

# Syllabus

## M.Ed.

**Based on National Education Policy-2020**

**(To be Effective from Session 2023-24)**



**KAMLA NEHRU INSTITUTE  
OF PHYSICAL & SOCIAL SCIENCES  
Sultanpur (UP)**

Accredited 'A' Grade by NAAC  
***(An Autonomous Institute)***



**Kamla Nehru Institute of Physical &  
Social Sciences, Sultanpur (UP)-228118**

**(An Autonomous Institute)**

**'NAAC - 'A' Grade'**

**Structure of syllabus for the program**

**B.Ed. & M.Ed. : Faculty of Education**

**Syllabus developed/proposed by**

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2.	Prof. D.P. Mishra	Member	Education	K.N.I.P.S.S., Sultanpur
3.	Mr. P.K. Singh	Member	Education	K.N.I.P.S.S., Sultanpur
4.	Dr. Banwari	Member	Education	K.N.I.P.S.S., Sultanpur
5.	Mr. Dilip Kumar Singh	Member	Education	K.N.I.P.S.S., Sultanpur
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8.	Dr. Santosh Kumar Singh	Member	Education	K.N.I.P.S.S., Sultanpur
9.	Prof. Reeta Singh	Member (Nominee Academic Council)	Education	T.D.P.G. College, Jaunpur
10.	Prof. Chhatrasal Singh	Member (Nominee Academic Council)	Education	U.P.R.T.O.U., Prayagraj
11.	Prof. Lajo Pandey	Member (Nominee V.C., Dr. RMLAU)	Education	R.R.P.G. College, Amethi
12.	Sri Baldev Singh (Industrialist)	Member (Nominated Principal)	NA	Punjabi Colony, Kurwara Naka, Sultanpur
13.	Sri Jagjeet Singh (Ex-student)	Member (Nominated Principal)	NA	Near Vijay Delux, Laldiggi, Sultanpur


As per syllabus development guidelines of Higher Education for UG & PG Course-

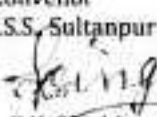
  
(Prof. D.P. Mishra)  
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
  
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**Kamla Nehru Institute of Physical and Social Sciences,  
Sultanpur**

(An Autonomous Institute & Accredited in "A" by NAAC)

**Faculty of Education**

**Ordinance, Regulations and Syllabus for Two Years**

**M.Ed. Programme**

**(w.e.f. 2023-24)**

# **Kamla Nehru Institute of Physical and Social Sciences, Sultanpur**

## **FACULTY OF EDUCATION SYLLABUS FOR MASTER OF EDUCATION (M.Ed.)**

### **Two Years ( Semester System) Programme**

**(w.e.f. Session 2023-24)**

Kamla Nehru Institute of Physical and Social Sciences Sultanpur (An Autonomous Institute Accredited 'A'Grade By NAAC affiliated to Dr. R.M.L. Avadh University, Ayodhya two years (Four Semester) full time Master of Education (M.Ed.) Course to Indian nationals and those foreign nationals permitted by Govt. of India to pursue study in India, as per ordinances, regulations and the syllabi given here under:

### **(A) ORDINANCE AND REGULATIONS**

#### **Admission**

The admission for the degree of Master of Education (M.Ed.) shall be opened to a candidate who after graduation has passed the B.Ed. or equivalent examination conducted by State Govt. or any recognized University, which the Academic Council of the University may recognize for the purpose. The admission to this course will be made on the basis of merit obtained in **Kamla Nehru Institute of Physical and Social Sciences Sultanpur M.Ed. Entrance Exam.** Conducted by the Institute. Admission in M.Ed. course will be completed according to the norms established by State Govt., NCTE and the University.

The candidate who has obtained at least 55% marks in the B.Ed. or equivalent degree will be eligible to this course. In case of SC/ST candidates, the basic eligibility would be as per university/Govt. policies. There shall be reservation of seats as per the rules of the State / Central Government as the case may be.

#### **Attendance:**

It may be mandatory for the candidates to have 80% attendance in theory papers of the course and to complete the sessional work and dissertation to be allowed to appear



in M.Ed. examination. Condonation in attendance maximum up to 15% may be done as per Institution rules/ordinances.

### **Examination and Results**

To pass the examination the candidate will be required to secure at least 36% in the aggregate of total marks and at least 30% marks in each of the theory paper, dissertation and Viva-Voce examination.

The division will be awarded on the basis of total marks obtained by the candidate as stated below:

I Division	:	60% or above
II Division	:	48% or above, but less than 60%
III Division	:	36% or above, but less than 48%

A candidate who fails in any compulsory or optional theory paper, dissertation or Viva- Voce examination will be treated as fail in the entire examination. However the candidate can appear in the improvement examination (Back paper) as per Institution rules.

During the M.Ed. course nobody will be allowed without written permission of the Principal, any full time/part time job or occupation where salary or honorarium is provided.

Issues not covered above shall be governed by Institute rules and regulations.

### **Duration and Intake**

- (a) This course is under the govt. aided scheme of the State Government.
- (b) M.Ed. Programme shall be of a duration of two academic years (Four Semester).
- (c) Total intake of students will be as per the sanction of NCTE / State Government norms.

### **Fee Structure-**

- (a) Tuition Fee for all Semesters for the course shall be as per rules framed by govt. time to time for the institution.
- (b) Besides this normal fee, the institution dues shall be realized from the students decided by the finance committee of the Institute time to time.

## **Curriculum, Programme Implementation and Assessment**

### **Curriculum**

The M.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum Development, Pedagogical and Research Studies and Engagement with the field. The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

### **Theory Courses:**

**(i) There will be twelve theory courses (Three in Each Semester)**

**(ii) Engagement with the Field/Practicum**

The M.Ed. programme shall provide the sustained engagement with the self and the learner, Community and School at different levels and through establishing close connections in different curricular areas. This curriculum area would serve as an important link with broad curricular areas through its components viz :

- Pedagogy and Innovation
- Research and Extension

**(iii) Fieldwork in School**

Fieldwork in School would be a part of the broad area of 'Engagement with the Field'.

Students will be actively engaged at supervising 10 (Ten) lesson plans in second Semester and 20 (Twenty) in fourth Semester of B.Ed. trainees.

**(iv) Viva-Voce**

- |   |  |
|---|--|
| <b>(a) Based on Sessional work (in Second Sem.)</b> | - 100 marks (60 marks external & 40 marks internal evaluation) |
| <b>(b) Based on Dissertation (in Fourth Sem.)</b>   | - 60 marks (50 marks external & 10 marks internal evaluation)  |

**(v) Sessional Work (Compulsory)**

(a) Seminar (one Research Paper in each Semester)	- (10 marks in each Sem)
(b) Felicitation ( I, II, III Sem.)	- (10 marks in each Sem)
(c) Community Work ( First Sem.)	- 10 marks
(d) Two Book Review (First Sem.)	- 20 marks
(e) Synopsis - (Second Sem.)	- 10 marks
(f) Supervision of Ten lesson plans in Second Sem.	- 10 marks
(g) Two Progress Report on Proposed Research work (Third Sem.) -	20 marks
(h) Survey of any School (Third Sem.)	- 10 marks
(i) Supervision of Twenty lesson plans (Fourth Sem)	- 20 marks
(j) Academic tour and its report ( Fourth Sem)	- 10 marks
(k) Dissertation Work (Fourth Sem)	- 100 marks

**Assessment (Theory and Practical)**

All the theoretical courses shall be assigned maximum marks of 100 out of which 80 marks will be external and 20 will be internal based on different practicum mentioned in each of the theory paper. Seminar, Community work, Book Review and Felicitation of special days (as sessional works) shall be assessed internally in 50 marks in first semester as mentioned above.

Supervision, Felicitation of special days, Synopsis writing and student Seminar (as sessional works) shall be assessed internally in 40 marks and Viva-Voce based on Synopsis shall be assessed externally in 60 marks in **Second semester** as mentioned above.

Student seminar, Felicitation of special days, two progress report on proposed research work and survey of a school (as sessional works) shall be assessed internally in 50 marks in **third semester** as mentioned above.

Student seminar, Supervision, Academic Tour, (as sessional works) shall be assessed internally in 40 marks and Dissertation and Viva-Voce based on dissertation shall be assessed internally in 30 marks and externally in 130 marks in **fourth semester** as mentioned above.



**STRUCTURE OF COURSES OF TWO YEAR (FOUR SEMESTER)  
M.Ed. PROGRAMME**

**FIRST SEMESTER**

Paper No.	Title of Paper	Allocation of Marks	
		External (Theory)	Internal (Practicum)
Course I:	Philosophical Perspectives of Education	80	20
Course II:	Psychology of learner's development	80	20
Course III:	Fundamental of Research Methodology in Education	80	20
<b>Total</b>		<b>240</b>	<b>60</b>
<b>PRACTICAL</b>			
(A)	Student Seminar	-	10
(B)	Community Work	-	10
(C)	Two Book Review	-	20
(D)	Felicitation	-	10
	<b>Total</b>	-	<b>50</b>

## SECOND SEMESTER

Paper No.	Title of Paper	Allocation of Marks	
		External (Theory)	Internal (Practicum)
Course IV:	Sociological Perspectives of Education	80	20
Course V:	Psychology of Cognition	80	20
Course VI:	Statistics in Educational Research	80	20
<b>Total</b>		<b>240</b>	<b>60</b>

### PRACTICAL

(A)	Student Seminar	-	10
(B)	Felicitation	-	10
(C)	Synopsis	-	10
(D)	Supervision	-	10
(E)	Viva-Voce	50	10
	<b>Total</b>	<b>50</b>	<b>50</b>

### THIRD SEMESTER

Paper No.	Title of Paper	Allocation External (Practicum)	of	Marks Internal (Theory)
Course VII:	Historical Perspectives of Education	80		20
Course VIII:	Educational Technology and ICT	80		20
Course -IX Optional (Choose any one)				
A :	Inclusive Education	80		20
B :	Guidance and Counseling	80		20
<b>Total</b>		<b>240</b>		<b>60</b>
<b>PRACTICAL</b>				
(A)	Student Seminar	-		10
(B)	Felicitation	-		10
(C)	Progress Report on Proposed research work	-		20
(D)	Survey of any School	-		10
	<b>Total</b>	-		<b>50</b>

## FOURTH SEMESTER

Paper No.	Title of Paper	Allocation of Marks	
		External (Practicum)	Internal (Theory)
Course X:	Teacher Education	80	20
Course XI:	Measurement and Evaluation	80	20
Course -XII	Optional Paper (Choose any one)		
A :	Distance Education	80	20
B :	Educational Administration and Planning	80	20
<b>Total</b>		<b>240</b>	<b>60</b>

### PRACTICAL

(A) Student Seminar	-	10
(B) Supervision	-	10
(C) Dissertation	80	20
(D) Educational Tour	-	10
(E) Viva -Voce	-	20
<b>Total</b>		<b>130</b>

**Grand Total ( 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> Sem.):**

<b>Theory</b>	<b>1200</b>
<b>Practical</b>	<b>400</b>



**Rules Pertaining to Examinations:**

- The marks of Theory Courses and Practical Activities will be mentioned in the relevant columns of the mark sheet.
- Marks of all practical activities shall be submitted by the internal examiner to the Controller of Examinations.
- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the theory examination. In case of shortage of attendance the Dean will have the power to condone up to 5% of the attendance and the Principal of College on the recommendation of the Principal of the concerned College may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.
- It shall be mandatory for each student to participate in all practical activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the Institute examination.
- In case student fulfills the above requirements and is eligible to sit in the M.Ed. theory and practical examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student.
- It shall be mandatory to pass in the all practical examinations in order to be able to appear as an ex-student in the theory examinations.

