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M. Ed IV-Semester	
COURSECODE:	MEDCE-22401
COURSE TITLE:	STATISTICS IN EDUCATION
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none">➤ To understand the meaning and significance of statistics as a subject of study.➤ To acquaint the students and make them understand the different statistical methods with their uses and interpretations,➤ To develop computational skills among students,➤ To develop rationale for parametric and non-parametric tests➤ To compute parametric and non-parametric tests and apply the techniques to educational research.➤ To enable students analyze, interpret and generalise the Statistical data for drawing inferences.
Prescribed Syllabus:	<p><u>UNIT-I: Descriptive Statistics</u></p> <ul style="list-style-type: none">i) Meaning, nature and scope of statistics;ii) Nature of educational data: Qualitative & Quantitativeiii) Measures of Central Tendency: Mean, Median and Mode;iv) Measures of Dispersion: Range, Quartile Deviation, Average Deviation, Standard Deviation;v) Measures of Relative Position: Percentiles and Percentile Ranks;vi) Graphic methods- Line graph, Bar diagram, Histogram, Pie chart and Ogive <p><u>UNIT-II: Correlation</u></p> <ul style="list-style-type: none">i) Meaning and Uses of Correlation;ii) Calculation of Co-efficient of Correlation- Rank Order & Product Moment;iii) Partial & Multiple Correlation: Meaning, uses, assumptions and computation;iv) Regression-concept of regression, regression equation, regression line and their uses, accuracy of prediction <p><u>UNIT- III: Normal Probability Curve</u></p> <ul style="list-style-type: none">i) Meaning and importance of the Normal Distribution;ii) Properties of the Normal Probability Curve;iii) Measuring divergence from normality- Skewness and Kurtosis;iv) Applications of the Normal Probability Curve,v) Conversion of Standard Scores into Z Scores; <p><u>UNIT- IV: Inferential Statistics</u></p> <ul style="list-style-type: none">i) Null hypothesis; one and two tailed tests; Type I and Type II errors; Standard error, Confidence limits;ii) t-test: Significance of difference between Means, computation and usesiii) F-test: One way ANOVA - Concept, Assumption, Computation and uses;iv) Chi-square tests and 2×2 contingency tables

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Mode of Transaction:	Lecture, Discussion, Critical analysis, Observation, Problem solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none">1. Presentation of data through Microsoft Spread Sheets.2. Identify five research problems and prepare statistical treatment.3. Use of t-test in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation.4. Collect any five problems and critically reflect on the appropriateness of statistics used in it.
Suggested Readings:	<ol style="list-style-type: none">1 Blamer, P.J & Elementary Statistical Method in Education and Psychology (Chapter IV Boston: Houghton Mifflin Co., 1977)2 Garret, H.E Statistics in Psychology and Education Bombay: Allied Pacific Private Ltd., 19763 Guilford, J.P Fundamental Statistics in psychology and Education (New York: Hill Book Co.)4 Popham, W.J. Education Statistics Use and Interpretation New York: Harper & Row, 19675 Verma, L & Sharma Statistics in Education and Psychology.6 Rasool, G. & Lal & N.K. Application of Statistics in Education & Psychology (PacaDunga: Kapoor Brothers)7 Nadeem & Faizan Statistics in Education and Psychology B.V. Publications.8 Mangal, S.K. Statistics in Education and Psychology Prentice Hall of India9 Menden hall, W. And Ramey, M(1988) Statistics for psychology, Massachusetts: Duxbury Press.

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M. Ed IV-Semester	
COURSECODE:	MEDCP-22402
COURSE TITLE:	TEACHER EDUCATION
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ To understand the conceptual framework of teacher education; ➤ To understand the concept of Professional ethics and objectives of teacher education; ➤ To acquaint the students with emerging issues and problems of Teacher Education particularly in India. ➤ To have the students the complete knowledge of agencies of Teacher Education
Prescribed Syllabus:	<p><u>Unit-I: Conceptual Framework of Teacher Education</u></p> <ul style="list-style-type: none"> i) Historical Development of Teacher Education ii) Concept and scope of Teacher Education iii) Aims and objectives of Teacher Education at-Primary, Elementary and Secondary level iv) Changing context of Teacher Education in Indian scenario <p><u>Unit-II: Professional Ethics</u></p> <ul style="list-style-type: none"> i) Teaching Profession- Changing role and responsibility ii) Development of Professional ethics for teachers iii) Teacher Appraisal and accountability iv) ICT based Teacher Education <p><u>Unit-III: Issues In Teacher Education</u></p> <ul style="list-style-type: none"> i) Issues and problems of Teacher Education ii) Suggestions for improving the conditions of Teacher Education with special reference to NPE-1986 and NCFTE-2009 iii) Total Quality Management (TQM) iv) Teacher effectiveness- concept and components <p><u>Unit-IV: Agencies Of Teacher Education</u></p> <ul style="list-style-type: none"> i) District Institutes of Education and Trainings (DIETs) ii) State Council of Educational Research and Training (SCERT) iii) National council of Educational Research and Training (NCERT) iv) Human Resource Development Centers (HRDCs)
Mode of Transaction:	Lecture, Discussion, Critical thinking, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes. 2. Evaluation of an in-service training programme for school teachers. 3. Attitudinal survey of teacher trainees. 4. Visit any one Government Secondary Teacher Education Institution and prepare a Report on the following Issues. <ul style="list-style-type: none"> a) Styles of Institutional functioning. b) Work culture of the Institution.

