

Atal Bihari Vajpayee Vishwavidyalaya, Bilaspur (C.G.)



Scheme and Syllabus

of

M.Ed.

Program Code: MEDR116

**Semester system for affiliated college
(As per LOCF and credit system)**

w.e.f. 2023-2024

(As approved by AC and EC meetings held on 16.08.2023 and 18.04.2023 respectively)



अटल बिहारी वाजपेयी विश्वविद्यालय, बिलासपुर (छ.ग.)

कोनी पुलिस थाना के सामने, बिलासपुर-रतनपुर मार्ग, कोनी, बिलासपुर (छ.ग.) 495009

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Scheme of M.Ed under Semester System Program Code: MEDR116

Semester	Course Code	Subject Name	Credit			Total Credit	Marks				
			L	T	P		ESE	IA	Total		
									Max	Min	
First	EDUT101	Philosophical Foundation of Education	3	1		4	75	25	100	36	
	EDUT102	Psychology Foundation of Education	3	1		4	75	25	100	36	
	EDUT103	Introduction of Research in Education	3	1		4	75	25	100	36	
	EDUT104	Elective	A. Elementary Education	3	1		4	75	25	100	36
			B. Secondary Education								
	EDUP105		Communication Skill and Technology Education (Internal)			2	2	-	-	50	17
EDUP106		Basic Computer Skill (Internal)			2	2	-	-	50	17	
Subtotal			12	4	4	20	300	100	500		
Second	EDUT201	Socio- Historical Perspective of Education	3	1		4	75	25	100	36	
	EDUT202	Eco-Political Perspective of Education	3	1		4	75	25	100	36	
	EDUT203	Advance Educational Research/technical	3	1		4	75	25	100	36	
	EDUT204	Elective	Pre service and in-service teacher Education	3	1	2	4	75	25	100	36
			Financing Management and Education								
EDUP205		Initiating Research Proposal and Internship in Teacher Education Institute			2	2	75	25	100	36	
Subtotal			12	4	4	20	300	100	500		

K. J. Pan

Omprakash



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1. Course Code	EDUT 101	
2. Course Title	PHILOSOPHICAL FOUNDATION OF EDUCATION	
3. Course Type	Theory	
4. Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidhyalaya, Bilaspur	
5. Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Acquire the knowledge of nature, scope & function of philosophy of Education.● Understanding and use of philosophical methods in studying educational data.● Understand questions concerning the nature and aims of education.● Acquire every approach to educational problem demands.● Understanding of the interrelationship between Philosophy and Education	
6. Credit Value	04	
7. Total Marks	Internal Marks: 25 External Marks: 75	Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I.	PHILOSOPHICAL FOUNDATION OF EDUCATION Philosophy of Education : Meaning, Definition and scope of philosophy, Nature and function of philosophy, Education interrelationship between Philosophy & Education Modern Concept of Philosophy : Analysis – Logical empiricism & positive relativism.	12
II.	INDIAN PHILOSOPHIES OF EDUCATION Contribution of Vivekananda, Tagore, Gandhi and Arbindo to educational thinking, Indian School of Philosophy Sandhya, Vedanta, Buddhism, Jainism traditions.	12
III.	WESTERN PHILOSOPHY OF EDUCATION Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxism with special reference to the concepts of knowledge, Contribution of Plato Western Thinkers, Dewey, Berting Russell.	12

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IV.	AXIOLOGY AND EDUCATION Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavad-Gita and Islam to education in term of	12
V.	CRITICAL ANALYSIS OF EDUCATION THOUGHTS WITH REFERENCE TO Interrelation between education and development, Schools of Indian and western thoughts.	12
	COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:- Students are subjected to do both of the following practicum. 1. Presentation of papers on different topics (any one). (a).Philosophy of Education of Indian Thinkers in comparison with western thinkers. (b).Change in the concept of philosophy from traditional to modern times. 2. Write any one Thought of Indian Educational Thinker.	