**Conduct of Examinations:**

(A) A candidate shall be declared to have passed M.Ed. in the divisions as detailed here under :

1st Division	:	60% or above marks.
2 <sup>nd</sup> Division	:	48% or above but less than 60% marks.
3rd Division	:	36% or above but less than 48% marks.

The final result will be declared on the basis of marks obtained in all Semester. A candidate will be declared passed if he/she obtains 36% marks in the aggregate and at least 30% in each of the theory papers, dissertation and Viva-voce.

(B) A Candidate who fails in any compulsory or optional theory paper or Dissertation or Viva-voce will be treated as fail in the entire examination. However the candidate can appear in the improvement of the examination (BackPaper) as per Institution rules.

(C) In first year each candidates will be examined on Viva-Voce based on sessional activities while in second year each candidate will be examined on Viva-voce based on dissertation and sessional activities.

**Note:** Any of issues not covered above shall be governed by the Institution rules and regulations.

**Medium of Examination**

Candidates will have the option of writing the examination either in Hindi or in English medium.

**Viva-voce:**

- It will be mandatory for the Internal Examiner to place before the External Examiner record of student's sessional work. The examiners' panel will have the power to moderate the internally awarded marks. The Internal Examiners shall submit the marks directly to the Controller of Examination of the Institution duly signed by both the Examiners.
- In each semester internal examiners will be appointed by the Institution on the basis of seniority and recommendation of Principal of concerned college. The External Examiner will be appointed by Institution from the list provided by Board of Studies.
- In all such activities the Internal Examiners will take guidelines from the Head of Department/ Faculty for the smooth and proper running of the department/departmental activities.
- In panel of examiners to conduct Viva-voce one Internal and one External Examiner will be appointed as per rules from the list provided by Board of Studies.

**Master of Education (M.Ed.)**

**Two –Years Programme**

**(w.e.f. July 2023 – 24)**

**CURRICULUM**

**M.Ed. (FIRST SEMESTER)**

**COURSE I – PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**COURSE OBJECTIVES:**

This paper will enable students to :

- Understand the nature and functions of Philosophy of Education.
- Try to learn about the contribution of prominent Indian and Western educational thinkers.
- Understand about basic characteristics of Indian Society during different periods of the history.

**COURSE CONTENT**

**Part A : Philosophical Perspectives**

**Unit-I Education and Philosophy**

- Education- Meaning, Nature and Concept
- Philosophy- Meaning, Nature and Concept
- Relationship between Education and Philosophy
- Functions of Philosophy of Education (Speculative, Normative, Analytic), Logical Empiricism, Positive Relativism.

**Unit-II Fundamental Philosophical Issues**

- Metaphysical, Epistemological and Axiological issues,
- Idealism, Realism, Naturalism, Pragmatism, Humanism, Existentialism and Marxism with special reference to knowledge, reality and values and its educational Implications,

**Unit-III Indian Philosophy of Education:**

- A brief Discussion of Indian Philosophy as contained in the following and their educational implications- Vedant, Sankhya, Shrimad Bhagvat Gita, Jainism, Buddhism and Islamic Traditions.

**Unit-IV Educational Thoughts of Great Philosophers:**



- Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore and J. Krishnamurti.
- Western Philosophers - Plato, John Dewey, Rousseau and Paulo Freire

#### **Unit-V Formation of Philosophy of Life**

- Value Education- kinds, need and importance, Methods of inculcating Values
- Human Rights Education
- Peace Education
- Role of Culture and Religion in art of living with special reference to Indian perspectives.

#### **Practicum - Any two of the following:**

- Philosophical Analysis of an Educational Problem
- Presentation of paper related to Philosophy of Education on a given topic.
- Critical analysis of one of the activity / work of a Educationist and prepare a detailed paper and present a power point presentation on it

#### **Suggested Readings:**

- Asher Delcon (1976), Life long Learning, A Philosophy or a Strategy UNESCO, Regional Office Bangkok.
- Brubacher, John S. (1981), Modern Philosophies of Education.
- Delors, Jacques, et al; (1996), Learning: The Treasure within Report of the International Commission on Education for 21st Century, UNESCO
- Dinkar, Ramdhari Singh (2006), Sanskriti Ke Char Adhyay, Allahabad: Lokbharti Prakashan
- Freire, Paulo (1970), Pedagogy of the Oppressed, Continuum, New York.
- Frere, P. and Shor, I. (1987), A Pedagogy of Liberation, Macmillan education, London.
- Gandhi, M. K. (2010), Hind Swaraj, New Delhi: Prabhat Prakashan.
- Dewey, J. (1996), Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press.
- K. Patirick (1963), Philosophies of Education, Mac Millan & Co. New York.
- Kabir Humayun (1961), Philosophy of Education, Asia Publishing House Bombay.
- Lal, RB Evam Palore (2007), Shaishik Chintan Evam Prayog, R. Lal Book Depot, Meerut. (in Hindi).
- Mathur S.S. (2008), Shiksha ke Darshanik tatha Samajik Aadhaar, Agarwal Publications Agra.
- Pathak, R. P. (2012), Philosophical and Sociological Principles of Education, Pearson Education, New Delhi.
- Banrs, J.A(1996), Cultural Diversity and Education: Foundations Curriculum and Teaching (4th ed) Borton, Alynand, Becon.
- Bruner, J.S (1996), Culture of Education, Cambridge, M.A: Harward University Press.
- Eugene F. Provenzo, Jr. (2009), Encyclopedia of the Social and Cultural Foundations of Education, SAGE Publications, Inc.
- Thomas, B. (2004), Moral and Value Education, Aavishkar Publication, Jaipur



## **COURSE II - Psychology of learner's development**

### **COURSE OBJECTIVES:**

This paper will enable students :

- To develop understanding of the Psychological basis of Education.
- To develop the understanding of the theories of - Child Development and their use in the development of learner's Personality and its measurement.
- To understand the Changing Concept of Adjustment and Mental Health and its applications.

### **COURSE CONTENT**

#### **Unit-I Introduction to Psychological Basis of Education**

- Educational Psychology: Concept ;Concern and scope of Educational Psychology.
- Major schools of Psychology and its contribution to Education-Structuralism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive , Constructivist

#### **Unit-II Child Development and its Theories**

- Development – Concept, Principles, Sequential stages of Development- Specific Characteristics and problems of each Stages
- Factors influencing development – Genetic, Biological, Environmental and Physical and their relative role.
- Theories of Development
  - Piaget's Cognitive Development
  - Freud's Psycho-Analytical Development
  - Erikson's Psycho-Social Development
  - Kohelberg's Moral Development

#### **Unit III- Adjustment and Mental Health**

- Concept and Mechanism of Adjustment
- Principles of Mental Hygiene-Preventive, Constructive and Curative
- Stress and its Management
- Sex Education

**PRACTICUM-** Any two of the following:

- Preparation of profile of any one student
- Case Study of a problematic child
- Testing of Mental health status of a student.

#### **Suggested Readings:**

- Anastasi Anne: Psychological Testing, McMillan Co. New York. 13
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology ,New

York Holt, Rinehart & Winston Inc 1969.

- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
- Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- 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
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc.
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay. Jersey, 1989
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd.

### **COURSE III - FUNDAMENTAL OF RESEARCH METHODOLOGY IN EDUCATION**

#### **COURSE OBJECTIVES:**

To enable the students to understand

- The nature, need and classification of Educational Research .
- The implication of different methods of Educational Research .
- How to develop the research proposal.
- The various approaches of Educational Research..

#### **COURSE CONTENT**

##### **UNIT I - Educational Research: Conceptual Issues**

- Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research.
- Types of Research: Fundamental, Applied and Action Research.
- Research Paradigms in Education - Quantitative and Qualitative.

##### **UNIT II - Formulation of Research Problem**

- Criteria and sources for identifying the Research Problem.
- Characteristics of a good Research Problem.
- Reviewing Literature and Writing the rationale for any Research Problem

based on review.

- Delineating and operationalizing variables.
- Setting objectives of the study : Primary, Secondary and Concomitant

#### **UNIT III - Developing Assumptions and Hypotheses**

- Meaning and difference between Assumptions, Postulates and Hypotheses.
- Hypothesis - Nature, Types and Sources.
- Characteristics of a good Hypothesis.
- Role of Hypothesis in theory building.

#### **UNIT IV - Writing Research Proposal and Report**

- Formats, Style and Essential Elements of Research Proposal for Doctoral Degrees and Research Project for submission to Funding Agencies
- Criteria for Evaluation of a Research Report

#### **UNIT V - Major Approaches / Methods of Research**

##### **A. Quantitative Research -**

- Descriptive Research.
- Survey Research
- Ex-Post Facto Research.
- Experimental Research (Laboratory and Field Experiments).

##### **B. Qualitative Research -**

- Case Studies
- Ethnographic Studies
- Phenomenological Research and Naturalistic Inquiry.
- Historical Research.