Suggested Readings:

1. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
3. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
4. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
5. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New • York: Teachers College Press.
6. Joyce, B., and Weal, M. (2003). Modals of Teaching (7th Ed.). Boston: Allyn& Bacon
7. Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
8. Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
9. Linda Darling, Hammond& John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
10. Loughran, John (2006): Developing a Pedagogy of Teacher education,
11. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
12. Ram, S. (1999): Current Issues in Teacher Education. Sarup& Sons Publications, New Delhi.
13. Rao, DigumartiBhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
14. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.

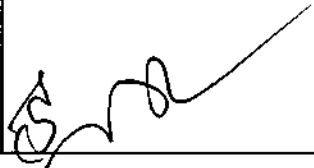


M. Ed IV-Semester	
COURSECODE:	MEDCP-22403
COURSE TITLE:	METHODOLOGY OF EDUCATIONAL RESEARCH - II
Marks:	100 (External= 80 & Internal =20)
No of Credits:	4
No of Periods per week	5
Learning Objectives:	<ul style="list-style-type: none"> ➤ To help students develop a thorough understanding of the fundamental concepts of educational research. ➤ To identify the types of methods best suited for investigating different types of problems in educational research. ➤ To help students develop a thorough understanding of the issues involved in planning, designing, executing, evaluating and reporting research. ➤ To develop the skill of designing a research proposal, abstract and operations of Research data
Prescribed Syllabus:	<p><u>UNIT-I: Approaches to Educational Research</u></p> <ul style="list-style-type: none"> i) Historical Research: Major Steps including Sources and Criticism of Historical Data; ii) Qualitative Research <ul style="list-style-type: none"> a) Case Studies b) Ethnographic c) Phenomenological Studies <p><u>UNIT-II: Tools and Techniques of Data Collection</u></p> <ul style="list-style-type: none"> i) Questionnaire: Open and Closed forms ii) Interview: Structured and Unstructured iii) Observation: Participant and Non participant iv) Rating Scale: Purpose and Types. v) Tests and Scales: Personality, Abilities, Adjustment and Attitudes (An overview). vi) Projective and Socio-metric Techniques <p><u>UNIT-III: Research Software in Education</u></p> <ul style="list-style-type: none"> i) Current trends of application in Educational Research ii) SPSS- Concept, importance and application iii) PMT & Microsoft Excel- importance and application iv) Plagiarism detection software tools- Types and application <p><u>UNIT-IV: Report Writing</u></p> <ul style="list-style-type: none"> i) Concluding Research; Writing of Research Report/ Dissertation/ Thesis- ii) Preparation of Bibliography- APA and MLA standards iii) Writing Abstract of thesis iv) Writing Research Paper and Article
Mode of Transaction:	Lecture, Discussion, Demonstration, Activity Method
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Take any two research articles or theses and write about the independent and dependent variables and their need for the study. 2. Calculation of parametric tests between two sets of data by