Part C - LEARNING RESOURCES

- Reference Book & Text Book*
1. Foundations of Education - V.P. Bokil
 2. Groundwork of Theory of Education – by Ross
 3. Modern Philosophy of Education – by Brubacher
 4. Nelson B. Hendry, Modern Philosophy of Education
 5. Kilpatrick W.H., Philosophies of Education, Macmillan London
 6. Kabir : Indian Philosophies of Education
 7. Education form Dewey to Gandhi – Ramanathan
 8. Agrawal, J.C.: Nai Shiksha Niti, Prabhat Prakashan, Delhi
 9. Bhatnagar, Suresh Shiksha kiSamasyaen, Lyall Book Depot, Meerut
 10. Anand C.L. et.al.: Teacher and Education in Emerging India, NCERT, New Delhi

Mukherjee, R.K. : Ancient Indian Education

E- RESOURCES

1. <https://www.tripurauniva.ac.in>
2. <https://www.adecutkal.ac.in>
3. <https://www.specialeducationnots.co.in>

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1	SMT. KIRAN BAJPAI	
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5	Dr ULHAS WARE	
6	Dr VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 102
2	Course Title	PSYCHOLOGICAL FOUNDATION OF EDUCATION
3	Course Type	Theory
5	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
6	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Understand the theories of Learning and their Utility in the teaching Learning Process.• To develop understanding of the Psychological basis of Education.• To develop the understanding of the theories of Personality and their use in the development of learning Personality, measurement of personality.• To understand the stages of moral development.• To know the importance of mental health and mental hygiene.
8.	Credit Value	04
9.	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION Psychological as scientific study, its concerns mind, consciousness, behavior and experience, Methods of study in psychology- Observation, survey, case study, interview, testing, Experimental, Contribution of Psychology to Education.	12
II	DEVELOPMENT Development- Concept, Principles, Stages of development, Factors influencing development- genetic, environment and physical, Theories of Piaget and Bruner- its major concepts, stages and implications for education Theories of Development- Erikson's psycho-social development Kohlberg's moral development.	12



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III	LEARNING Motivation and Learning. Learning: Concept, Kinds & level of learning according to various points of learning, Cognitive and constructive approach in learning (Piaget, Burner), Theories of learning: conditioning (Skinner), Hull's reinforcement theory, Thorndike connectionism theory.	12
VI.	HIGHER MENTAL PROCESS Process of Adjustment, conflict, mental health & mental hygiene, Creativity- Nature, Promotion and measurement of creativity, Concept of intelligence and cognitive abilities, identification and its measurement.	12
VII.	PERSONALITY, INDIVIDUAL DIFFERENCES Concept of personality, Determinants of personality development- Biological & Sociocultural, Theories of Personality: Allport, Erickson and Maslow, Concept of Individual differences, Individual differences- determinants; role of heredity and environment implications of individual differences for organizing educational programmes.	12
	COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:- Presentation of papers on different topics Critical analysis of learning situation in schools and out of the schools preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group, Suggest structures of classroom environment in which all students can learn, Each student shall be required to administer test/experiments from the area specified below and maintain a record of it. 1. Creativity, 2. Learning, 3. Memory, 4. Intelligence, 5. Personality	

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Part C - LEARNING RESOURCES:-

- Bernard H.W. : Psychology of learning & Teaching, New York McGraw Hill B
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984
- Morris, E. Eson (1978) : Psychological Foundations of Education. Holt Rinehart, New York.
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt.Ltd. 193
- Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York, Longman incorporated, 1989
- Bruner, Jerome (1960) the Process of Education, Cambridge, Mass, HUP.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall India Pvt.Ltd.
- C.L. Kundu : Personality Development, Sterling publishers Pvt.Ltd., New Delhi, 1989
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
- Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971
- Bichler R.F. and Jack Snowman : psychology Applied to Teaching Houghton Mifflin Company, Boston 1986

E- RESOURCES

<https://www.cukashmir.ac.in>

<https://www.archive.mn.ac.in>

<https://www.slideshare.net>

<https://www.academia.edu.in>

Manu

Khajpur



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f: 2023-2024
1	Course Code	EDUT -103
2	Course Title	INTRODUCTION OF RESEARCH IN EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Understand the concept of research and educational research. Explain and adopt different strategies of research to solve educational problems.• To understand the types and methods of educational research.• To select the appropriate statistical methods in educational research.• To understand the scope and depth of project.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	CONCEPT OF EDUCATIONAL RESEARCH Meaning, nature, purpose and scope of educational research, Scientific method of inquiry and its role in knowledge generation, Types of educational research- basic and applied, action research.	12
II	FORMULATION OF RESEARCH PROBLEM Selection a Research Problem- Sources and Criteria of Research problem, Setting objectives of the study, Formulation and specification of the problem, Hypothesis; Its sources, types and characteristics of a good hypothesis, difference between assumption and hypothesis.	12
III	SAMPLING Meaning of Sampling, types of sampling and sample size, Characteristics of a good sample, Sampling Errors and ways to minimize them, Concept of population and sample.	12