#### **Practicum – Any two of the following:–**

1. Writing a Research proposal with the following steps:
  - Title Page
  - Abstract
  - Table of Contents
  - Introduction (including Statement of Problem, Purpose of Research, and Significance of Research)
  - Background (including Literature Survey)
  - Description of Proposed Research (including Method or Approach)
  - Description of variables and constructs List of References



2. A critical review of a National or International Research Paper.
3. Critical review of a dissertation / thesis (M.Ed / M.Phil or Ph.D.) and write areport.
4. Writing an essay on any upcoming field in Social Science Research .

#### SUGGESTED READINGS:

- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Sterling Publishers Pvt Ltd, Delhi
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Felfer and Simon, Bombay.
- Gupta, S.P. . (2003), *Sankhyikiya Vidhiyan*, Sharda Pustak Bhavan, Allahabad
- Kapil, H.K. (1983) *Anusandhan ke Mul Tatva evam Sankhyiki*, Bhargav BookDepot, Agra
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
- Memillion, James H. and Schumarcher, S. (1989), *Research in Education: A Conceptual Introduction*, Harper and Collins, New York.
- Mouly, A.J. (1963), *The Science of Educational Research*, Euroasia, New Delhi.
- Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, Mac Graw Hill, New York.
- Sharma, R.A., *Fundamentals of Educational Research : Meerut ,Loyal BookDepot,2003*
- Bhatnagar, R.P. (Ed.), *Readings in Methodology of research in Education :Meerut , R Lall Book Depot,2002*
- Travers, R.M.W. (1978), *An Introduction to Educational Research*, Macmillan, New York.
- Van Dalen, D.B. (1962), *Understanding Educational Research*, Mc Graw Hill, New York.
- Young, P.V. (1960), *Scientific Social Surveys and Research*, Prentice Hall, New York.
- ए बी भट-नगर एव अनुराग भट-नगर (2011). शैक्षिक अनुसन्धान की कार्यप्रणाली. मेरठ, आर लाल बुक डिपो



**M.E.D. (SECOND SEMESTER)**

**COURSE IV – SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**COURSE OBJECTIVES:**

This paper will enable students to :

- Understand the nature and functions of Sociology of Education,
- Understand about the relationship and impact of society, politics and culture on Education,
- Understand the Constitutional Ideals and importance of the social justice for the modern Indian society and

**Unit I Sociology of Education**

- Origin and development of Sociology of Education
- Nature and scope of Sociology of Education
- Difference between Educational Sociology and Sociology of Education

**Unit -II Education, Culture and Social System**

- Social System-concept and elements
- Education as a social sub-system,
- Social Stratification
- Culture and Education : functional characteristics and Cross Culture Transmission
- Characteristics of Indian Culture
- Culture and Religion
- Role of Education in the process of assimilation of Indian Tradition and development of new Cultural Pattern
- Socio Cultural Diversity in Education

**Unit-III Education, Social Control, Social Change and Modernization**

- Social control: Nature, Agencies and Role of Education in Social Control,
- Socialization of the child - Role of Family, School and Society,
- Social Change: concept of Social Change and Modernization, factors promoting Social Change and Modernization in India and
- Constraints on Social Change and Modernization in India.

**Unit-IV Important Concerns and Issues in Education**

- Social Equity and Equalization of Educational Opportunities,
- Education of the socially and economically disadvantaged section of society with special reference to Scheduled Caste, Scheduled Tribe, Rural Population and

problems and Issues of Girls' Education in India, Gender Bias and Gender Inequality in Education

- Youth Movement in India, De-Schooling and Futurology
- Urbanization and Social Mobility.

#### **Unit-V Issues Related to Constitutional Provisions for Education**

- Education and Democracy,
- Indian Polity,
- Education and Secularism,
- Education for National Integration and International Understanding.

**Practicum** - Any two of the following:

- Sociological Analysis of an Educational Problem
- Presentation of paper related Sociology of education on a given topic..
- Critical analysis of one of the activity / work of a social thinkers and prepare a detailed paper and present a power point presentation on it

#### **Suggested Readings:**

- Dinkar, Ramdhari Singh (2006), Sanskriti Ke Char Adhyay, Allahabad: Lokbharti Prakashan
- Freire, Paulo (1970), Pedagogy of the Oppressed, Continuum, New York.
- Frere, P. and Shor, I. (1987), A Pedogogy of Liberation, Macmillan education, London.
- Gandhi, M. K. (2010), Hind Swaraj, New Delhi: Prabhat Prakashan.
- Grid, Roger (1990), Problems of Sociology in Education, New Delhi: Sterling.
- Haq, E. (1981), Education and Political Culture in India, Sterling Publishers, New Delhi.
- Dewey, J. (1996), Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press.
- Lal, RB Evam Palore (2007), Shaishik Chintan Evam Prayog, R. Lal BookDepot. Meerut. (in Hindi).
- Mathur S.S. (2008), Shiksha ke Darshanik tatha Samajik Aadhaar, AgarwalPublications Agra.
- Pathak, R. P. (2012), Philosophical and Sociological Principles of Education, Pearson Education, New Delhi.

- Satya Pal Ruhela, (1999), Sociology of Education, Associated Publishers., New Delhi
- Banrs, J.A(1996), Cultural Diversity and Education: Foundations Curriculum and Teaching (4<sup>th</sup> ed) Borton, Alynand, Becon.
- Boyle, E (1971), Politics of Education, Harmonds worth Penguin
- Bruner, J.S (1996), Culture of Education, Cambridge, M.A: Harward University Press.
- Eugene F. Provenzo, Jr. (2009), Encyclopedia of the Social and Cultural Foundations of Education, SAGE Publications, Inc.
- Thomas, B. (2004), Moral and Value Education, Aavishkar Publication, Jaipur.
- Wingo G. Max (1975), Philosophies of Education, Sterling Publication Pvt. Ltd.,New Delhi.

#### **COURSE V – PSYCHOLOGY OF COGNITION**

##### **COURSE OBJECTIVES:**

This paper will enable students :

- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement.
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.

##### **Unit- I Learning**

- Learning :Concept , its Kinds, Levels of learning, Transfer of Learning, Factorsinfluencing Learning
- Theories of Learning
  - Classical Theory (Pavlov)
  - Operant Conditioning (Skinner)
  - Insight Theory (Kohelberg)
  - Reinforcement Theory (Hull)
  - Field Theory (Levin)
  - Toleman's Theory of Learning
  - Constructivism & Learning, Mastery Learning
- Educational implications of Theories of Learning



## **UNIT-II Group Dynamics, Intelligence & Creativity**

- Group Dynamics, Group Process, Interpersonal Relations, Sociometric grouping, Socio-emotional Climate of the classroom and its influence on teacher's characteristics.
- Individual Difference: its concept, Concept of intra and inter differences, their implications in Education.
- Intelligence and Cognitive abilities, Nature and Theories of Intelligence- One Factor, Two Factor, Guilford's SI Model
- Measurement of Intelligence – Verbal, Non-Verbal, Paper-Pencil Performance, Individual and Group
- Emotional Intelligence
- Interest, Attitude and Aptitude: Concept, Measurement and Implications
- Creativity – Nature , Process ,Identification ,Fostering and Guiding Creative Children
- Techniques for development of Creativity- Brain-Storming, Synectics, Attribute – listing.

## **Unit-III Personality**

- Concept: Indian and Western , Development , Structure and Dynamics of personality Theories of Personality – Allport, Eysenck, Erickson; Psychoanalytic Theory of Freud
- Behavioral Approach- Miller , Dollard and Bandura; Humanistic Approach- Roger, Maslow.
- Role of Shrimad Bhagvad Geeta, Vedas, Upanishads & Yoga in Personality Development.
- Measures of Personality Refinement
- Assessment of Personality
  - i. Personality Inventories
  - ii. Projective Techniques: Rorschach , TAT

## **PRACTICUM- Any two of the following:**

- Testing of Personality of student
- Testing of Intelligence of student.
- Testing of Creativity of student

## **Suggested Readings:**

- Anastasi Anne: Psychological Testing, McMillan Co. New York.
- Ausubel D.P. and Robison F.G. : School learning An introduction to



- Educational Psychology, New York Holt, Rinehart & Winston Inc 1969,
- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
  - Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Mifflin Company, Boston 1986
  - Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971,
  - 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
  - Charles N. Newmark : Major Psychological assessment Instruments : Allyn And BecanInc.
  - Daniel Goleman 'Working with Emotional Intelligence 1998'
  - Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984.
  - Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. TheDorsey press 1978
  - Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
  - Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.Jersey,1989
  - Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd

### **COURSE VI STATISTICS IN EDUCATIONAL RESEARCH**

#### **COURSE OBJECTIVES:**

To enable the students to understand

#### **UNIT-I Sampling**

- Concept of Population and Sample.
- Determiners of sample size.
- Various methods of Probability and Non-Probability Sampling.
- Characteristics of a good sample.
- Sampling errors and how to reduce it.

#### **UNIT-II Tools and Techniques of Data Collection**

- Characteristics of a good Research Tool
- Observation, Rating Scale, Interview, Questionnaire, Schedule, Psychological Test, Projective and Stoichiometric Techniques

### **UNIT- III Descriptive Statistics**

- Measures of Central Tendency (Mean, Median and Mode) and Measures of Relative Position - Deciles and Percentiles
- Measures of Variability - Range, Mean Deviation, Quartile Deviation and Standard Deviation
- Coefficient of Correlation - Rank Order Difference and Pearson's Product Moment Method

### **UNIT- IV Normal Probability Curve (NPC)**

- Characteristics and uses of Normal Probability Curve

### **UNIT- V Inferential Statistics**

- Parametric and Non-Parametric Tests : Meaning and Difference
- Parametric Tests - Test of Statistical Significance, Significance of Mean, Percentages and Correlation, Testing Null Hypothesis ( $H_0$ ), level of Significance, Degree of Freedom, One Tailed and Two Tailed Test, Type-I and Type-II Error in Decision Making , Significance of Difference Between two Mean (t-test) and One Way and Two Way Analysis of Variance (ANOVA), F - test.
- Non Parametric Tests - Chi-Square Test, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of Correlation.

