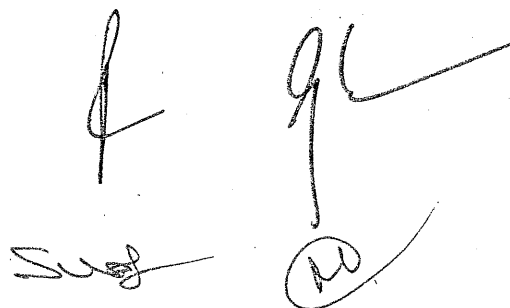
Supervision of Practice Teaching: Observation and Assessment; Feedback to Student Teacher- Concept and Types

Recent Researches in Teacher Education with reference to NEP 2020 : Review of recent research studies with their design , findings and policy implications

Sessional Work:

Attempt any one:

- Preparation of timeline chart of the development of teacher education in J & K state
- Interview of practicing teachers to identify the nature of current in-service teacher education

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

- Preparation of report based on supervision of at least three B.Ed. practice teaching classes and writing supervision comments
- Organisation of different techniques for higher learning i.e. Seminar, Conference, workshop etc
- A review of researches in any one area of research in teacher education and its policy implications

Note for Internal Assessment:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	4 × 14 = 56 Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	4 × 3.5 = 14 Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

following pattern:

Essential Readings:

Garg, B.R. (2000) *Issues in Teacher Education*, the Indian Publications: Ambala Cant-133001(India)

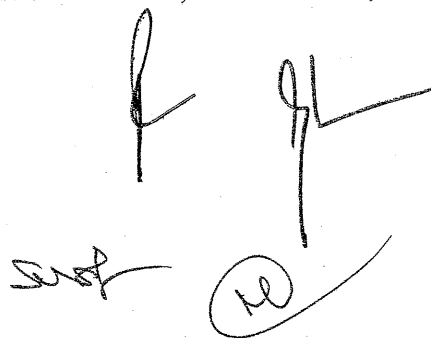
Mangal, Sheela (2010) *Teacher Education: Trends & Strategies*, Radha Publishing, New Delhi

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

MHRD (1986) *National Policy on Education and Programme of Action*, Govt. of India, New Delhi

MHRD (1990): Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi

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



MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

MHRD (1990): Towards and Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi

Nayar, D.P. (1989) Towards a National System of Education, Mital Publishing, New Delhi

NCERT (1987): In service Training Package for Secondary Teachers MHRD, New Delhi

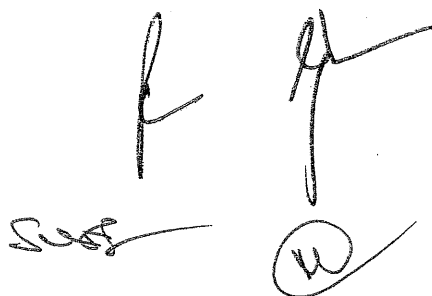
NCTE (1998): Curriculum Framework for Quality Teacher Education, NCTE, Publishing, New Delhi

Saxena, N.R., Mishra, B.K., & Mahanoy, R.K.(1999-2000) *Teacher Education*, Surya publications: Meerut

Suggested Readings:

Singh, R. P. (1990) *Studies in Teacher Education*, New Delhi: Bahri Publication

Sikula, J. (Ed.) (1985) Handbook of Research on Teacher Education, New York, MacMillan Publishing

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC204

Duration of Exam: 3 Hrs.

Credit: 04

Title: Teacher Education

Total Marks: 100

Theory : 70

Internal assessment :30

Singh, L.C. et al. (1990) *Teacher Education in India*, New Delhi, NCERT.