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IV	MAJOR APPROACHES METHODS OF RESEARCH-I Major approaches of Research, Historical research- Primary and Secondary resources, internal and external criticism, Descriptive research- Normative survey Case study, Ex-post facto.	12
V	MAJOR APPROACHES / METHODS OF RESEARCH-II Steps in preparing research proposal, Qualitative approach of educational research- Ethnographic study, naturalistic inquiry and phenomenological research, evaluating a Research Report.	12
	COURSE WORK/ FIELD ENGAGEMENT/ PRACTICUM:- Development of a Research Proposal on an identified Research Problem, Identification of variables of a research study and classification of them in terms of functions and level of measurement, Preparation of a sampling design given the objectives and research questions/hypothesis of a research study, Preparation of a review article, Review of a Research report.	

K. S. Jaiswal

S. S. Jaiswal



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Part C - LEARNING RESOURCES:-

Donald Ary, Lucy Cheser Jacobs, Asghar Razavich "Introduction in research in Education".

Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt.Ltd., New Delhi, 1982)

Kaul, Lokeksh (1984) : Methodology of Educational Research. New Delhi : Vikas Publication.

Patton, M.Q. (2002) : Qualitative Research and Education. Thorns and Oaks: CA: Sage.

Sharma, R.A. (2000) : Fundamentals of Educational Research. Meerut: Loyal Book Depot.

Siddhu, R.S. (2002), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt.

Action research – Corery.

Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S.

Travers, R.M.W. (1978) : An Introduction to Educational Research, London: Macmilan

Tuckman Bruce W: Conducting Educational Research (Harcourt Brace Javanovich, Inc. New York, 1978.

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Part A: Introduction		
Program: . M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT - 104 - 1(A)
2	Course Title	ELEMENTARY EDUCATION (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Understand the context of elementary education.● Understand the institutions, structure at elementary school stage.● Understand the quality dimension i.e. curriculum, programmes and work force of ECCE Develop knowledge and skills for research and evaluation for elementary education. <ul style="list-style-type: none">● Analyze the present evaluation system in elementary education.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	CONTEXT OF ELEMENTARY EDUCATION AND ECCE Development characteristics and norms-physical, cognitive, language, socio-emotional development during early and elementary stage, Influence of home, school and community related factors on child's development, Place of language in elementary education.	12
II	PROGRAMMES IN ELEMENTARY EDUCATION AND ECCE SarvaShikshaAbhiyan: Goals and Specific Programme intervention at national level and in C.G. to improve access, enrolment, retention, participation and achievement, Monitoring, research and evaluation of specific schemes like Mid-day Meal and different incentive schemes, ECCE Programmes- Anganwadi Balwadi, Montessori, Kindergarten, Support work force: Teachers, Parents and Community Support in functioning ECCE and Elementary Education.	12

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III	ELEMENTARY EDUCATION AND ECCE: POLICY AND PERSPECTIVE Constitutional Provision for education: Right to Education, Participation of NGO's in achieving goals of UEE, ECCE and Women Empowerment and Programmes	12
IV	STRATEGIES, APPROACHES AND RESOURCES Learning Resources and their integration in curricular activities, preparation and use of learning and play material, General principles to curriculum approaches- theme and activity based-child centered play way, , theme based, holistic, joyful, story-telling, puppetry, role play, dramatization, art activities, cooperative learning, field trips and exploration as methods upper primary and early primary stage, Place of work experience in curriculum, Place of health and physical education, yoga in elementary education, Place of environment studies- social and life sciences in elementary school curriculum, Place of mathematics in school curriculum, objectives and its implication for teaching.	12
V	ELEMENTARY EDUCATION ISSUES AND CHALLENGES Achievement levels of different types of learners: Status and issues, Dropout rate- meaning and computation reasons for dropout, Access and enrolment of different types of learners: issues and challenges, Differently abled children types: access, issues and challenges, critical appraisal of inclusive education as a solution	12

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Part C - Learning Resource

- Celin Richards (1984). The study of Primary Education and Resource Book. Vol. I.
Government of India (1986) National Policy on Education, New Delhi, MHRD.
Government of India (1987) Programme of Action, New Delhi: MHRD.
National Curriculum Framework (NCF)- 2005 NCERT, New Delhi.
Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
Hurlock, E. (1995), Child Development, McGraw Hill Book Company, USA
Kurrian, J. (1993), Elementary Education in India, New Delhi: Concept Publication.
Monanty, J.N. (2002) : Primary and Elementary Education. Deep & Deep Publications, New Delhi.
Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
Agrawal, JC and Gupta, S. : Early Childhood care and Education, Shipra Publications, New Delhi.