**Practicum** – Any two of the following :-

5. Writing a Research proposal with the following steps:
  - Title Page
  - Abstract
  - Table of Contents
  - Introduction (including Statement of Problem, Purpose of Research, and Significance of Research)
  - Background (including Literature Survey)
  - Description of Proposed Research (including Method or Approach)
  - Description of variables and constructs
  - List of References
- A critical review of a National or International Research Paper.

- Critical review of a dissertation / thesis (M.Ed / M.Phil or Ph.D.) and write a report.
- Writing an essay on any upcoming field in Social Science Research.

#### **SUGGESTED READINGS:**

- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Sterling Publishers Pvt Ltd, Delhi
- Best, John W. and Kahn James V (1995), *Research in Education*, Prentice Hall, New Delhi
- Burns, R.B. (1991), *Introduction to Research in Education*, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), *Statistics in psychology and Education*, Vakils, Feffer and Simon, Bombay.
- Gupta, S.P. . (2003), *Sankhyikiya Vidhiyan*, Sharda Pustak Bhavan, Allahabad
- Kapil, H.K. (1983) *Anusandhan ke Mul Tatva evam Sankhyiki*, Bhargav Book Depot, Agra
- Kerlinger, F.N. (1973), *Foundation of Behavioral Research*, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), *Methodology of Educational Research*, Vikas, New Delhi.
- Mcmillion, James H. and Schumarcher, S. (1989), *Research in Education: A Conceptual Introduction*, Harper and Collins, New York.
- Mouly, A.J. (1963), *The Science of Educational Research*, Euroasia, New Delhi.
- Neuman, W.L. (1997), *Social Research Methods: Qualitative and Quantitative Approaches*, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), *Fundamental Statistics in psychology and Education*, Mac Graw Hill, New York.
- Sharma, R.A., *Fundamentals of Educational Research* : Meerut ,Loyal Book Depot, 2003
- Bhatnagar, R.P. (Ed.), *Readings in Methodology of research in Education* ;Meerut , R Lall Book Depot, 2002
- Travers, R.M.W. (1978), *An Introduction to Educational Research*, Macmillan, New York.
- Van Dalen, D.B. (1962), *Understanding Educational Research*, Mc Graw Hill, New York.

- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- ए.बी. भटनागर एव. अनुराग भटनागर (2011). शैक्षिक अनुसन्धान की कार्यप्रणाली, मेरठ, आर लाल बुक डिपो



**M.Ed. (THIRD SEMESTER)  
Course-VII**

**HISTORICAL PERSPECTIVES OF EDUCATION**

**COURSE OBJECTIVES:**

To enable the students to understand

- The development of Education in historical perspectives.
- The approaches to the History of Education
- Development of Education during different periods of Indian History and factors affecting it.
- Development of Indian National Consciousness and role of Education.
- The visualization of Education in Independent India and its Future.

**COURSE CONTENT**

**UNIT- I : Perspectives and Prospects**

- Approaches to the study of History of Education
- Contribution of History of Education as a discipline
- Educational constituent forces of society
- Institutionalization of Education
- Factors influencing Education System: Political, Demographical and Socio-Economical Conditions, Religion, Philosophy.

**UNIT- II : Education in Ancient and Medieval India**

- Aims of Education in Ancient India.
- Salient features of Vedic, Brahmanic and Buddhist Education
- Educational Institutions / Centers of Higher Learning in Ancient India
- Role of Society and State in Education
- Impact of Ancient Education on present.
- Educational Institutions at Different Levels (Medieval India)

**UNIT- III : Education in the British Period**

- Indigenous Education : Adam Report
- Significance of Missionary Work
- Western Education through the Charter of 1813.
- Oriental- Occidental Controversy.



- Macaulay's Minutes 1835.
- Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Committee and Abbott Report
- Sargeant Plan

#### **UNIT- IV : Education in Independent India:**

- University Education Commission Recommendations (1948)
- Secondary Education Commission Recommendations (1952-53)
- Indian Education Commission (1964-66)
- Challenge to Education Policy Perspectives- NPE -1986
- POA-1992
- Changing perspectives of Education Policy with reference to the forces of LPG.
- National Knowledge Commission (2005)

#### **Unit -V : Education for the Indian National Consciousness**

- National Consciousness in Education
- Wardha Plan
- Discontent against Western Education.
- Contribution of Educational Institutions

#### **Practicum:** Any two of the following:

- Write the contribution of prominent ancient educational centres of India.
- On the basis of your experiences, what should be the education system at present.
- Analysis of any one document : Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Committee or Abbott Report.

#### **Suggested Readings**

- Agarwal, J.C. (1998), Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010), Education in Ancient India, Delhi: Isha Books.
- Das, Santosh Kumar (1933), The Educational System of Ancient Hindus, Calcutta
- Das-Gupta, Devendra Chandra(1942). Jaina System of Education, Calcutta.
- Dharmapal (1981), The Beautiful Tree, Indian Education in the Eighteenth Century, Delhi.
- Dinkar, Ramdhari Singh (2006), *वृत्तवत् वृत्तवत्* 44, Allahabad: Lokbharti Prakashan.
- Gurumurthy, S.(1979), Education in South India,(Ancient and Modern Periods), Madras.

- Halappa, G.S. (Ed.) (1960), Studies in Education and Culture (Dr. D. C. Pavate Felicitation Volume), Dharwad.
- Keay, F. F.(1918), Ancient Indian Education: An Inquiry into the Origin, Development and Ideals, Oxford.
- Keay, F. F.(1959), A History of Education in India and Pakistan, 3<sup>rd</sup> Ed. Oxford.
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
- Mukherjee, R.K. (2011), Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
- Nurulla, Syed and Naik J. P.(1945), A Student's History of Education in India (1800-1964.) Bombay.
- Tilak, J.B.G. (2013). Higher Education in India: In Search of Equality, Quality and Quantity, New Delhi: Orient Blackswan.
- Zuhuruddin, Ahmed (1935). Present Day Problems of Indian Education. Bombay.
- गुप्ता एस0पी (2014) भारतीय शिक्षा का इतिहास विकास एवं समस्याएं शारदा पुस्तक भवन इलाहाबाद

## **COURSE VIII : EDUCATIONAL TECHNOLOGY AND ICT**

### **COURSE OBJECTIVES:**

The learners will be able

- To become effective user of technology in Education
- To acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- To familiarize themselves with new trends, techniques in education along with e-learning.
- To become good practitioner of Information and Communication Technology and e-learning.

### **COURSE CONTENT**

#### **UNIT I – Educational Technology**

- Concept, Meaning, Nature and Scope
- Approaches to Educational Technology: Software, Hardware and System Approach
- Forms of Educational Technology: Teaching Technology, Instructional Technology and Behavioural Technology and Instructional Design
- Task analysis, Designing Instructional Strategies such as Lecture, Team

Teaching, discussion, seminar and tutorials

### **UNIT- II : Teaching Technology**

- Teaching: Meaning, Principles and Maxims of Teaching.
- Stages of teaching- Pre-active, Interactive & Post-active.
- Levels of teaching- Memory, Understanding and Reflective.
- Teaching Strategies: Meaning, Nature, Functions and Types (Autocratic Democratic and Laissez - Faire).
- Models of Teaching: Concept, need, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organiser Model and Flander's Interaction Analysis

### **UNIT- III : Multi Dimensional Approaches in ET**

- Programmed Instruction: Origin and types- Linear, Branching and Mathetics.
- Development of the Programmed Instructional Material
- Personalized System of Instruction – Keller's plan
- Microteaching
- Cooperative and Blended Learning
- Computer Assisted Instruction.

### **UNIT-IV : Information and Communication Technology**

- Meaning, Concept, Nature and Advantages.
- Communication and Teaching
- Components of Communication
- Principles of Communication
- Use of Computers in Communication and Education, Networking - LAN, WAN, Internet, E-mail, Browsing and Surfing
  - E-learning- Educational Softwares, Online Learning Management System
- Use of Scanner, Interactive Board and LCD Projector

#### **Practicum - Any Two of the following-**

- Critical Review of Educational Programme presented through T.V., CDs, Videocassettes, Radio
- Development of Computer Aided Materials/Power Point Presentations.
  - Development of technology based study material for school students.

&



Students are required to perform the following with the help of Computer Teacher:

(Workshop)

Session	Theme	Duration and Assignment
1	Functional knowledge of operating Computer System	2 Hours Write a brief report on various components of a computer system
2	Practice of MS Word	04 Hours Describe the essential features of MS Words
3	Practice of MS Power Point and Use Animation	08 Hours Develop 10 Slide presentation for teaching a topic of your subject
4	Practice of MS Excel	04 Hours Prepare salary of 10 teachers in different grades of your school. Prepare attendance register for one month of your class
5	Practice on Internet	06 Hours Describe the concept of surfing and browsing on internet.
6	Creating Blogs and Web page	04 Hours How do you create website of your school?

#### Suggested Reading:

- Dasgupta, D. N. , Communication and Education , Pointer Publishers
- Lal, Madan, Essentials of Educational Technology , Anmol Publications
- Varma , Mahesh, Online Teaching Tools and Methods , Murari Lal & Sons
- Sareen , N., Information and Communication Technology , Anmol Publication
- Dahama & Bhatnagar, Education and Communication for Development, OxfordPublishing company, New Delhi
- Naidu, Son, e-learning : a Guidebook of Principles, Procedures and Practices, Commonwealth, Commonwealth Educational Media Centre
  - Alberto, P.A. & Tontman, A.C. (1986). *Applied Behaviors Analysis for Teachers*. London: Merrill Publishing Co.
  - Das, R.C (1992) *Educational Technology: A Basic Text*, New Delhi : Sterling
  - Dececco. J.P. (1964) *Educational Technolgy*, New York: HRW
  - Joyce, B. & Others (1992) *Models of Teaching* New York: Holt, Rinehart & Winston.