Singh, T. (1978) *Diffusion of Innovations among Training Colleges of India*, Varanasi, Bharat Bharti Prakashan

Verma, M. (2006) *Teacher Education*, Murari Lal & Sons: New Delhi-110002

Web References:

www.ncte-india.org/

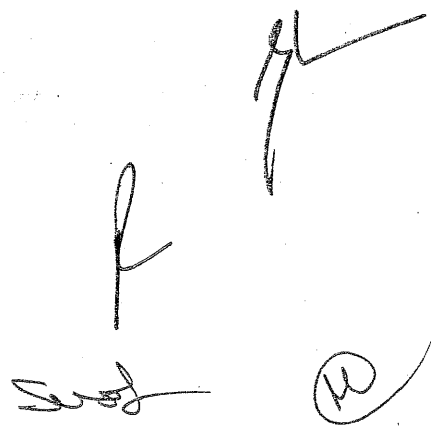
www.aiaer.net

www.ripublication.com

<http://teachingcommons.stanford.edu>

www.researchgate.net

www.facultyfocus.com

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028& 2029)

Course No. : PSMEDC205

Title: Research Proposal

Total Marks: 100

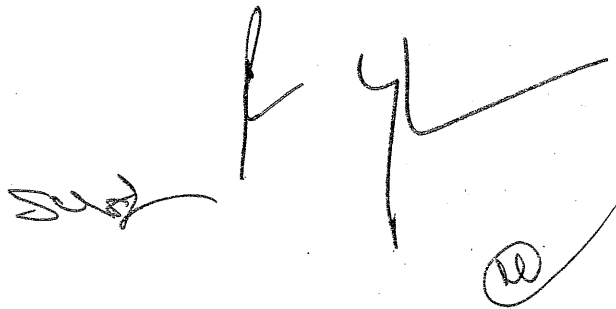
Credits: 4

1. Research Proposal

- a. Selection of topic**
- b. Review of Related Literature**
- c. Preparation of Synopsis**
- d. Development/ Procurement of Tools**

Structure of the Research Proposal

- Front Page (Statement of the Problem, Guide, Researcher and affiliation)
- Introduction
- Review of related literature
- Justification of the study
- Operational Definitions of the key terms used
- Objectives of the Study
- Hypothesis/Research questions
- Research Methodology:
 - i. Variables
 - ii. Population and Sample
 - iii. Tools to be used
 - iv. Data Collection
 - v. Scoring Procedure
 - vi. Statistical Technique/s to be used
- Analysis of Data and Interpretation of results
- Delimitations of the Study
- References

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206

Title: Teaching of General Science

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learners will be able to:

- understand the meaning of curriculum and guidelines given by NCF (2005) for curriculum of science development
- familiarize themselves with the different types of latest strategies and technological interventions that can be used for teaching of general science
- develop a broad understanding of preparing lesson plans using different approaches in teaching of general science

Unit-I

Foundations of General Science and Emerging Educational Technologies

Concept of General Science, Need and objectives of general science in school curriculum, Role of school and teacher in teaching of general science, Qualities of a science teacher

Technological interventions:

- Knowledge forum
- Virtual labs
- Virtual science centers
- e- Learning

Unit II

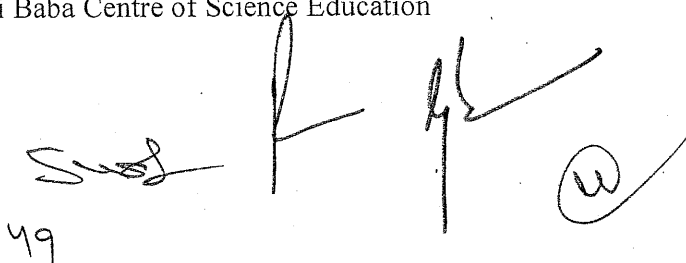
Curriculum Frameworks and Models of Science Teaching

Curriculum: Meaning, NCF (2005) guidelines for curriculum development of science

Types of curriculum: Subject centered curriculum, behaviorist curriculum and constructivist curriculum

Models of Teaching Science, Nature of Science Education, Role of NUFFIELD in teaching of Sciences and Homi Baba Centre of Science Education

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206

Title: Teaching of General Science

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit:04

Theory: 70

Internal assessment :30

Unit III

Strategies for Science Education

Specific Methods of teaching science-lecture cum Demonstration, Project method, Problem Solving, Heuristic method, Reflective methods (deductive and inductive), critical thinking methods (analytical and synthetic method)

Non-formal techniques of teaching science- work experience, community resources, science exhibitions and fairs, science quiz, field trip, model-making,

Unit IV

NEP 2020 Perspectives on Science Pedagogy, Assessment and Innovation

Lesson planning: Meaning and importance of lesson plans, Steps for preparing lesson plans using RCEM and constructivism approaches for teaching of general science.

