DEPARTMENT OF EDUCATION
HIMACHAL PRADESH UNIVERSITY

COURSE FRAMEWORK

MASTER OF EDUCATION
(M.E.D.)
(OPERATIVE FROM 2004-2005)
THE DURATION OF THE COURSE

The duration of Master of Education Course shall be one academic year for Regular students and two years for the Distance Education Mode.

There shall be an examination ordinarily in the month of April and supplementary examination in the month of September on the dates to be notified by the controller of Examinations.

A CANDIDATE SHALL BE REQUIRED TO TAKE THE FOLLOWING COURSES:

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<tr>
<th>S. No.</th>
<th>Course No.</th>
<th>Name of the Course</th>
<th>Max. Marks</th>
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<tr>
<td>1</td>
<td>Paper I</td>
<td>Philosophical and Social Foundations of Education</td>
<td>100</td>
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<td>2</td>
<td>Paper II</td>
<td>Psychological Foundations of Education</td>
<td>100</td>
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<tr>
<td>3</td>
<td>Paper III</td>
<td>Methodology of Educational Research</td>
<td>100</td>
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<td>4</td>
<td>Paper IV</td>
<td>Educational Technology</td>
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<td>Any Three of the following courses</td>
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<td>5</td>
<td>Paper V(A)</td>
<td>Educational Measurement &amp; Evaluation</td>
<td>100</td>
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<td>6</td>
<td>Paper V(B)</td>
<td>Guidance and Counselling</td>
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<td>7</td>
<td>Paper V(C)</td>
<td>Teacher Education</td>
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<td>8</td>
<td>Paper V(D)</td>
<td>Special Education</td>
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<td>Paper V(E)</td>
<td>Curriculum Development</td>
<td>100</td>
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<td>10</td>
<td>Paper V(F)</td>
<td>Value Education and Human Rights</td>
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<td>11</td>
<td>Paper V(G)</td>
<td>Comparative Education</td>
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<td>12</td>
<td>Paper VI</td>
<td>Practicum</td>
<td>Grade</td>
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<td>13</td>
<td>Paper VII</td>
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Total Marks = 800 + Grade in Course VI
FORMAT OF QUESTION PAPERS FOR ALL THE COURSES EXCEPT COURSES VI AND VII

1. The maximum marks for the paper will be 100 (80 marks for theory + 20 marks for Internal Assessment).

2. The examinee will attempt five questions in all.

3. The questions in the question paper will not be straight and direct.

4. Question number one will be compulsory and will be set from full syllabus. It will have five parts and the examinee will have to attempt all the parts. The five parts of the question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified with each part.

5. Apart from Question No. 1, the question paper will have four sections. There will be two questions in each section. Each question will have a minimum of two parts. The examinee will attempt one question from each section. However, two or more parts of a question may be of different marks depending upon their nature. The marks for each part will be shown against it and the length of the answer in terms of the word limit will be specified against each part.

6. Each question will be of 16 marks.

7. There will be 20 marks as Internal Assessment for each paper.
The course aims at developing the following competencies amongst the students:

1. Understanding the nature and functions of philosophy of education.

2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.

3. Understanding and use of philosophical methods in studying educational data.

4. Critical appraisal of contributions made to education by prominent educational thinkers -- Indian and Western.

5. To enable the student to understand concept and process of social organization, social stratification and institution.

6. To enable the student to understand relationship, between culture, society and education.

7. To enable the student to know issues of equality, excellence and inequalities in education.

**COURSE CONTENTS**

**SECTION-I**


3. Impact of Philosophical suppositions on education made by – Idealism, Realism, Naturalism. Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Sankhya School of thought, Buddhism, Janism, and Islamic traditions,
Marxism with special reference to the concept of knowledge, reality and values. Their educational implications for aims, content and methods of education.


5. Epistemology and Education: Knowledge; Methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyaya, Yoga.

SECTION-II

6. Axiology and Education: Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

7. Educational Thoughts: Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on
   a) Concept of man and the process of development, and
   b) Socio cultural scenario, a global perspective.

8. Contributions of Plato, Kant, Dewey, Gandhi, Tagore, Sri Aurobindo, Vivekananda, and to educational thinking.


SECTION-III

10. Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups; Social stratification.

11. Social Organization: Characteristics of social organization.

12. Culture – Meaning and nature of Culture, Role of education in cultural context; Education and cultural change.
SECTION-IV

13. Education and Society – Education as a social system, as a socialization process and as a process of social progress and change.


15. Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and international understanding.