- Mukhopadhyaya, M. *Educational Technology Year Book* from 1988.
- Rao, V. (1991) *Educational Technology*. Delhi: Himalayan Publishing House
- Sampath, K Etal (1990) *Educational Technology*. New Delhi : Sterling.
- Sharma, RA. (1983) *Technology of Teaching*. Meerut, R. Lal

## **OPTIONALS COURSES IX**

**(Any one of the Following)**

### **OPTIONAL COURSE - A : INCLUSIVE EDUCATION**

#### **COURSE OBJECTIVES:**

The students will be able to :

- Identify needs of children with disabilities,
- Plan need-based programmes for children with varied abilities in the classroom,
- Use specific strategies involving skills in teaching of children with special needs in inclusive Classrooms,
- Incorporate innovative practices to respond to education of children with special needs.
- Acquire knowledge of characteristics of various need
- Know the role of National and International institutes related to the development of children with special needs.
- Know the contemporary trends in Special Education through Constitutional Provisions

#### **COURSE CONTENT**

##### **UNIT-I : Introduction to Inclusive Education**

- Concept, Meaning, Importance and objectives of Inclusive Education.
- Social Exclusion based on gender and caste : Historical Perspective
- Difference between Special Education, Integrated and Inclusive Education.
- Models of Disability: The Charity Model, The Bio Centric Model, The Functional Model, The Human Right Model.

##### **UNIT- II : Historical Perspectives of Inclusive Education**

- Important International Declarations/Conventions/Proclamations–Biwako Millennium Framework (BMF, 1993-2012), Educational Provisions in the UN Convention on the Rights of Persons With Disabilities (UNCRPWD), 2006.
- Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act), The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); and The National Trust for Welfare of Persons with

Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; Right To Free & Compulsory Education Act, 2009 (RTE Act 2009).

- Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

#### **UNIT- III : Children with Diverse Needs**

- Discrimination based on disability, categories of disabilities.
- Method and Approaches in identifying children with disabilities.
- Children belonging to other marginalized groups: problems, forms of discrimination.
- Basic principles of Human Rights Approach to Education.

#### **UNIT- IV : Developing Support Networks**

- Developing Social climate of the classroom
- Developing partnerships in teaching : Teacher and Special Teacher;
- Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers

#### **UNIT- V : Programmes and Provisions**

- Educational Provisions and Programmes for children with special needs at National and International level
- Technological Advancement and its application- ICT, Adaptive and Assistive Devices, Equipments and other Technologies for children with special needs: (Mentally Retarded, Hearing Impaired, Orthopaedically Impaired, Visually Impaired, Learning Disabled, Delinquents and Gifted)

#### **Practicum - Any two of the following:**

- Conducting a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.
- Evaluation of Textbooks from the perspective of differently abled children
- Field visit to a school /institution promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national /international) related to diversity.
- Visit to special, integrated and inclusive classrooms.
- Case study of differently abled child

## References-

- Bhargava, M., (2003) *VishisthaBalak – UnkisikshaEvamPunarvasa*, Vedanta Publications, Lucknow.
- Bist, A.R., *VishisthaBalak*, VinodPustakMandir, Agra. ( Hindi )
- Burt Cyril (1950) *The Backward Child*, University of London Press.
- Cruickshank, William M: *Education of Exceptional Children and Youth* by Prentice Hall, Inc.
- Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ, Prentice Hall.
- Dash, M., (2000) *Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.
- *Drishtibadha*, (2012) AICB, New Delhi. (Hindi)
- Frampton, M. & E. Gall: *Special Education for the Exceptional* (Boston: ProterSergeant)
- Guilford, (1971), *Special Education Needs*, RoutledgeKagan Paul.
- Hallahan, D. and Kauffman, JM (1978), *Exceptional Children: An Introduction to Special Education* Englewood Cliffs NJ, Prentice Hall.
- Joseph, R. A., (2004). *Vishesh Shiksha avam Punarvas*, Samakalan Publishers, Varanasi.
- Kundu C.L., (2000) Editor in Chief, *Status of Disability in India*, RCI, New Delhi.
- Kuppuswamy, B: *A Text Book of Child Behavior & Development*, New Delhi, VikasPublishing House, 1976.
- Lloyd, M. Dunn: *Exceptional Children in the Schools* (New York, Holt, Rinehart & Winston, Inc.)
- Mangal, S.K., (2009), *Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India private Limited, New Delhi.
- NCTE (2003). *Discrimination Based on Sex, Caste, Religion and Disability*, New Delhi.



- Panda, K.C.,(1997)*Education of Exceptional Children*, New Delhi,Vikas Publishing House Pvt.Ltd
- Ram, P. S., *Exceptional Children*, Alok Prakashan, Lucknow.
- *ShikshakPrashikshakLekhmal*.(2004), AICB, New Delhi,
- Yesseldyke, E James, Bob A..*Special Education, A Practical Approach for Teachers*. Kanishka Publishers, Distributors, New Delhi.
- Werts, Culatta & Tompkins, G. Margaret,A. Richard& R. James., (2011). *Fundamentals of Special Education What every teacher needs to know*, PHI Learning Private Limited, New Delhi.
- Wadin, A.R. (ed.), *The Handicapped Child*, Bombay, Tata Institute of Social Sciences.

### **OPTIONAL COURSE - B : GUIDANCE AND COUNSELLING**

#### **COURSE OBJECTIVES:**

- To enable students understand the concept and need of guidance.
- To help students learn principles and problems of different types of guidance.
- To make students efficient in techniques of guidance of the children.
- To help students understand the concept and process of counselling.

#### **COURSE CONTENT**

##### **UNIT- I : Guidance**

- Concept, Assumptions, Issues and problems of Guidance.
- Need, Scope and Significance of Guidance.

##### **UNIT-II: Organisation of Guidance Services**

- Individual Inventory Service, Information Service, Preparation Service, Placement & Follow-up Service
- Organization of Guidance Programme for Elementary and Secondary Schools.
- Role of teachers in organizing the Guidance Programmes.
- Management of resources in Guidance Programme.
- Skills of using Information Technology and Internet, and Online Testing Services, Career Information and Resource Sharing.
- Evaluation of Guidance Programmes

##### **UNIT-III : Guidance of Children with Special Needs**

- Problems and Needs.



- Guidance of the Gifted and Creative Students.
- Guidance of Under-Achiever and First Generation Learners.
- Role of the teacher in helping children with Special Needs.

#### **UNIT-IV : Testing in Guidance**

- Use of tests in Guidance.
- Tests of Intelligence, Aptitude, Interest and Personality.
- Administering, Scoring and Interpretation of Test Scores.
- Communication of Test Results as relevant in the context of Guidance Programme.

#### **UNIT-V : Counseling**

- Concept, Nature, Principles of Counseling.
- Counselling Process.
- Group Counselling vs. Individual Counselling for Adjustment.
- Characteristics of good Counselling.

#### **Practicum – Any two of the following :**

- Preparing profile of any student of Secondary level
- Study of Guidance Services in a School / Institution
- Counseling Report of any student of Secondary level

#### **Suggested Readings:**

- Aggarwal J.C, (2005), Career Information in Career Guidance Theory & Practice Doaba House, Delhi.
- Aggarwal R. (2010) Elementary Guidance and Counselling, ShipraPublication, New Delhi
- Aggarwal R.(2006) Educational Vocational Guidance and Counselling,Shipra Publication, Delhi.
- Chandra R.(2007), Career information and Guidance and Counseling, IshaBooks, Delhi
- Chauhan S.S. (2007), Principle and Techniques of Guidance: VikasPublishing House, New Delhi
- David A. (2009), Guidance and Counseling. Commonwealth Publisher,Delhi
- Gibson & M. Mitchell (2008), Introduction to Counselling and Guidance,PHI Learning, Pvt. Ltd., New Delhi.
- Gibson R. L., & Marianne M. H.(2008), Introduction to Counselling and

Guidance, Prentice Hall of India Ltd., New Delhi.

- Kochhar S K.(2006). Educational and Vocational Guidance in Secondary Education. Sterling Publications, Delhi.
- Koshy J. (2007), Guidance and Counselling (Vol.IV), Dominant Pub. & Distributors, New Delhi.
- Mathur S.S. ; Fundamentals of Guidance & Counseling. AgrawalPublication: Agra, 2nd Edition
- Naik D. (2007) Fundamentals of Guidance and Counselling. Adhyayan Publishers, New Delhi.
- Pandey V.C. (2006) Educational Guidance & Counselling. Isha Books,Delhi
- Rao S. N. (2006) Counselling and Guidance, McGraw Hill, Delhi
- Rao S N & Hari H S.(2004) Guidance and Counselling, Discovery Pub.House, New Delhi.
- Seligman L & Lourie W (2010), Theories of Counselling and Psychotherapy Systems: Strategies & Skills, New Delhi
- Sharma S.(2007)., Career Guidance & Counselling Kanishka Publishers:New Delhi
- Varky B G & Mukhopadhyay M.(2006), Guidance and Counselling: Sterling Publications, New Delhi

## M.Ed. – FOURTH SEMESTER

### COURSE –X TEACHER EDUCATION

The learners will be able to

- acquaint with the evolution and development of Teacher Education in India.
- familiarize with the concept, objectives and nature of Teacher Education.
- acquaint with competencies essential for the teaching profession.
- acquaint with sense of accountability for the teaching profession.
- make aware with agencies working in the area of teacher education and their role.
- acquaint with the Teacher Education in Global Perspective.
- make aware with emerging trends in Teacher Education.

#### Course Content

##### Unit -I: Teacher Education in India: Historical Context

- Evolution and Development of Teacher Education in India
  - Before Independence Period
  - After Independence Period
- Recommendations made by various Commissions and Committee's on Teacher Education in Post Independent India.

##### Unit II: Teaching as a Profession

- Profession- Concept and Characteristics
- Teaching Profession- Concept and Characteristics
- Professional Development- Aims and Activities
- Competency Based Teacher Education, Accountability in Teacher Education

##### Unit-III :Teacher Education in India at Various Levels

- Concept and Objectives
- Pre- Service Teacher Education
- In-service Teacher Education
- Induction

##### Unit-IV: Agencies of Teacher Education and its Role

- NCTE, UGC, NUEPA and NCERT
- SCERT, DIET, SIEMAT and UGC-ASC

##### Unit-V Emerging Trends in Teacher Education

- Total Quality Management in Teacher Education
- Performance Based Appraisal System - Academic Performance Indicator (PBAS-API)
- Code of Professional Ethics
- E-learning in Teacher Education (Computer and Mobile)
- Teacher Education through Distance Mode
- Integration of ICT in Teacher Education
- Two- years B.Ed and M.Ed. programme- concept and rationale
- School Internship- Concept and Objective
- Research Trends in Teacher Education

**Practicum:** Any two of the following:

- Extensive survey of school internship and a detailed report submission
- According to your views, what should be the future scenario of Teacher Education in India? ( minimum 2000 words )
- Survey of any institution regarding use of ICT in
  - (a) Administration
  - (b) Classroom Teaching.