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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT - 104 - 1(B)
2	Course Title	SECONDARY EDUCATION (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Understand principles, aims and features of secondary school.• Understand the concept of quality education in secondary level• Understand different programmes and agencies for ensuring the quality of education in India Develop an idea about the structure of secondary education in India Develop awareness about the need for vocationalisation of secondary education in India. <ul style="list-style-type: none">• Analyse the present evaluation system in secondary level.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	SECONDARY EDUCATION IN INDIA Recommendations of different commissions and policies on secondary education (Mudaliar commission in detail, aims, Problems and Recommendations), Kothari commission, Yashpal Committee)- Policies and programmes for secondary education (NPE 1986, PoA 1992, RMSA)- NCF 2005 (emphasis of Secondary education)	12
II	STRUCTURE AND ISSUES OF SECONDARY EDUCATION IN INDIA Structure of secondary education in India (10+2+3 pattern of education)- Problems and issues of secondary education in India (equalisation of educational opportunity, wastage and stagnation in secondary level) gender inequality in schooling, Public- private schools, rural-urban- tribal schools.	12

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III	SECONDARY EDUCATION CURRICULUM Secondary School curriculum (features, principles), Critical appraisal of present Secondary School curriculum in the state- C.G. and CBSE, Vocationalisation of secondary education in C.G. and India (the efforts, present status, problems and prospects), Place of health, physical education and yoga in secondary education	12
IV	QUALITY IN SECONDARY EDUCATION Quality education (concepts, indicators of quality, setting standards for performance), Delor's Commission Report regarding quality – Professional enrichment of secondary teachers, Different in-service programmes for ensuring quality.	12
V	SECONDARY EDUCATION EVALUATION Assessment and evaluation in secondary level (new trends in evaluation – grading – internal assessment – semester system, need and importance of CCE.), Different evaluation systems and agencies of evaluation	12

Part C - Learning Resource

Sharma, Dr. R.A. Curriculum Development and Instruction: R. Lal Book Depot, New Delhi
Choube, S.P.: History of Indian Education, VinodPustakMandir, Agra
NCERT: National policy of Education, NCERT New Delhi.
NCERT: National Curriculum Frame work (NCF) 2005, NCERT New Delhi
Sharma, R.N.: History and problems of Education in India, Surjeet Publication, New Delhi
Shambhu Charan Choudhary : ShikshaKeSiddhantaurltibas.
Pathak, P.D. : BharatiyaShikshakeAyog, VinodPustakMandir, Agra.

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<https://www.en.m.wikipedia.urs>
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1	SMT. KIRAN BAJPAI	
2	MR. KOHAN LAL SAHU	
3	SMT POONAM VERMA	
4	DR. SUJEET MISHRA	
5	Dr ULHAS WARE	
6	Dr VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT - 105
2	Course Title	COMMUNICATION SKILL AND TECHNOLOGY (INTERNAL)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Enable the learner to become effective user of technology in Education.• To make the student familiar with new trends, techniques in education along with e-learning.• To enable students teacher to understand about the meaning, nature and scope and significance of E.T.• To make the student familiar with new trends, techniques in education along with e-learning.• Recognize various factors that influence communication and technology.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	CONCEPT OF COMMUNICATION AND TECHNOLOGY Concept and process of communication, Nature, Principles and Types of communication, Modes and barriers of communication, Formulation of instructional objectives, Task analysis.	12
II	COMMUNICATION MODES IN EDUCATION Concept and process of communication, Nature, Principles and types of communication, Modes and barriers of communication, Formulation of instructional objectives, Task analysis.	12
III	INTEGRATING MULTIMEDIA IN EDUCATION Meaning and concept of multimedia text, graphics, animation, audio-video, Multimedia Applications for educationist, Development of multimedia lesson in education.	12

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IV	E-LEARNING & ONLINE LEARNING MANAGEMENT E-learning - meaning, definition & scope of e-learning, E-learning - trends, attributes and opportunities, Online learning course development models, Management and implementation of e-learning.	12
V	NEW TRENDS IN COMMUNICATION TECHNOLOGY Emerging trends in communication technology, videotape, radio-vision, Educational technology on formal, non-formal and informal education, Evaluation and educational technology, Tele conferencing, CCTV- Problems of New technologies	12

Part C - Learning Resource

Integrating Technology in the classroom shelly, Cashman, Gunter and Gunter, publication by Thomson course technology.