Contemporary Perspectives in Science Education under NEP 2020

(Reflective Journal / Field Survey / Rubric Preparation)

Experiential Learning in Science Education: An Analysis in the Context of NEP 2020

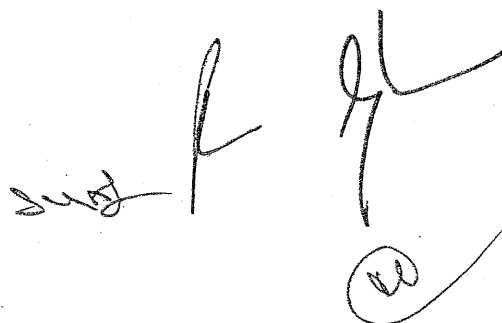
Integration of Indigenous Knowledge Systems of Jammu & Kashmir in Science Teaching

Artificial Intelligence and Digital Innovations in Science Education: Opportunities and Challenges

Assessment Reforms in Science Education in the Light of NEP 2020

Sessional work

- Analysis of a virtual lab/virtual science centre and a report on its contribution towards teaching science to children of far flung areas.
- Visit to science exhibition or prepare a report on classroom observation of science subject in any school level institute.
- Organization of a science quiz

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206

Title: Teaching of General Science

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Note for Internal Assessment:

The Internal Assessment shall carry **30 marks**. The distribution of marks shall be as follows:

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Note for Paper Setters (Major Test):

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Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028& 2029)

Course No. : PSMETE206

Title: Teaching of General Science

Duration of Exam: 3 Hrs.

Total Marks: 100

Credit: 04

Theory : 70

Internal assessment :30

Essential Readings:

- Alexander, W.M., Saylor, the High School Today and Tomorrow
J. G. & Williams, E.L. New York: Holt, Rinehart & Winston, 1971.
A.M.A., A.S.E., A.A.M the Teaching of Science in Secondary Schools, London: John
Murray, 1970.
Clark American Secondary School Curriculum
Dixon, K. (Ed.) Philosophy of Education and the Curriculum. Oxford: Pergamon, 1972.
Falk, D.F. Biology Teaching Methods, New York: John Wiley & Sons, Inc., 1971.

Suggested Readings:

- Hund, P.D. New Directions in Teaching Secondary School Science, Chicago: Rand Mc
Nally, 1971.
Joyce, B. & Weil, M. Models of Teaching, New Delhi Prentice Hall of India, 1985.
Michaels, J.U., Grossman, New Designs for Elementary Curriculum and R.H., & Scott,
L.E. Instruction, New York: Mc Graw Hill, 1975.
Renner, J.W. & Stafford, Teaching Science in the Secondary School. New York: D.G. York:
Harper

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETC 206

Title: Teaching of Social Science

Duration of Exam: 3 Hrs

Total Marks: 100

Credits: 4

Theory : 70

Internal assessment :30

Courses Outcomes:

After the completion of course, the learner will be able to :

- ✦ Get acquainted with different methods, approaches, techniques and elements of philosophy of social science
- ✦ Familiarize themselves with the different types of latest technological interventions that can be used for teaching of social science
- ✦ Develop a broad understanding of social science

UNIT I

Foundations in Social Sciences Education

Place of Social sciences in the present school curriculum at Secondary Stage

Critical appraisal of the existing curriculum in Social Sciences; Suggestions for improvement

Epistemological frame for Social Sciences envisage in NCF 2005

☐ Interactive, Critical pedagogy and Constructivist Strategies in Social Sciences

☐ Study of languages and its interpretation in teaching of social sciences; Nature of history;