**Suggested Readings:**

- NCERT (2005). National Curriculum Framework, New Delhi
- NCERT (2005). National Focus Group on Teacher Education, New Delhi
- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi
- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi
- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi
- Radha Mohan (2011). Teacher Education, New Delhi: Prentice Hall of India Limited
- Ravi Kant Chopra (1993). Status of Teachers in India, NCERT, New Delhi
- Report of the Batra Committee
- Report of the Justice Verma Commission
- Report of the Kothari Commission
- Report of the National Policy on Education (1986)
- Programme of Action (1992)
- Stinnett, T. M. (1965) The Profession of Teaching, New Delhi: Prentice Hall of India(Private) Limited
- Walia, K (2003). Teacher Commitment, New Delhi: NCERT



## COURSE XI- MEASUREMENT AND EVALUATION IN EDUCATION

### **COURSE OBJECTIVES:**

The learners will be able to

- Acquaint with the basic concepts and practice adopted in educational measurement and educational evaluation
- Understand relationship between measurement and evaluation in education and the existing models of evaluation
- Orient with the tools and techniques of measurement and evaluation
- Develop skills and competencies in constructing and standardizing the test.
- Understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.
- Implement the appropriate statistic measures on an educational data for its analysis.
- Evaluate an educational problem through inferential statistics.

### **COURSE CONTENT**

#### **UNIT-I : Measurement, Evaluation and Assessment**

- Concept ,Scope, Need and Functions
- Basic Principles of Measurement and Evaluation
- Difference between Measurement, Evaluation and Assessment

#### **UNIT-II : Test Construction and its Standardization**

- Test Items : Meaning and Concept
- Types of Tests - Objective , Essay and Interpretative
- Writing Test Items
- Item analysis
- Standardization of Test
- Basic Characteristics of good Measuring Tools: Validity, Reliability and Objectivity
- Norm Referenced and Criterion Referenced Test, Standard Scores: Z-Scores, T-Scores & C- Scores

#### **UNIT-III : Statistical Measures**

- Normal Probability Curve : Its meaning , characteristics and its Application
- Parametric and Non – Parametric Tests : Meaning and Concept
- Measures of Central Tendencies : Mean, Median, Mode

- Measures of variability: Mean Deviation, SD , Quartile Deviation
- Analysis of Variance (ANOVA): one way & two way
- t- test, Chi Square test, Median Test, Mann Whitney U -Test

#### **UNIT-IV : Correlation**

- Correlation : Meaning and Concept
- Rank Order Correlation
- Product Moment Correlation
- Partial & Multiple Correlation
- Biserial & Point Biserial Correlation
- Phi – Coefficient

#### **UNIT-V : New Trends in Evaluation**

- Grading
- Semester System
- Continuous and Comprehensive Evaluation (CCE)
- Question Banks
- Use of Computers in Evaluation
- The Scaling of Scores

**Practicum-** Any two of the following:

- Construction of a test for the measurement of Achievement / Aptitude /Attitude/ Interest/ Emotional Quotient and Intelligence Quotient.
- Administration of the test, interpretation of data and implications in the field of Education.
- Suggest to implement Continuous and Comprehensive Evaluation (CCE) in IX class of any school.

#### **Suggested readings**

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Anastasi, A: *Psychological Testing (Fifth-21)* Macmillan Pub. Co. Inc. New York.
- Singh, Arun Kumar (1986), *Tests, Measurement and Research Methods in Behavioral Sciences*, New Delhi , Tata McGraw Hill Publishing Company Limited
- E.F.Lindquist (1970), *Statistical Analysis in Educational Research*, , Oxford & IBH Publishing Co. Calcutta
- Ebel, R.L (1970) *Essential of Educational Measurement*, (Third Will Prentice Hall

Inc. New Jersey

- Ferguson, G A (1981) Statistical Analysis in Psychology And Education, McGraw Hill International Book Co.
- Garrett, H.E. (1978), Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins. New York.
- Guilford, J.P. (1965) Fundamental Statistics In Psychology And Education, McGraw Hill
- M Rajamanikram (2001) Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company

### **COURSE –XII : OPTIONALS COURSES**

(Any one of the Following)

#### **OPTIONAL COURSE: A -DISTANCE EDUCATION**

##### **COURSE OBJECTIVES:**

- To orient students with nature and need of distance education in the present Indian society.
- To expose students to different kinds of information and communication technologies (ICT) and enable them to be familiar with their use in teaching learning process.
- To enable students to understand various modes of student support services (SSS) and develop skills in them to manage such services for various kinds of programmes through Distance Education.
- To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education (DE) programmes.

##### **COURSE CONTENT**

###### **UNIT-I : Introduction to Distance Education**

- Meaning, Concept, Nature and Scope
- Need, Characteristics and Salient Features of Distance Education
- Teaching -Learning Components : Distance Educator, Distance Learner, Self Instructional Material, Student Support Services, Media and Technology
- Distance teaching- learning System in India

###### **UNIT-II- History of Development of Distance Education**

- In Global Context
- In Indian Context



Education and Pergamon Press, Oxford

- Escotet, M. (1983), Adverse factors in the Development of and Open University in Latin America, in Programmed Learning and Educational Technology, Vol. 17
- Govt. of India (1966), Education and National Development : Report of the Education Commission (1964-66), NCTERT, New Delhi
- Govt. of India (1986), NPE- 1986, Ministry of Education, New Delhi
- Govt. of India (1992), POA- 1992, NPE-1986 (Revised) , New Delhi
- Sahoo, P.K. (1994), Open Learning System, Uppal, New Delhi
- IGNOU(1985), IGNOU Act, IGNOU, New Delhi
- UNESCO (1976), Draft Recommendations on the Development of Adult Education, Paris
- Yadav, M.S. and Panda, S.K. (1996), Distance Higher Education in India: A Historical Overview, Journal of Higher Education.

### **OPTIONAL B - Educational Administration and Planning**

#### **COURSE OBJECTIVES:**

To enable the student to

- acquire basic knowledge (facts, concepts, theories and principles) of educational administration essential for administrative jobs and research in educational administration.
- understand how an educational organization can be effectively managed.
- develop national and international perspective on educational administration.
- Qualities of resource persons who can, in future, develop educational administration as a science and an independent field of study.
- Know the trends of educational financing in India
- develop skills in managing educational institutions, departments and other organizations more effectively.

#### **Course Content**

##### **Unit-I : Educational Administration**

- Educational Administration: Meaning, nature, definition, scope and functions.
- Educational administration in India, need for change and training of educational managers in India.
- Theories of educational administration. Theories of Barnard, Mort and Argyris- Bakke



### **UNIT III – Distance Education System in India**

- Organization
- Management
- Implementation
- Assessment : Present Scenario
- Reforms Needed

### **UNIT IV- Learning in Distance Education**

- Student Support Services (SSS): Sattelite TV, SITE, DD Channels, Mass – Madia, Self Instructional Material, Personal Contact Programme, Workshop, Assignments
- Technical and Vocational Programmes
- Programmes for Child Development, Women Empowerment, Skill Development, Health and Hygiene
- Distance Education and Rural Development.

### **UNIT-V - Quality Enhancement through Distance Education.**

- Quality Assurance
- Mechanism for Maintenance of Standards in Distance Education: Role of NAAC, UGC, NCTE, NCERT, AICTE, PCI, MCI
- Quality Maintenance

### **UNIT VI – Interventions in Distance Education**

- Lack of Student Support Services : Resource Persons, Mass Media
- Problems in Designing and preparing Self-Instructional Material : Lack of Experts and Suitable Technology
- Electronic Media: Transistor, TV, CCTV, Video Conferencing, Computer with Internet
- Cost Effectiveness

**Practicum:** Any two of the following:

- Design Self- Instructional Material for Teaching – Learning for a unit of your subject at eighth standard
- Describe contribution of Skinners's Programmed Instruction in Distance Education
- Prepare a research paper on 'Growth and Development of Education System'.

**Suggested Readings:**

- CABE (1995), Report of the Committee on Distance Education, New Delhi
- Dave, R.H. (1982), Foundations of Life Long Education, UNESCO Institute of

(general characteristics)

- Educational institutions as organizations: concepts of organizational climate, organizational culture and organizational health- Their measurement and tools.
- Concept of Educational Management and Management of Educational institution

#### **Unit-II : Educational Planning**

- Educational Planning: Meaning, nature and need.
- Educational Planning in India.
- Approaches of Educational Planning: Manpower approach, Demographic projection model, Social Demand Approach, Rate of Return approach, Social Justice approach
- Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept

#### **Unit-III : Personnel Administration**

- Personal Administration: meaning and its major concerns
- Functions of Personnel Administration.
- Importance of Personnel Administration.
- Conflict Management.
- Decision-Making.

#### **Unit-IV: Educational Financing in India**

- Factors influencing Educational Financing.
- Principles of Educational Finance.
- Financing of Higher Education in India: Role of UGC and RUSA
- Private Partnership in Higher Education: Advantages and Disadvantages.
- Internationalization of Higher Education: General Agreement on Trade in Services (GATS) in Education
- Modes of Internationalization of Higher Education in India.

#### **Unit-V : Educational Leadership**

- Leader : Qualities and Duties.
- Theories of Leadership and their styles (Trait Theory, and Philosophical Approach of McGregor)
- Fiedler's Contingency and Hersey-Blanchard Theories and their styles of Administration.
- Grid concept of Leadership Styles.

**Practicum:** Any two of the following:

- Prepare a case study of one institution involving observation of principal's effective

leadership style.

- Prepare a tool to measure institutional effectiveness or organizational climate.
- Write a research paper on 'Important aspects of Management of Higher Education'.