Essentials of Educational Technology, Madan Lal, Anmol Publications.

Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons

Education and Communication for development, O.P. Dahama, O.P. Bhatnagar, Oxford IBH Publishing company New Delhi.

Information and Communication Technology, N. Sareen, Anmol Publication

Communication and Education, D.N. Dasgupta, Pointers Publishers

E-learning a Guidebook of principals, Procedure and practices, Son Naidu,

Commonwealth of Learning, Commonwealth Education Media Centre for Asia

Education and Communication, O.P. Dham

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<https://www.w.p.hyu.edu>

<https://www.befoward.com>

<https://www.wikipedia.com>

<https://www.hirect.in>

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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 106
2	Course Title	BASIC COMPUTER SKILL
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Understand the use of Internet in education.● Use various application software like Ms Word, Excel and PowerPoint.● Develop the understanding of information and communication Technology.● We able to understand the changing scenario of ICT through virtual classroom in teaching learning process.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	ICT AND EDUCATION Information and communication Technology: - origin, concept and importance, Components of a modern ICT's input Process and output devices, Use of ICT: - used by educational managers/administrators, teacher's students.	12
II	MS OFFICE Ms Word: different man news and ribbon home, insert, page layout, references, meaning, and review, functions of the office button, customise quick access toolbox, PowerPoint: - different menus and ribbons, making slides, custom slide show, MS Excel: different menus and ribbon, charts and their functions in the field of education, application of function library.	12

K. B. Jaiswal

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COMMUNICATION IN TEACHING AND LEARNING		
III	Elements of communication types, Educational and public communication one to one, one many, many too many, Information and communicational technologies in teaching learning contexts and the need for the ICT devices.	12
INTERNET AND EDUCATION		
IV	Online aspects: online Surfing, online conferencing, creation & use of E-mail, chat, uses of Search Engines, Use of cloud computing, utility of different topologies in the field of educations, Use of Internet in education.	12
VIRTUAL CLASSROOM AND EDUCATION		
V	Virtual classroom: Concept uses in schools and Universities, Models of a virtual classroom: Synchronous, Asynchronous and self paced instruction, Virtual classroom for teaching learning process, video conferencing, Advantage of virtual classroom for teacher and students.	12

Part C - LEARNING RESOURCES

Agrawal J.C.(2009):-Essentials of Educational Technology Innovations in Teaching learning.
Bhatnagar,A(2007) Teaching of computer science, international publishing house, Merrut.
Goel,H.(2008) Teaching of computer science,R.Lal book depot, Meerut.
Upadhyay,A. & Singh N.(2008) Computer Shiksha , Agrawal publication Agra.
Chandakar,M.(2011) ICT in education (Based on UNESCO ICT Initiative), Authors pressa New Delhi.
Chudhary,B.(19992) Tribal Transformation in India.Vol.-V,New Delhi.
Government of India (19992), Programme of Action,MHRD, Department of Education,New Delhi.
NCERT (2006), National Focus Group Report on Education of SCs and Sts,New Delhi.
P.P.Singh,Sandhir Sharma: E-learning:New Trends and Innovation,New Delhi Deep Publications.
GouravChadha,S.M. NaNafaykumail: E-learning,An expression of the knowledge Economy,Tata McGraw-Hill Publications.

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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 201
2	Course Title	SOCIOLO HISTORICAL PERSPECTIVES OF EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Interpret the role of education in social context.● To recognize the socio culture aspect of education.● To enable the student to understand concept and process of social organization, social stratification and institution.● To acquaint the student with general development and progress of educational after independence.● To know the success about historical person.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Course concepts Concept and nature of sociology of education concept, need, approaches to sociology of education, Concept and type of social institutions and their function (family, school and society), Concept of social movements theories of social movements (relative deprivation, resources mobilization, social movement theory)	12
II	Socialization and education Education and culture meaning and nature of culture role of education, Contribution of thinkers, Swami Vivekanand, Rabindranath Tagore, Savitri Bai Phule	12

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III	Religious, Social changes and Education Religious and values, Education and modernization, Social mobility an education.	12
IV	Historical perspective in education Vedic, Buddhist, Jain Education	12
V	Indian Education after independence Education commission (1952-53), Kothari Education commission, Unit Educational Seems Of 1964-66, Post Independent, Primary Education- SSARTE, Secondary Education- RMSA, Higher Education- RUSA	12
Practicum: The students may undertake any two of the following activities: Study of various status of your society and its education, Study the gender issues prevailing in local news papers with in a fortnight and report and suggest remedial measures, A study of the relationship between economy and education of various social groups of your society		

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Part C - Learning Resource

Brown Francis J. (1961). Educational Sociology, New York; Prentice Hall Inc.