Books Recommended

1. Ross, James S.: Ground work of Educational Theory
3. Kneller, G.F.: Philosophy of Education
4. O. Conner, D.J.: Introduction to the Philosophy of Education.
5. Reid: Philosophy of Education.
8. Dongerkery: History of Indian Education.
15. Price: Education and Philosophical Thought.
16. Price: Marxism and Education in Russia and China.
29. Shukla and Kumar, Krishna: Reading in the Sociology of Education.
31. Taylor: Sociology of Educational Inequality.
34. Patel, W. and Shah, V.S.: Who goes to College?
35. Srinivas, M.N.: Social Change in Modern India.
36. Singh, Yoginder: Modernization of Indian Tradition.
PAPER-II

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

The course aims at developing the following competencies amongst the students:

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.

2. To enable the learner to understand implications of psychological theories for education.

3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENTS

SECTION-I

1. Educational Psychology: Concept, concerns and scope of educational psychology; Contribution of psychology to education; Methods of inquiry in educational psychology: Observation, Case Study, Introspection, Experimentation, Interview and Survey.

2. Human Development: Concept, principles, sequential stages of development; Factors influencing development and their relative role; General characteristics and problems of each stage.

3. Theories of Piaget and Bruner -- Major concepts and stages and implications for education.

SECTION-II


6. Group Dynamics: Group process, Interpersonal relations, Sociometric grouping, Social-emotional climate of the classroom and influence of teacher characteristics.

SECTION-III

7. Individual Differences: Concept of intra and inter differences:
   a) Intelligence and cognitive abilities, identification and fostering.
   c) Interests, Attitude and Values: Concept and measurement.
   d) Adjustment of teaching–learning process to suit individual differences – learning styles and teaching strategies.

8. Personality: Concept, development, structure and dynamics of personality.

9. Theories of Personality: Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach – Miller and Dollard and Bandura and Walter; Humanistic approach – Roger, Maslow.

10. Indian Theories: Vedic, Rabindernath Tagore Mahatma Gandhi, and Sri Aurobindo.

SECTION-IV

11. Assessment of Personality:
   a) Personality inventories and rating scales.
   b) Projective techniques: Rorschach, TAT

12. Adjustment and mental Health:
   a) Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
   b) Introduction to common forms of neurosis, psychosis and somatic disorders.
c) Principles of mental hygiene- preventive and curative measures,
d) Implications for education.

Books Recommended

PAPER-III

METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE OBJECTIVES

To enable the students to understand:

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and their implications for educational research.

2. The characteristics of philosophical, psychological and sociological researches in education.

3. The different strategies of educational research.

4. The techniques of developing a research proposal.

5. The meaning and techniques of sampling.

6. The various types of tools of data collection.

COURSE CONTENTS

SECTION-I

1. Nature of Research, Knowledge and Inquiry


   Paradigm, Theory, Model and Approach; Positivist and non-positivist (humanities) paradigms and their implications for educational research.

2. Philosophical, Psychological and Sociological Orientation in Educational Research

   Interdisciplinarity in educational research and its implications.
3. **Methods of Educational Research**

Experimental; Normative Survey; Historical; Case Study; Developmental.

Fundamental, Applied, Evaluative and Action Research.

Qualitative Research: Phenomenological, Ethnomethodical and Naturalistic Enquiry.

4. **Developing a Research Proposal**

Problem and its sources; Selection and definition of problem.

Objectives – Primary, secondary and concomitant.

Hypothesis: Nature, definition, types, sources; Characteristics of a good hypothesis; Directional and non-directional hypothesis.

**SECTION-II**

5. **Sampling**

Unit of sampling, Population; Techniques: (a) Probability sampling techniques & (b) Non-probability sampling techniques.

Characteristics of a good sample.

Sampling errors and how to reduce them.

Tables of Random Numbers: types; how to use them.

6. **Tools and techniques of data collection**

Characteristics of Good Research Tool including Reliability and Validity.

Types of Research Tools and Techniques and their uses: Observation; Interview; Sociometric technique; Questionnaire, Rating Scales; Attitude Scales.

7. **Validity and Limitations of Findings**

Factors influencing validity of research; Internal vs. External validity; How to increase validity of research findings.
8. Writing of Research Report

SECTION-III

9. Nature of Education Data

Quantitative and Qualitative.

10. Qualitative data

Its analysis with emphasis on content analysis; Analysis of interview-based data and Observation based data.

11. Quantitative data

Scale of measurement: Nominal, ordinal, interval and ratio.

12. Organization and representation

Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

SECTION-IV

13. Concept, calculation and use of:

a) Measures of central tendencies

b) Measures of variability.

c) Percentiles and Percentile Ranks.