**Suggested Readings:**

- Azad, J.L. (2008). Financing and Management of Higher Education in India, New Delhi: Gyan Publishing House.
- Amitai Etzioni (1964). Modern Organizations Englewood Cliffs. Prentice-Hall. N.J.
- Daniel E. Griffiths(1959).Administrative Theory, New York: Appleton.
- R.P. Bhatnagar; and Vidya Agarwal (2001).Educational Administration. Meerut: Surya Publication, R. Lal Book Depot

**With warm Regards**



**(Prof. Bihari Singh)**

Convenor, Board of Studies

Faculty of Education

Kamla Nehru Institute of Physical and

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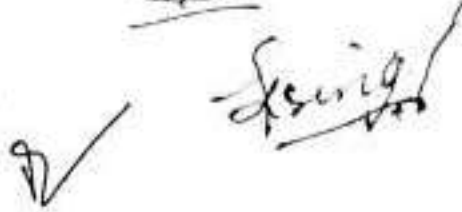
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2/10  
10.09.2023  
Dr. Singh  
Singh

Dr. Singh

Dr. Singh



कमला नेहरू भौतिक एवं सामाजिक विज्ञान संस्थान, सुलतानपुर  
स्वायत्तशासी संस्थान

दिनांक: 10.09.2023

निर्णय संख्या- 02

प्रश्न-पत्र प्रारूप निर्धारण निर्णय निम्नवत है-

1. समस्त प्रश्न-पत्र 2 घण्टे का होगा।
  2. प्रश्न-पत्र का पूर्णांक 80 अंकों का होगा।
  3. प्रश्न-पत्र कुल 3 खण्डों में विभक्त होगा।
    - ❖ प्रथम खण्ड A में कुल 20 अति लघु उत्तरीय प्रश्न होंगे। जिसमें बहुविकल्पीय, सत्य / असत्य (True/False) एवं रिक्त स्थानों की पूर्ति (Fill in the Blank) आदि प्रारूप शामिल किए जा सकते हैं। प्रत्येक प्रश्न पर 2 अंक निर्धारित हैं। अति लघु उत्तरीय प्रश्न पूरे पाठ्यक्रम को कवर करते हुए बनाया जाएगा। शब्द सीमा 25 शब्द की होगी।
    - ❖ प्रश्न-पत्र के दूसरे खण्ड B में कुल 05 लघु उत्तरीय प्रश्न होंगे। जिनकी शब्द सीमा 200 शब्दों की होगी। प्रत्येक प्रश्न पर 04 अंक निर्धारित होंगे। हर प्रश्न का विकल्प भी आवश्यक है।
    - ❖ प्रश्न-पत्र के खण्ड C में मात्र 01 प्रश्न होगा। अधिकतम शब्द सीमा 500 शब्द की होगी। इसके कम से कम 03 विकल्प आवश्यक होंगे। इस एक प्रश्न पर 20 अंक निर्धारित हैं।
- इस तरह एक प्रश्न-पत्र का कुल 80 अंक का होगा।
4. समिति ने यह निर्णय लिया कि किसी असंगत स्थिति में समिति को अधिकार होगा कि वह आवश्यक सुझाव व परिवर्तन हेतु स्वतंत्र होगी।

2/23  
10.09.23  
Singh  
D. Singh  
MS  
SP  
MS



# स्वायत्त शिक्षण संस्थान मुलतानपुर (उ० प्र०) 226178

(स्वायत्तशासी संस्थान व नेक द्वारा "A" ग्रेड में मूल्यांकित)

सम्बद्ध- डॉ० राममनोहर लोहिया अक्व विश्वविद्यालय, अयोध्या

(अ) प्राशिनक के नाम (सबल क)

कक्षा नरिण्ड / रग० रउ० विषय शिक्षा संकाय प्रश्न-पत्र अद्ययन परिषद के नाम, दिनांक 10-09-23 मोबाइल / ई-मेल

क्रमांक	नाम व पद	विषय	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल / ई-मेल
1	श्री. अरुण कुमार, Lect.	शिक्षा विभागा, लखनऊ, बिहार कि. लखनऊ.	शिक्षा विभागा, लखनऊ, बिहार कि. लखनऊ.	Ed. Technology	
2	श्री. सुनेहा कुमार, Lect.	शिक्षा संकाय, लखनऊ, बिहार कि. लखनऊ.	शिक्षा संकाय, लखनऊ, बिहार कि. लखनऊ.	Ed. Psychology	
3	डॉ० प्रेमपाल सिंह, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Teacher Education	
4	डॉ० गोपब रान, Assoc. Prof.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Research Methodology	
5	डॉ० रम. पी. सिंह, प्राचार्य	N. 3, टी. वी. डी. लखनऊ, बिहार कि. लखनऊ.	N. 3, टी. वी. डी. लखनऊ, बिहार कि. लखनऊ.	Measurement and Evaluation	
6	श्री. सोमा गौड़, Lect.	P. 3. 3. लखनऊ, बिहार कि. लखनऊ.	P. 3. 3. लखनऊ, बिहार कि. लखनऊ.	Ed. Technology	
7	श्री. राजेश सिंह, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Distance Education	
8	श्री. पी. के. वांडेय, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Distance Education	
9	श्री. इतय साय सिंह, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Ed. Administration	
10	श्री. वी. के. रतनलाल, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Ed. Administration	
11	डॉ० दिनेश सिंह, Assoc. Prof.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Inclusive Education	
12	श्री. रम. वांडेय सिंह, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Ed. Technology	
13	श्री. सीता सिंह, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Ed. Psychology	
14	डॉ० राठोडा सिंह, Assoc. Prof.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Teacher Education	
15	श्री. लाली वांडेय, Lect.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Teacher Education	
16	डॉ० लिवेनी सिंह (अ. ग०)	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Philosophical Edu.	
17	डॉ० अनुराग सिंह, Assoc. Prof.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	शिक्षा सं. लखनऊ, बिहार कि. लखनऊ.	Philosophical Edu.	

Signature of the Head of the Institution





# स्वायत्तशासी संस्थान व नैक द्वारा "A" ग्रेड में मूल्यांकित

## सम्बद्ध- डॉ० राममनोहर लोहिया अवध विश्वविद्यालय, अयोध्या

### विश्वविद्यालय

#### प्रश्न-पत्र

कक्षा ..... विषय ..... विद्यार्थी का नाम (सबल कक्ष) 228178

क्रमांक	नाम व पद	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल / ई-मेल
1.	डॉ० प्रतीमा राय Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
2.	डॉ० राजारंजना राय Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
3.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
4.	डॉ० उमेशचंद्र शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
5.	डॉ० उमेशचंद्र शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
6.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
7.	डॉ० राजारंजना राय Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
8.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
9.	डॉ० राजारंजना राय Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
10.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
11.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
12.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
13.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
14.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
15.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
16.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग
17.	डॉ० अशोकप्रताप शर्मा Lect	नॉ- 25, बिल्डिंग- 25, स्याफेट पी.जी.जी. उमिदवा	मानव संसाधन पाठ्यक्रम	मानव संसाधन विभाग

Signature of the Head of the Department





# स्व सामाजिक विज्ञान संस्थान सुल्तानपुर (उ० प्र०) 228118

(स्वायत्तशासी संस्थान व नेक द्वारा "A" ग्रेड में मूल्यांकित)  
सम्बद्ध- डॉ० राममनोहर लोहिया अवध विश्वविद्यालय, अयोध्या

कक्षा बी. एड. विषय शिक्षण संज्ञान प्रश्न-पत्र अध्ययन परिषद के नाम, दिनांक 10.09.23 (अ) प्राश्निक के नाम (सबल व) मोबाइल/ई-मेल

क्रमांक	नाम व पद	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल/ई-मेल
18.	श्री. गरिमा सिंह Lect.	नरि एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण एवं पाठ्यक्रम	9102306306235170
19.	डॉ० गुलाब सिंह (अ.क.) Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण एवं पाठ्यक्रम	9415695240
20.	श्री. लालिता राव Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण, शिक्षण शिष्ट	9415611556
21.	श्री. अरु. पी. डिबेदी Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण, शिक्षण शिष्ट	945054116
22.	श्री. रेनु सिंह Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण, शिक्षण शिष्ट	6398177856
23.	श्री. राईसि सिंह Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण, शिक्षण शिष्ट	8318700752
24.	श्री. निखिता सिंह Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण, शिक्षण शिष्ट	9936044815
25.	डॉ० संजय कुमार सर्वज्ञान Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	Assessment of Learning	8840471563
26.	डॉ० गुलाब कुमारी शर्मा Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	Assessment of Learning	7398204025
27.	डॉ० विजय कुमार सिंह Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	Inclusion Education	9450162860
28.	डॉ० गीता सिंह - Assent Lect	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	Edu. Technology	
29.	श्री. सुनील कुमार - Lect	ANB डी.एम. डेविज पी. एल. कॉलेज, सीताबूट	Shelvanus of Edu.	9412023181
30.	डॉ० दीपा कुलकर्णी Lect	ANB डी.एम. डेविज पी. एल. कॉलेज, सीताबूट	शिक्षण के इतिहास	8840876964
31.	डॉ० नितीश कुमार पांडेय Lect	ANB डी.एम. डेविज पी. एल. कॉलेज, सीताबूट	ANB डी.एम. डेविज	8840340852
32.	डॉ० मीन कुमारी Assent	ANB डी.एम. डेविज पी. एल. कॉलेज, सीताबूट	शिक्षण एवं शिक्षण	7017704505
33.	डॉ० उषा निरंजन कुमारी Assent	ANB डी.एम. डेविज पी. एल. कॉलेज, सीताबूट	Shelvanus Education	9919485294
34.	श्री. गुलाब कुमारी शर्मा Assent	बी. एड. विभाग, पी. एल. के. कॉलेज, बाराबंकी	शिक्षण, अन्वेषण	9792262706

Signature of Mr. B







# कमलो भेरु भौतिक एवं सामाजिक विज्ञान संस्थान सुल्तानपुर (उ० प्र०) 226178

(स्वायत्तशासी संस्थान व नेक द्वारा "A" ग्रेड में मूल्यांकित)