Chaube S. P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod PustakMandir

MathurV.S. : Sociological Approach to Indian Education

Otaway, A.K.G., (1953). Education and Society, London; Routledge and Kagan paul.

Stanely, C. William (1957). Social Foundations of Education, New York; The Dryden PressIc.

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Part A: Introduction		
Program: M.Ed		Semester: I
w.e.f.: 2023-2024		
1	Course Code	EDUT 202
2	Course Title	ECO. POLITICAL PROSPECTIVE OF EDUCATION
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• To enable the student to under Stand the concept and meaning of problems of education (economic, political) Economic development and education concept of educational finance.• To enable the student to under the constitutional provisions for educational.• Understand the intellectual roosts of economic liberalism and critiques thereof.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Economics Prospective of Education economic of education, Cost benefit analysis v/s cost effective analysis in education. Economic returns to higher education	12
II	Education finance Concept of educational finance, Need, Significance & Principal, Educational finance of micro and macro levels	12
III	Educational Economic & Planning Meaning and nature of economic planning with special reference to education, Concept of budget.	12

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IV	Political prospective of education Relationship between politics and education, Perspectives of politics of education, Liberal conservative and critical approaches to understanding politics behaviorism theory of system analysis and theory of rational choice, Education for political development and social political socialization.	12
V	Education policy Relationship between policies and education, Linkage between education policy and national development, Planning of policy impel mentalist, Evaluation options, making the policy decision, Types of education policy national state level & international level	12
	PRACTICUM The students may undertake any two of the following activities: Make out a report on the skill development programmes being organized in different colleges in Bilaspur, List out the socio-economic problems in your society and how the education is a means to eradicate it, Make out a status report on the implementation of RTE in you locality.	

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Part C - LEARNING RESOURCES

Education in Ancient India- Dr. A.A. Altekar

Ancient Indian Education- R.K. Mukharji

A History of Education in India (during the British period) by J.P. Naik and Nurulla

A text Book in History of Education- Paul I Munroe.

N.C.E.R.T., NCERT- the first year book of education 1961

Ministry of education- Education Commission Report- 1964-66 Dr. Kothari
Commission

UNESCO- Economic and Social aspects of Educational Planning, 1963

Naik J.P.- educational planning in India 1965- allied Publishers.

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<https://www.egyanakosh.ac.in>

<https://www.ceid.edu.cam.ac>

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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 203
2	Course Title	ADVANCE EDUCATIONAL RESEARCH
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">• Understand the role and use of advanced statistics in educational research.• Select appropriate statistical methods in educational research.• To understand various statistical measures for interpretation of data.• To interpret the statistical data.• To understand depth of advance research project.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	RESEARCH IN EDUCATION Meaning and steps of Scientific Method, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony), Aims of research as a scientific activity: Problem-solving, Theory Building and Prediction. Steps of Writing a Research Proposal, Types of research design. Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio)	12
II	METHODS OF EDUCATIONAL RESEARCH Types of Scientific Method (Exploratory, Explanatory and Descriptive), Types of research (Fundamental, Applied and Action), Approaches to educational research (Quantitative and Qualitative), Designs in educational research (Descriptive, Experimental and Historical), research variables, hypothesis, population and sampling. Concept of Universe and Sample, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling), Tools and techniques of educational research, types of tools	12

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III	ANALYSIS AND INTERPRETATION OF DATA Tools of Research - Validity, Reliability and Standardization of a Tool, Types of Tools (Rating scale, Attitude scale, Questionnaire, Aptitude test and Achievement Test, Inventory), collection of data and methods of collection of data, NPC , Descriptive statistic – measure of central tendency , measure of variability , measure of relative positions- quartile , decile , percentile , percentile rank , standard score and T score correlation , regression analysis , Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques , Conditions to be satisfied for using parametric techniques, Inferential data analysis, Use and Interpretation of statistical techniques: Correlation, t-test, z-test, ANOVA, chi-square (Equal Probability and Normal Probability Hypothesis).	12
IV	QUALITATIVE RESEARCH DESIGNS Qualitative Data Analysis - Data Reduction and Classification, Analytical Induction and Constant Comparison, Concept of Triangulation Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT) - Narrative Research Designs (Meaning and key Characteristics, Steps in conducting NR design), Case Study (Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses), Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses), Mixed Method Designs: Characteristics, Types of MM designs (Triangulation, explanatory and exploratory designs), Steps in conducting a MM designs, Strengths and weakness of MM research.	12
V	EDUCATIONAL RESEARCH REPORT WRITING AND ETHICS Format styles, bibliography, appendices, research report writing, research article writing, use of computer in research writing, research ethics, new trends in educational research, role of research in higher education.	12
	PRACTICUM: The students may undertake any two of the following activities: Computation of reliability of self made test. Interpretation of the data analysis and deduction of results. Make out a graphical representation of the given data. Preparation, Try out and finalization of a tool	