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	applying statistical technique. 3. Bibliography writing of three different types 4. Entries of Research data using SPSS & PMT
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Suggested Readings:	<ol style="list-style-type: none">1. Best, John W. and Kahn James V (1995), <i>Research in Education</i>, Prentice Hall, New Delhi2. Bhabagrahibiswal p. c. (2006) <i>statistics in education and psychology</i>, Dominant Publishers and Distributors, new Delhi3. Burns, R.B. (1991), <i>Introduction to Research in Education</i>, Prentice Hall, New Delhi4. Gupta S.C and Kapur (2011), <i>Fundamentals of Mathematical Statistics</i> New Delhi, Sultan Chand and Co.5. Garrett, H.E. (2008). <i>Statistics in Psychology and Education</i>. Delhi: Surjeet Publication6. Gupta, S.K. (1994). <i>Applied Statistics for Education</i>. Mittal Publications7. Robert V. Hogg and Allen T. Craig (1978) <i>Introduction to Mathematical Statistics</i>, McMillan Publishing Co.8. Kerlinger, F.N. (1973), <i>Foundation of Behavioral Research</i>, Holt, Rinehart and Winston, New York.9. Koul, Lokesh (1988), <i>Methodology of Educational Research</i>, Vikasvikas publishing house pvt. Ltd. Noida10. Mcmillion, James H. and Schumarcher, S. (1989), <i>Research in Education: A Conceptual Introduction</i>, Harper and Collins, New York.11. Mangal, s.k. <i>statistics in psychology and education</i>, tata mcgraw hill publishing co, mpanu ltd., new delhi12. Mouly, A.J. (1963), <i>The Science of Educational Research</i>, Euroasia, New Delhi.13. Nadeem N.a. Faizan, F.A. (2011) <i>Statistics in Education and Psychology</i> Dilpreet Publishing House F 198 Vishnu Garden, New Delhi14. R.A.Sharma ; <i>Fundamentals of Educational Research</i> : Meerut , Loyal Book Depot, 200315. Rawat, D.S. (1970). <i>Measurement, Evaluation and Statistics in Education</i>. New Delhi: New Raj Book Depot.16. R.P. Bhatnagar (Ed.) <i>Methodology of research in Education</i>; Meerut , R Lall book Depot, 20021417. Travers, R.M .W. (1978), <i>An Introduction to Educational Research</i>, Macmillan, New York18. Van Delen, D.B. (1962), <i>Understanding Educational Research</i>, Me Graw Hill, New York.19. Young, P.V. (1960), <i>Scientific Social Surveys and Research</i>, Prentice Hall, New York.
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COURSE TITLE: DISSERTATION WORK

COURSE CODE: MED-DISS-22404

Marks 200

(External= 120 & Internal =80)

Credits=8

Learning Outcomes

- *To develop skills of thinking about and designing a comprehensive research study.*
- *To conduct a comprehensive review of the literature to ensure a research problem has not already been answered or you may determine the problem has been answered ineffectively.*
- *To improve the general research and writing skills.*
- *To practice for identifying the logical steps that must be taken to accomplish one's research goals.*

Education is an integral aspect of every society and in a bid to expand the frontiers of knowledge, educational research must become a priority. Educational research plays a vital role in the overall development of pedagogy, learning programs, and policy formulation. Educational research is a spectrum that bothers on multiple fields of knowledge and this means that it draws from different disciplines. As a result of this, the findings of this research are multi-dimensional and can be restricted by the characteristics of the research participants and the research environment.

Educational research is a type of systematic investigation that applies empirical methods to solving challenges in education. It adopts rigorous and well-defined scientific processes in order to gather and analyse data for problem-solving and knowledge advancement. J. W. Best defines educational research as that activity that is directed towards the development of a science of behaviour in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals through the most effective methods.

The primary purpose of educational research is to expand the existing body of knowledge by providing solutions to different problems in pedagogy while improving teaching and learning practices. Educational researchers also seek answers to questions bothering on learner motivation, development, and classroom management. The following chapter wise break up is recommended for the dissertation work.

Chapter-I Introduction

In higher education, a research proposal is most often written by scholars seeking grant funding for a research project or it's the first step in getting approval to write a doctoral dissertation. Even if this is just a course assignment, treat your introduction as the initial pitch of an idea or a thorough examination of the significance of a research problem. After reading the introduction, your readers should not only have an understanding of what you want to do, but they should also be able to gain a sense

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of your passion for the topic and be excited about the study's possible outcomes. Note that most proposals do not include an abstract before the introduction.

Significance of the Study

This section can be melded to state the importance of the study. For this purpose the student can create a separate section to help with the organization and narrative flow of your proposal. This is where you explain the context of your proposal and describe in detail why it's important. Approach writing this section with the thought that you can't assume your readers will know as much about the research problem as you do. Note that this section is not an essay going over everything you have learned about the topic; instead, you must choose what is relevant to help explain the goals for study.