सम्बद्ध- डॉ० राममनोहर लोहिया अकाध विश्वविद्यालय, अयोध्या

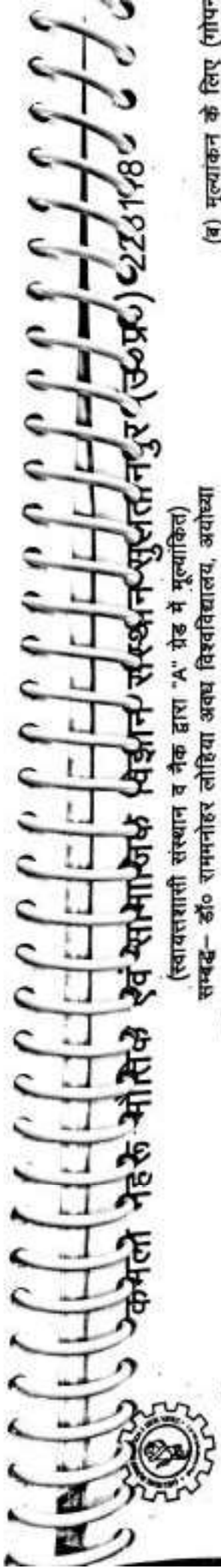
(ब) मूल्यांकन के लिए (गोप्य)

कक्षा बी० एड्स / रा० रा० विषय शिक्षण संकाय प्रश्न-पत्र अध्ययन परिषद के नाम, दिनांक 10-07-2023

क्रमांक	नाम व पद	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल / ई-मेल
1.	डॉ० प्रेमपाल सिंह - Asst Prof	शिक्षण संकाय, इंडेपेंडेंट्स बिल्डिंग - रेल्वी	P.G	
2.	डॉ० गौरन राव - Asst Prof	शिक्षण संकाय, इंडेपेंडेंट्स बिल्डिंग - रेल्वी	P.G	
3.	डॉ० पी.के. पांडेय Prof	शिक्षण संकाय, P.P.R.T.P. गान्धारिका, प्रयागराज	P.G	
4.	डॉ० देवसाज सिंह Prof	शिक्षण संकाय, P.P.R.T.P. गान्धारिका, प्रयागराज	P.G	
5.	डॉ० पी.के. रावनिन Prof	शिक्षण संकाय, P.P.R.T.P. गान्धारिका, प्रयागराज	P.G	
6.	डॉ० दिनेश सिंह Asst Prof	शिक्षण संकाय, P.P.R.T.P. गान्धारिका, प्रयागराज	P.G	
7.	डॉ० रमण महाराज सिंह Prof	शिक्षण संकाय, टी.टी. गान्धारिका, कोटापुर	P.G	
8.	डॉ० सीता सिंह Prof	शिक्षण संकाय, टी.टी. गान्धारिका, कोटापुर	P.G	
9.	डॉ० लालू पांडेय Prof	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
10.	डॉ० लक्ष्मणी सिंह (अ० प्र०)	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
11.	डॉ० रमणेश्वर सिंह Asst Prof	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
12.	डॉ० रामेश्वर सिंह (अ० प्र०)	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
13.	डॉ० नीता सिंह (अ० प्र०)	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
14.	डॉ० उमाशंकर सिंह (अ० प्र०)	शिक्षण संकाय, R.R.P.G. गान्धारिका, जंजेरी	P.G	
15.	डॉ० रामेश्वर सिंह Prof	शिक्षण संकाय, टी.टी. गान्धारिका, जंजेरी	P.G	
16.	डॉ० राजेश सिंह Asst Prof	शिक्षण संकाय, राजाहरपाल सिंह P.G. शिक्षण संकाय, जंजेरी	P.G	
17.	डॉ० शंकराजी सिंह Prof	शिक्षण संकाय, राजाहरपाल सिंह P.G. शिक्षण संकाय, जंजेरी	P.G	

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कर्मलो नेहरू सांसाजिक विज्ञान संस्थान सुल्तानपुर (उ०प्र०) 228148

(स्वायत्तशासी संस्थान व नेक द्वारा "A" ग्रेड में मूल्यांकित)  
सम्बद्ध- डॉ० राममनोहर लोहिया अकष विरवविद्यालय, अयोध्या

(ब) मूल्यांकन के लिए (गोप्य  
दिनांक 12.09.23

कक्षा वी० २२५/२२५०२२६ विषय शिक्षा संकेत प्रश्न-पत्र

अध्ययन परिषद के नाम, दिनांक

क्रमांक	नाम व पद	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल / ई-मेल
18.	डॉ० कोम प्रकाश रसोनी Head	वी० २२५ वि० किसान पी० जी० फाल्गुनी-हरदोई	प० ६	
19.	डॉ० उरमान अग्रवाल Head	वी० २२५ वि० किसान पी० जी० फाल्गुनी-हरदोई	प० ६	
20.	डॉ० सुदीप श्रवास्वत Head	वी० २२५ वि० L.B.S.P.G. फाल्गुनी रोड	प० ६	
21.	डॉ० चमन कौर Head	वी० २२५ वि० L.B.S.P.G. फाल्गुनी रोड	प० ६	
22.	डॉ० लोहांस कल्याणी Head	वी० २२५ वि० L.B.S.P.G. फाल्गुनी रोड	प० ६	
23.	डॉ० अक्षय कुमार सिंह Head	वी० २२५ वि० रामनगर पी० जी० कां० रामनगर-वासांकी	प० ६	
24.	डॉ० आशुतोष शर्मा Head	वी० २२५ वि० रामनगर पी० जी० कां० रामनगर-वासांकी	प० ६	
25.	डॉ० अजय कुमार सिंह Head	डि० आशुतोष R.R.P.G. फाल्गुनी रोड	प० ६	
26.	डॉ० दिनेश शर्मा सिंह Head	डि० अशोक R.R.P.G. फाल्गुनी रोड	प० ६	
27.	डॉ० इशान सिंह Head	डि० इशान शर्मा R.R.P.G. फाल्गुनी रोड	प० ६	
28.	डॉ० विनोद कुमार सिंह Head	डि० विनोद शर्मा R.R.P.G. फाल्गुनी रोड	प० ६	
29.	डॉ० जयेश सिंह Head	डि० जयेश शर्मा R.R.P.G. फाल्गुनी रोड	प० ६	
30.	डॉ० सुलाभ सिंह (उ० ५०)	वी० २२५ वि० ५१२-नारायणपुरी कां० नारायणपुरी	प० ६	
31.	डॉ० कां० २०२३-वि० ५१२-नारायणपुरी कां० नारायणपुरी	वी० २२५ वि० ५१२-नारायणपुरी कां० नारायणपुरी	प० ६	
32.	डॉ० अजय कुमार सिंह Head	वी० २२५ वि० ५१२-नारायणपुरी कां० नारायणपुरी	प० ६	
33.	डॉ० अजय कुमार सिंह Head	वी० २२५ वि० ५१२-नारायणपुरी कां० नारायणपुरी	प० ६	
34.	डॉ० अजय कुमार सिंह Head	वी० २२५ वि० ५१२-नारायणपुरी कां० नारायणपुरी	प० ६	

Signature and Stamp









# पिंपरी चिंचवड एज्युकेशन ट्रस्ट Pimpri Chinchwad Education Trust

(स्वायत्तशासी संस्थान व नेक द्वारा "A" ग्रेड में मूल्यांकित)

सम्बद्ध- डॉ० राममनोहर लोहिया अक्वड विश्वविद्यालय, अयोध्या

क्रमांक बी० २३६६/२२५०२३० विषय शिष्टाचार संकाय प्रश्न-पत्र ..... अध्ययन परिषद के नाम, दिनांक १०-०९-२३  
 मोबाइल / ई-मेल

क्रमांक	नाम व पद	पत्र व्यवहार का वर्तमान पता	विशेषज्ञता	मोबाइल / ई-मेल
1.	डॉ० शुभाभा गुज्जरा Lect.	शिष्टाचार संकाय, लायब्ररी, चिंचवड, पिंपरी चिंचवड		
2.	डॉ० सुनीता गुज्जरा Lect.	शिष्टाचार संकाय, लायब्ररी, चिंचवड, पिंपरी चिंचवड		
3.	डॉ० प्रेमपाल सिंह, Assoc. Lect.	शिष्टाचार संकाय, सेंट्रल लायब्ररी, चिंचवड, पिंपरी चिंचवड		
4.	डॉ० गौरव राव, Assoc. Lect.	शिष्टाचार संकाय, सेंट्रल लायब्ररी, चिंचवड, पिंपरी चिंचवड		
5.	डॉ० रमणी सिंह, Lect.	N.T. डी. जे. डी. गैंगुली, चिंचवड, पिंपरी चिंचवड		
6.	डॉ० शोभा गौड, Lect.	P.O. चिंचवड, चिंचवड, पिंपरी चिंचवड		
7.	डॉ० राजेश सिंह, Lect.	शि. सं. १०१५, चिंचवड, पिंपरी चिंचवड		
8.	डॉ० पी. के. पाटील Lect.	शिष्टाचार सं. ५१२७५, चाफागड, पुणे, महाराष्ट्र		
9.	डॉ० इलमाला सिंह, Lect.	शिष्टाचार सं. ५१२७५, चाफागड, पुणे, महाराष्ट्र		
10.	डॉ० पी. के. रत्नाकर Lect.	शिष्टाचार सं. ५१२७५, चाफागड, पुणे, महाराष्ट्र		
11.	डॉ० दिनेश सिंह, Assoc. Lect.	शिष्टाचार सं. ५१२७५, चाफागड, पुणे, महाराष्ट्र		
12.	डॉ० रमणी पाटील, Lect.	शिष्टाचार सं. ७३, चिंचवड, पिंपरी चिंचवड		
13.	डॉ० सीमा सिंह, Lect.	शिष्टाचार सं. ७३, चिंचवड, पिंपरी चिंचवड		
14.	डॉ० राजेश सिंह, Assoc. Lect.	शि. सं. राधाकृष्ण सि. ए. पी. चिंचवड, पिंपरी चिंचवड		
15.	डॉ० लाजो पाटील, Lect.	शि. सं. R.R.P.G. चिंचवड, पिंपरी चिंचवड		
16.	डॉ० लिकेनी सिंह (अपु)	शिष्टाचार सं. R.R.P.G. चिंचवड, पिंपरी चिंचवड		
17.	डॉ० संतोष गुगा, सि. ए. Ass. Lect.	शि. सं. R.R.P.G. चिंचवड, पिंपरी चिंचवड		

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# Syllabus

## B.Ed.

**Based on National Education Policy-2020**

**(To be Effective from Session 2023-24)**



**KAMLA NEHRU INSTITUTE  
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