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Part C - LEARNING RESOURCES

H.E. Garrett- Statistics on Psychology & edn, Longman Green & co., London

B. Fruchter-Introductory action to factor analysis – D Van Hostrand & co., N.Y.

G Thompson – Frctor analysis of human ability, University of London Press

Albert Kurtz Semual Mayo- Statistical Methods in education and psychological
springer International student edition.

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<https://www.link.springer.com>

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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 204
2	Course Title	PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Gain a proper understanding of child psychology.● To develop qualities of self-confidence and self-esteem among the teacher.● To update and advance the subject matter or knowledge of teacher.● To train them to use educational technology for better delivery of content.● Involve in various activities and processes of a teacher education Institution, in order to gain and insight in to the multiple roles of a teacher educator and understand the organizational culture.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
1	Structure, Curriculum and Modes of Pre-service Teacher Education Pre service teacher education concept, need purpose and scope, In service teacher education concept need purpose and scope objective, The structure of teacher education curriculum and its vision in curriculum document of NCF.	12

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II	<p>Organization of different components of teacher education curriculum</p> <p>Teacher education components in education related aspects of philosophy of education, sociology of education, educational psychology.</p> <p>DPSE- Diploma in Pre School Education Program.</p> <p>Practicum and internship, School internship, lesson plan observation, Study of childhood language proficiency and project.</p> <p>Transactional Approach</p> <p>Seminar, Workshop, use of ICT peer coaching, Organization and evaluation, Reflective journal practicum records.</p>	12
III	<p>In service teacher education in India.</p> <p>Needs and importance, In service teacher education at district, state and nation level (SSA, RMSA, SCERT, NCERT, NCTE and VGC)</p> <p>In service teacher education programme</p> <p>Orientation, Experiments schools, T.V. Programme, Film Analysis, Educational Tours</p>	12
IV	<p>modes and models of in service teacher education</p> <p>Models of information technology, Symposium, Seminar, Conference, Panel Discussion, Cascaded model, one shot model, Behaviorist, Competency-based and inquiry oriented teacher education models, Merits of in service teacher education, Limitations of the models of in service teaching.</p>	12
V	<p>Planning, Organizing and Evaluating an In-service Teacher Education.</p> <p>Planning an in-service- teacher education programme- purpose, formulation and determined. The course of action, resources and budget duration, seminar, workshop programmed Design an in service teacher programme- steps and guidelines- assessment of training needs, formulation of training curriculum, preparation of</p>	12

K. Bajaj

10/10/19



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	<p>course material, Organization and in service teacher education programme new ways for teacher educator to learn the process communication classroom advantage of communication provision and collection of feedback and evaluation by student.</p>	
	<p>PRACTICUM The sectional work may include:</p> <p>A "Comparative study of state and national curricula" of pre-service teacher education in terms of their components, weight ages, duration, organization, transaction and assessment-document analysis.</p> <p>Design, implementation and evaluation of a training input in any one course of pre-service teacher education- mentored practicum</p> <p>Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes-document analysis</p> <p>Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.</p>	

Part C - LEARNING RESOURCES

- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School Education: Pre-Service Education, New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for a changing World, John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role, India, NCTE.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
- Mohammad Miyan (2004): Professionalization of Teacher Education. Mittal



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Publications, New Delhi.

NCTE. (1998) Policy Perspective in Teacher Education- Critique and Documentation.

NCTE New Delhi.