Humanities of social sciences and Implications of Bloom's Taxonomy in teaching of social sciences

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UNIT II

Approaches to Social Science Curriculum and Contemporary Teaching Strategies

Approaches of organizing Social Science Curriculum: Logical, Concentric, Spiral, and Chronological

Methods of teaching Social science: Lecture method, Discussion method, Project method, Unit method, Problem method, Source method and Socialized Recitation method

Technological Interventions: Knowledge Forum, Virtual Social Science Labs, Virtual Social Science Centers, e-learning

UNIT III

Measurement, Evaluation and Achievement Testing in Social Sciences

Evaluation: Meaning, Need and Objectives of evaluation in Social Science, Types of evaluation in Social Science

Evaluation techniques: Oral test, Essay type test, Objective type test, Short-Answer type test

New approaches to evaluation: Open-Book examination, Grading, Credit System

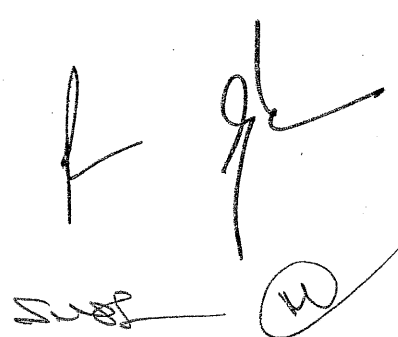
Construction of Achievement test: Concept and Steps

UNIT IV

Pedagogical Analysis: Freedom Struggle and Constitutional Perspectives

Meaning, Importance and Steps of Pedagogical Analysis : Pedagogical Analysis on the following topics:

- First World War
- Khilafat Movement
- Non-Cooperation Movement
- Civil Disobedience Movement
- Salt Satyagraha
- Quit India Movement
- Fundamental Rights and Duties



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- Indian Foreign Policy and UNO
- Employment and Output in Industry and Agriculture
- Disaster Management

Sessional work:

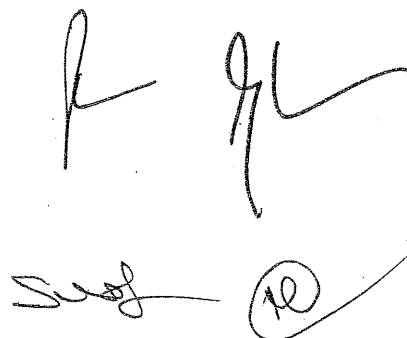
Any one of the following:

- † Make an observation of a place of historical interest and prepare a report on it.
- † Prepare a list of 10 books/Journals in social sciences with all bibliographic details for purchasing to the school library.

Note for Internal assessment:

The Internal Assessment shall carry **30 marks** . The distribution of marks shall be as follows:

Minor Assessment	Nature of Assessment	Unit Covered	Marks
Minor Test – I	Theory Unit Test	Unit I	05 Marks
	Sessional Work / Practical Activities	Unit I	10 Marks
Minor Test – II	LMS-based Assessment (Online Quiz)	Unit II	10 Marks
	Seminar Presentation	Unit II	05 Marks



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Credits: 4

Theory : 70

Internal assessment :30

Note for Paper Setters (Major Test):

The question paper shall consist of long answer type and short answer type questions with the following pattern:

Component	Pattern of Question Paper	Marks
Long Answer Type Questions	Total 08 questions to be set with 02 questions from each unit carrying internal choice. Candidates shall attempt 01 question from each unit.	$4 \times 14 = 56$ Marks
Question No. 1 (Compulsory)	Consists of 04 short answer type questions (approximately 100 words each). Questions shall be from Unit III & IV with 02 questions from each unit.	$4 \times 3.5 = 14$ Marks
Total Questions in Paper	09 Questions in total	—
Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

Essential Readings:

Binning & Binning. (1952). Teaching of Social Studies in Secondary Schools. New York, USA: Mc Graw Hills.

Choudhary, K.P. (1975). The effective Teaching of History. New Delhi, India: NCERT.
Dhamija Neelam. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi, India: Harmer Publishing House

Suggested Readings:

Kochhar, S.K. (1970). Methods of Teaching Social Studies, New Delhi, India: Sterling Publication.