15. Normal Distribution

Properties and uses of normal distribution.
16. **Inferential statistical methods**
   a) Standard errors, confidence limits.
   b) Hypothesis testing: Difference between means.
   c) Cross breaks (Chi-square).

**BOOKS RECOMMENDED**

2. Best, J.W.: Research in Education.
3. Freeman, Frank,: Theory and Practice of Psychological S. Testing.
5. Hayman, J.L.: Research in Education.
7. Sukhia and Methrotra: Introduction to Education Research.
PAPER-IV

EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To enable the students to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.

2. To help the students to distinguish between communication and instruction so that they can develop and design a sound instructional system.

3. To acquaint students with levels, strategies and models of teaching for future improvement.

4. To enable the students to understand the importance of programmed instructions and researches in E.T.

5. To acquaint the student with emerging trends in ET along with the resource centres of ET.

COURSE CONTENTS

SECTION-I

1. Communication and Instruction


2. Designing Instructional System

Formulation of instructional objectives

Task analysis

Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.
SECTION-II

3. Levels of Teaching, Strategies & Models

Memory, Understanding and Reflective levels of teaching.

Teaching strategies: Meaning, Nature, Functions and Types


4. Modification of Teaching Behaviour

Micro teaching, Flander’s Interaction Analysis, Simulation.

SECTION-III

5. Programmed instruction -- Origin and types -- Linear and branching.

6. Development of the programmed instruction material

7. Teaching machines

8. Computer Assisted Instruction

9. Research in Educational Technology

10. Future priorities in Educational Technology

SECTION-IV

11. Educational technology in Formal, Non-Formal (Distance Education, Open Learning) Systems.


BOOKS RECOMMENDED


ELECTIVE PAPERS

The student is required to take any THREE of the following courses:

PAPER-V (A)

EDUCATIONAL MEASUREMENT & EVALUATION

COURSE OBJECTIVES

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and educational evaluation.

2. To help the students understand relationship between measurement and evaluation in education and the existing models of evaluation.

3. To orient the students with tools and techniques of measurement and evaluation.

4. To develop skills and competencies in constructing and standardizing a test.

5. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.

COURSE CONTENTS

SECTION-I

1. The Measurement and Evaluation Process

   Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement.

   Evaluation: Functions of evaluation, and the basic principles of evaluation.

2. Models in Educational Evaluation

   3D Model, Total Reflection Model & Individual Judgment Model.

   Evaluation and Curriculum: Interrelationship between measurement and evaluation in education.
SECTION-II

3. **Tools of Measurement and Evaluation**

Subjective and Objective tools, Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories, Performance tests.

4. **Test Construction:**

General principles of test construction and its standardization (Norm-reference and criterion referenced).

Writing test items -- Objective type, Essay type and Interpretive type.

SECTION-III

5. **Basic characteristics of good measuring instruments:**

Validity, **Objectivity**, Reliability, **Usability** and Norms.

SECTION-IV

6. **Measurement of Achievement**, Aptitudes, Intelligence, Attitudes, Interest, **Skills**.

7. **Interpretation of the above test-scores and methods of feedback to students**.

8. **New trends in evaluation viz.**:

   a. Grading
   b. Semester system
   c. Continuous Internal Assessment
   d. Question Bank
   e. Use of Computers in Evaluation.
BOOKS RECOMMENDED


PAPER-V (B)

GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

1. To help student understand concept, need and viewpoint of guidance.

2. To help student understand aims, principles, and problems of different types of guidance.

3. To help student understand concept and need of guidance for the children with special needs.

4. To help student understand the concept and process of counselling.

5. To develop in student an understanding of different procedures of organizing various guidance services.

COURSE CONTENTS

SECTION-I

1. Concept, assumptions, issues and problems of guidance.

2. Need, scope, significance and principles of guidance.

3. Types of guidance – Educational, vocational and personal.

4. Role of the teacher in guidance.

5. Agencies of guidance – National, State level.

SECTION-II


Guidance and curriculum, guidance and classroom learning.

7. Vocational Guidance.

Nature of work, Various motives associated with work, Career development – Super’s Theory.
8. Approaches to career guidance, Vocationalisation of secondary education and career development

9. Guidance of Children with special needs
   a) Problems and needs
   b) Guidance of the gifted and creative students.
   c) Guidance of underachiever and first generation learners.
   d) Role of the teacher in helping children with special needs.

SECTION-III

10. Counselling Process.

   Concept, nature, and principles of counseling; Counselling approaches: Directive, Non-directive; Group counselling vs. individual counselling, Counselling for adjustment; Characteristics of good counselling.