E-RESOURCES

<https://www.educationsummary.com>

<https://www.educational.systemblogpost.com>

<https://www.slideshae.net>

<https://www.educationpd.com>

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Sr No.	EDUCATION, B.O.S. Chairman/Member's Name	Signature
1	SMT. KIRAN BAJPAI	
2	MR. KOHAN LAL SAHU	
3	SMT POONAM VERMA	
4	Dr. SUJEET MISHRA	
5	Dr ULHAS WARE	
6	Dr VIVEK NATH TRIPATHI	



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 204 (B)
2	Course Title	FINANCE MANAGEMENT IN EDUCATION (ELECTIVE)
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Identify the issues related to education as an investment in human capital.● Undertake cost-benefit analysis of education and estimation of interval efficiency of education.● Reflect on the role of principal and its relationship with the organizational culture of school.● Reflect on the conflict and stresses in school organization and techniques of managing these.● Critically analyze the policies of educational finance and its implications of efficiency of the system.● Discuss the linkages of various state, district and local level functionaries.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75 Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Educational Finance: Need, Significance and Principles Nature and scope of Educational finance, Need and Significance of Educational finance, Principles of Educational Financing Management of Financing	12
II	Sources of Finance and Educational Expenditure Sources of Finance, Govt. Grant-Central, State and Local, Tuition, Fees, Endowment Donation and Gifts, Foreign, Grant in aid policy in state, Allocation of Resources- economic and social bases for	12

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	allocation resources in education'	
III	School budget and Expenditure School Budgetary and accounting procedure, Financial Distribution of at different levels of Education- Upper Primary and Secondary level, Meaning of education expenditure : recurring, non-recurring, direct indirect, development, committed, contingent, admissible, miscellaneous, .	12
IV	Management of Finance Monitoring of Expenditure, control and utilization of funds, Accounting and internal auditing, Problems of educational finance and suggestion for removing problems of educational financing.	12
V	External Auditing and Financial Controlling Role and functions of comptroller and auditor general of India, AG CG, District Treasury system, Local Fund Auditing.	
	PRACTICUM The students may undertake both of the following activities Estimation of institutional cost of a secondary school. Preparation of a school budget at Hr. Sec. Level	

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Part C - LEARNING RESOURCES

Robert G. Oweus (1970): Organizational Behaviour, Prentice Hall Inc. Englewood Clifs.

Rao, V.K.R.V. (1966: Education and Human Resources Development. Delhi, Allied Publishers.

Vaizeg, J. (1964); Costs of Education. London: Allen and Union.

School Organization and Management by Janardhan Prasad.

Educational Administration and organization behavior by Hanson (E-Mark). Discovery Publishing House, New Delhi.

Dr. Umesh Chandra Kudeshia: ShikshaPrashsan: Vinod PustakMandir, Agra.

E-RESOURCES

<https://www.study.com>

<https://www.fedama.com>

<https://www.mywestford.com>

K. Rajan

Dr. Rajan



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Part A: Introduction		
Program: M.Ed	Semester: I	w.e.f.: 2023-2024
1	Course Code	EDUT 205
2	Course Title	INITIATE RESEARCH PROPOSAL AND INTERNSHIP IN TEACHER EDUCATION INSTITUTE
3	Course Type	Theory
4	Pre-requisite (if any)	As per Rules of Atal Bihari Vajpayee Vishwavidyalaya Bilaspur
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to: <ul style="list-style-type: none">● Become sensitive about the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.● Develop ability to analyze involvement of pupil teachers in organizing various curricular activities in a teacher education institution.● Develop competencies in organizing various kinds of teacher education curriculum specific activities.● Develop an understanding of the needs and relevance of in-service teacher education practices.
6	Credit Value	04
7	Total Marks	Internal Marks: 25 External Marks: 75
		Min Passing Marks:36

Part B: Content of the Course		
Unit	Topics	Total Hours
I	Teaching-learning Teaching as a teacher educator, Giving model lessons/demonstration lessons, Observation of Micro Teaching, Observation of Classroom curriculum transaction, Preparation unit plans and lesson plans, Model lessons, Any other relevant issue	12
II	Administration Observation of overall organization of in-service education programme, Study of Time table/academic calendar/ordinance, Study of the admission process, Understanding management and	12

K. Rajan

02/02/24



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	funding teachers profile, Understanding resource outsourcing, Observing attendance, Any other relevant issue	
III	Curricular activities and learner profiles Observation of Assembly and Co-curricular activities, Observation of Professional development courses, Observation of Community work, Recording learners profiles, Any other relevant issue.	12
IV	Presentation and reporting: Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.	12

Part C - LEARNING RESOURCES

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<https://www.researchgate.net>

<https://www.academic.edu>

K. B. Paul

G. M. Paul



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