Taneja, V.R. (1970). Fundamentals of Teaching Social Studies, Mahindra Capital Publishers

Yagnik, K.S. (1966). The Teaching of Social Studies in India, Bombay, India: Orient Longman Ltd.

MASTER OF EDUCATION (M.Ed)
Semester II
(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206

Duration of Exam: 3 Hrs.

Credits: 4

Title: Teaching of Language

Total Marks: 100

Theory : 70

Internal assessment :30

Course Outcomes:

After the completion of course, the learners will be able to:

- enable the students to understand about the theories of teaching & learning of Language
- create the desired learning structure and condition among learners for the teaching of language
- select the strategy of teaching in order to bring desirable change in the behavior of the Learner & skills of analyzing interaction in teaching and learning situation in the language
- evaluate the success of the planning, organizing and leading activities related to teaching-learning Curriculum & Evaluation
- enable the students to develop to understand the language contexts of India

Unit-I

Language Learning, Multilingualism and Teaching Methodologies

Language Acquisition: Nature of language, Factors (Linguistic, Psychological & social) influencing the Language learning and the teaching; Teaching Language and the teaching of literature – nature Interrelationship, techniques and the evaluation. Models of Language Acquisition: Chomsky-Language Acquisition Device, Skinner's theory Piaget- Cognitive constructivism theory (language acquisition); application of these theories to development of methodologies of teaching-learning of language; Multilingualism

Unit-II

Curriculum Planning, Language Competencies and Discourse Studies

Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques

Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels, Innovative techniques for teaching grammar, reading comprehension and written expression

Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis

MASTER OF EDUCATION (M.Ed)

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Credits: 4

Title: Teaching of Language

Total Marks: 100

Theory : 70

Internal assessment :30

Unit-III

Language Teaching and Grammatical Approaches

Developing basic language skills (intermediate as well as advanced language skills) for primary, secondary and senior secondary Innovative techniques for teaching grammar, reading comprehension, written expression Modern Grammar: An examination of the principle features of the Grammar- the traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of language

Unit-IV

Language Testing, Evaluation and Multilingual Classroom Perspectives

Assessment: Theory of assessing competence in first and second languages. Preparation and administration of various language testing instruments, Assessment of the student's competence to analyse, critique and appreciate the different genres— literary text

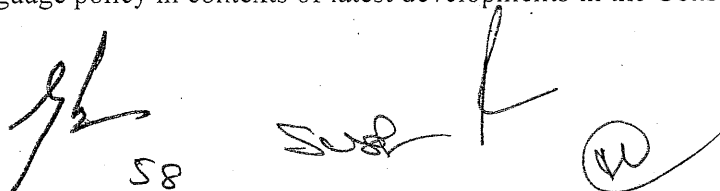
Multilingual contexts of India and the global languages in the class rooms- problem of curriculum text book development, three language formula- critical appraisal, Medium of instruction- recommendation of NPE 1986/1992, NCF (2005), home language & school language-problem & Issues

Sessional Work

Conducting of Observation in classroom teaching and learning of language (LI & LII);

Observe, interact with different students in natural settings in and outside the school, in diverse

Socioeconomic, cultural, linguistic and regional contexts for the language acquisitions, Observe and analyze learning and thinking processes of different age groups for the discourse analysis of language; Examine the thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process of language (LI & LII) as a continuum, a critical examination of language policy in contexts of latest developments in the Constitution.

The bottom of the page features three handwritten signatures or initials. On the left is a stylized signature with the number '58' written below it. In the center is another signature. On the right is a circular stamp or signature containing the letter 'W'.