11. Group guidance

   Concept, concern and principles, Procedure and techniques of group guidance.

SECTION-IV

12. Organization of a Guidance Programme

   a) Principles of organization
   b) Various types of services:
      Guidance services: Individual inventory service, information orientation service, placement service and follow up service.
   d) Evaluation of guidance programmes

13. Testing in Guidance Service

   a) Use of test in guidance and counselling,
   b) Tests of intelligence and counselling,
c) Administering, scoring and interpretation of test scores.

d) Communication of test results as relevant in the context of guidance programme.

14. Human Adjustment and Mental health

a) Psychological foundation of adjustment

b) Role of motivation and perception in adjustment

c) Principles of mental hygiene and their implication of effective adjustment

d) Mental health and development of integrated personality

BOOKS RECOMMENDED


PAPER-V (C)

TEACHER EDUCATION

COURSE OBJECTIVES

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.

2. Development of teacher education curriculum in India.

. Different competencies essential for a teacher for effective transaction.

4. Teaching models – concept & process.

5. Teaching skills.

6. Various aspects of supervision and feedback.

COURSE CONTENTS

SECTION-I

1. Teacher Education – Concept, aims and scope;


3. Teacher Education Curriculum at different stages; Approaches to Teacher Education – Consecutive and integrated.

SECTION-II


5. Qualities of a good teacher: Cognitive, affective and psychomotor skills.
SECTION-III


7. Principles of Teaching; Methods of teaching school subjects – Physical Sciences, Life Sciences, Languages, Mathematics and Social Sciences.

8. The Teaching Models: Concept Attainment Model, Inquiry Training Model Problem Solving Model and inductive Thinking Model.

SECTION-IV

9. Organization of Practice Teaching for developing an effective teacher: Block and intermittent practice teaching; Internship -- Its organization and problems.

10. Supervision of practice lessons: Observation and assessment; Feedback to student-teacher -- Concept and types.

BOOKS RECOMMENDED


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

PAPER-V (D)

SPECIAL EDUCATION

COURSE OBJECTIVES

To make the students:

1. Know about the meaning and scope of special education in India.

2. Understand the various suggestions given by different recent commissions of education of children with special needs for realizing the concept of “Universalisation of education”.

3. Grasp about the meaning, specific characteristics and modalities of identification of various types of (students who are different then majority or are) exceptional learners.

4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

SECTION-I


2. Characteristics, prevention, educational programs and placement of the following types of special children:
   - Mentally Retarded (MR), With Learning Disabilities, Emotionally Disturbed, With Speech and Language Disorders, Visually Impaired, With Hearing Impairment, Creative, Gifted.
   (Definition, types, causes, psychological and behavioural characteristics and education)

SECTION-II

3. Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; Recommendations given in NPE 1986, POA 1992, and
PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.

SECTION-III

4. Exceptional learners: Learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted -- The meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification: Educational Programmes and their placement.

SECTION-IV

5. Meaning of an educational intervention: Nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resources, teacher, counselor etc; concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teacher); family of the “concerned child” and the community in educating the child who is an exceptional one.

BOOKS RECOMMENDED


PAPER-V (E)
CURRICULUM DEVELOPMENT

COURSE OBJECTIVES

1. To enable the student teachers to develop an understanding about important principles of curriculum construction.

2. To help student teachers understand the bases and determinants of curriculum.

3. To orient the student teachers with curriculum design, process and construction of curriculum development.

4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.

5. To help student teachers understand issues, trends and researcher in the area of curriculum, in India.

COURSE CONTENTS

SECTION-I

1. Curriculum: Concept and meaning.

2. Curriculum Development: Theories and Procedures; Issues and trends In curriculum development.

3. History of curriculum development.

SECTION-II

4. Bases of Determinants of Curriculum

Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations.
SECTION-III

5. Curriculum Design and organization

Components and source of design, Principles, Approaches, Categories and types; Curriculum Construction: Different models and principles, Deduction of curriculum from aims and objectives of education, Administrative considerations, Grass-root level planning, System-analysis, Curriculum Implementation Strategies.

SECTION-IV

6. Role of Curriculum Support Materials

Types of materials and aids, Models of implementation.

7. Curriculum Evaluation

Importance of evaluation of curriculum, Models of curriculum evaluation, Interpretation of evaluation results and method, Curriculum research in India.

8. Suggestions and recommendation in curriculum development as per the following commissions:


BOOKS RECOMMENDED


PAPER-V (F)

VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.