MASTER OF EDUCATION (M.Ed)
Semester II
(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206
Duration of Exam: 3 Hrs.
Credits: 4

Title: Teaching of Language
Total Marks: 100
Theory : 70
Internal assessment :30

Note for Internal Assessment:

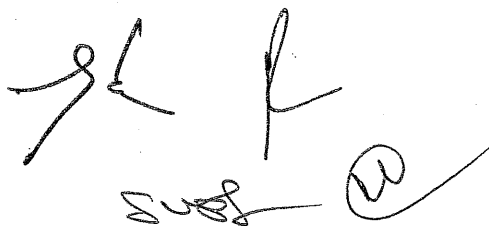
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Questions to be Attempted	Candidates shall attempt 05 questions including compulsory Question No. 1	—
Total Marks		70 Marks

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Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMETE206

Duration of Exam: 3 Hrs.

Credits: 4

Title: Teaching of Language

Total Marks: 100

Theory : 70

Internal assessment :30

Essential Readings:

Bellack, Arno et al., "The language of the classroom", Teachers' College Columbia University, New York, 1996

Piaget, J. (1971). "Biology and Knowledge" University of Chicago Press

Chomsky, N. (1965), "Aspects of the Theory of Syntax" The M.I.T. Press

Suggested Readings:

Chomsky, N "Language and Responsibility", Pantheon, 1977

Tom Butler-Bowdon Psychology Classics: Who We Are, How We Think, What We Do. Insight and inspiration from 50 key books (Nicholas Berkley, London & Boston)

Web Resources

<http://files.eric.ed.gov/fulltext/EJ1082388.pdf>

<http://www.ling.upenn.edu/~ycharles/klnl.pdf>

[files.eric.ed.gov/full text/ED543301.pdf](http://files.eric.ed.gov/full%20text/ED543301.pdf)

www.efdergi.hacettepe.edu.tr/yonetim/icerik/makaleler/1499-published.pdf

<http://www.rasaneh.org/Images/News/AtachFile/27-3-1391/FILE634754469767402343.pdf>

<https://lg411.files.wordpress.com/2013/08/discourse-analysis-full.pdf>

<http://web.uam.es/departamentos/filoyletras/filoinglesa/Courses/DA2011/DA-2011-class1.pdf>

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BACHELOR OF EDUCATION (B.Ed.)

Semester-II

(For the examination to be held in the year 2027, 2028 & 2029)

Course: INT
Credits: 2

Title: School Internship

Total Marks: 50

Maximum Marks Internal : 30

Maximum Marks External: 20

IN T2	Activity	Duration	Credits	Marks 50		
				In t	Ext	
	<u>Visit Cum Observation to</u>	2 Weeks	2			0
	a) Secondary schools (Observation of 8 Lessons)	8 Days		10	5	15
	b) Contributions to the ULLAS centers	2 Days		10	5	15
	c) Visiting 7 wings of SCERT and preparing a critical report of it	1 day		5	5	10
	d) ITI colleges/institutes to work out short term vocation	1 day		5	5	10
				30	20	50

Observation

1. Classroom & School
2. Lessons of Interns
3. School Activities Planning, Teaching & Assessment, Interaction with School Teachers, Community & Panchayat Members
4. Understanding life of a Teacher
5. Understanding Physical, Mental, Social & Emotional Needs of a Child
6. Understanding Related Aspects of Curriculum
7. Assessment of Teachers & Learners
8. Preparation for Diverse Learners in Schools
9. Reflection on Teaching Experience
10. Writing Reflective Journals
11. Extended Discussions on Different Aspects of Teaching

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MASTER OF EDUCATION (M.Ed)

Semester II

(For the examination to be held in the year 2027, 2028 & 2029)

Course No. : PSMEIC207

Title: Internship

Credits: 04

Total Marks: 100

It will be compulsory for each student studying in second Semester of M.Ed. course will do their Internship through the following activities:

Visits cum Observation (16 days)

1. a) Visit & observe High/Higher Secondary School: Prepare Report on its overall functioning **(10 Marks)**
b) Plan & deliver core group Subject lessons in High/Higher Secondary School (15 lessons) on the basis of one Teaching subject opted in B.Ed Course **(15X5=75 Marks) 15 days**
2. Visit, observe & record one Innovative High/ Higher Secondary School for extended discussions & presentations on different aspects of teaching **(15 Marks) 1 Day**