2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.

3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

4. To enable them to understand the process of moral development vis-a-vis their cognitive and social development.

5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS

SECTION-I

1. The Socio-Moral and Cultural Context

   a) Need and importance of Value Education and Education for Human Rights in the existing social scenario.

   b) Valuation of culture: Indian Culture and Human Values.

SECTION-II

2. Nature and Concept of Morality and Moral Education

   a) Moral Education vis-à-vis religious education; Moral instructions, Moral training and Moral indoctrination.

   b) Language of moral education: Its form and context; Characteristics of a morally educated person.
c) Justice and Care: The two dimensional perspectives in Morality: Dichotomy between reason and passion.

d) Moral Judgement and Moral Action.

SECTION-III

3. Moral Development of the Child

a) Concept of Development and Concept of Moral development.

b) Psycho-analytic approach


SECTION-IV

4. Moral Learning to Moral Education


b) Moral Learning inside the school: Providing “form” and “Content” to education.

c) Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.

5. Intervention Strategies for Moral Education and Assessment of Moral Maturity.


b) Assessment of moral maturity via moral dilemma resolution

c) Examples of some select moral dilemmas.
BOOKS RECOMMENDED


PAPER-V (G)

COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.

2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.

3. To orient the students with skills to assess the efficacy of educational systems of various counties in terms the prevailing trends in those countries.

4. To help the students to use the results of assessments made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.

5. To create a perspective in the students about the implications of education for solving the prevailing problems in India.

COURSE CONTENTS

SECTION-I

1. Comparative Education: Meaning, scope and major concepts of comparative education.

2. Comparative Education Factors and Approaches: geographical, economic, cultural, philosophical, sociological, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

SECTION-II


4. Role of U.N.O. in improving educational opportunities among the member countries; Various official organs of the U.N.O. and their educational activities.
SECTION-III

5. A comparative study of the education systems of countries with special reference to:

Primary Education: USA, UK, Russia, Japan, India

Secondary Education: USA, UK, Russia, Japan, India.

Higher Education: USA, Russia, UK, India.

Teacher Education: USA, Russia, UK, India.

Adult Education: Australia, Brazil, India.

SECTION-IV


BOOKS RECOMMENDED


PAPER-VI
PRACTICUM

COURSE CONTENTS

It shall be compulsory for each student of M.Ed. Course to participate in the following activities during the academic session. It will be a continuous process.

(i) Preparation of Teaching Aids

Each student shall prepare 4 low cost teaching aids (two per teaching subject).

(ii) Preparation of Transparencies

Each student shall prepare ten transparencies (5 per teaching subject) and present through O.H.P.

(iii) Micro-Lessons

Preparation and presentation of ten micro–lessons based on the teaching skills viz. Lecturing, Questioning, Reinforcement, Stimulus Variation and Use of Blackboard in two teaching subjects (Five Each) and preparing a report.

(iv) Model Lessons

Preparation and presentation of two model lessons each in two teaching subjects by using appropriate teaching aids in actual classroom situations and preparing a report.

(v) Supervision

Supervision of twenty lessons of B.Ed. students in actual classroom situations in any two teaching subjects (10 in each subject) and preparing a report.

(For Distance Mode Learners: Preparation and submission of a detailed term-paper on one of the topics during second year PCP given by the Departmental council during first year PCP.)

(vi) Observation

Ten observations in two different subjects will be made by each student in actual classroom by using Flanders Classroom Interaction Analysis system (FIAs) and preparing a report.
(vii) Project

Preparation and submission of a project based on strengths/shortcomings/problems of a school visited by the student himself/herself.

EVALUATION PROCEDURE

The performance on these activities will be evaluated by the Departmental Council. On the basis of the performance on all the activities a cumulative grade will be awarded; as A, B, C, D, or E.

PAPER-VII

DISSERTATION

Dissertation writing based on research will be compulsory for regular M.Ed. students.

However, in case of Distance Mode Learners, the dissertation writing will be optional. The students who do not opt for dissertation will have to opt for an extra optional paper in lieu of dissertation.

The dissertation will be submitted by July 31st. The dissertation will be evaluated by external examiner. The panel of examiners will be submitted by the Chairman of the Department with the approval of Departmental Council.

The Viva-Voce Examination of Dissertation will be conducted by the same external examiner who is involved in the process of evaluation of Dissertation. The supervisor of the candidate will act as an internal examiner and will also be involved in the conduct of the Viva-voce of dissertation.

The Marks Distribution:  
Dissertation = 75 Marks  
Viva Voce = 25 Marks