Chapter -II Review of Literature

Literature review should be connected to the background and significance of your study is a section of your proposal devoted to a more deliberate review and synthesis of already carried out studies related to the research problem under investigation. The purpose here is to place your project within the larger whole of what is currently being explored, while demonstrating to your readers that your work is original and innovative. The students have not be afraid to challenge the conclusions of prior research. Assess what you believe is missing and state how previous research has failed to adequately examining the issue that your study addresses. For more information on writing literature reviews, since a literature review is information dense, it is crucial that this section is intelligently structured to enable a reader to grasp the key arguments underpinning your study in relation to that of other researchers. A good strategy is to break the literature into "conceptual categories" rather than systematically describing groups of materials one at a time.

Chapter-III Research Procedure, Design and Methods

This section must be well-written and logically organized because the students are not actually doing the research, yet, they must have confidence that it is worth pursuing. The reader will never have a study outcome from which to evaluate whether your methodological choices were the correct ones. Thus, the objective here is to convince that your overall research design and methods of analysis will correctly address the problem and that the methods will provide the means to effectively interpret the potential results. Your design and methods should be unmistakably tied to the specific aims of your study

Describe the overall research design by building upon and drawing examples from your review of the literature. This section normally contains the following steps.

- A) Statement of the problem;
- B) Objectives of the study;
- C) Hypotheses for the study;
- D) Selection of sample;
- E) Method for investigation;
- F) Statistical treatment.



Chapter-IV Analysis and Interpretation of data

This chapter is the most crucial element of research project. All the data pertaining to the research under investigation collected by the scholar needs to be given appropriate statistical treatment in order to come to certain conclusions and generalizations. The raw data are converted into standard and tabular data so that the outcomes can be put in an explicit manner in the form of results and findings.

Chapter-V Summary, Findings and Suggestions

This chapter deals with the brief summary along with the findings of the study followed by the suggestions in the light of the research findings.

References

Lists only the literature that you actually used or cited in your proposal. **Apply APA**

Bibliography

Lists everything you used or cited in your proposal, with additional citations to any key sources relevant to understanding the research problem. **Apply APA**

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M. Ed IV-Semester	
COURSECODE:	MEDGE-22405
COURSE TITLE:	CREATIVITY & EDUCATION-I
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none">➤ To acquaint the students with the basic concept of creativity➤ To develop understanding about various stages of creativity➤ To assist students in understanding the methods of creativity.➤ To help students in identification of a creative person➤ To develop understanding about development of creativity
Prescribed Syllabus:	<p><u>Unit I: Conceptual Frame Work Of Creative Thinking</u></p> <ul style="list-style-type: none">i) Nature and Meaning of Creativity,ii) Characteristics of creativity,iii) Stages of creativity,iv) Components of creativity <p><u>Unit II: Development Of Creativity And Intelligence</u></p> <ul style="list-style-type: none">i) Concept of intelligenceii) Baqer Mehdi's Verbal Non Verbal Tests of Creativityiii) Tests of Intelligence (Verbal: Individual Test, Non Verbal: Army Beta Test and performance tests: Bhatia Battery Test)iv) Torrance Theory of Creativity
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ul style="list-style-type: none">1. Administration of any Intelligence, (Verbal: Individual Test, Non Verbal: Army Beta Test and Performance test: Bhatia Battery Test)2. Translation of any test of creativity in local language.
Suggested Readings:	<ul style="list-style-type: none">1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review.2. Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication3. Kneller, G. E. The Art and Science of Creativity4. Mangal S.K. Advanced Educational Psychology PHI learning Private limited Delhi 20165. Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981)6. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road)7. Sharma, K. N. Dynamics of Creativity.8. Stein, Morris & Creativity and the Individual.9. Heinze. Free Press of Glance, University of Chicago.10. Torrance, E. P. Guiding Creative Talent. N. J. Prentice Hall, Englewood, Cliffs.11. Vernon, E. P. (Ed) Creativity. Methuen & Co. Ltd. IL, New Felter Lane London.12. Vygotsky, L. S. Mind in Society Cambridge, M. A: Harward University Press.



M. Ed IV-Semester	
COURSECODE:	MEDGE-22406
COURSE TITLE:	CREATIVITY & EDUCATION-II
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>To assist students in understanding the methods of creativity.</i> ➤ <i>To help students in identification of a creative person</i> ➤ <i>To develop understanding about development of creativity</i> ➤ <i>To develop understanding about nature of intelligence.</i> ➤ <i>To develop understanding among students about tests of intelligence</i>
Prescribed Syllabus:	<p><u>Unit I: Identification Of Creative Talent</u></p> <ul style="list-style-type: none"> i) Identification of creativity: Torrance test of Creative thinking ii) Baqer Mehdi's Verbal Non Verbal Tests of Creativity iii) Personality Characteristics of a Creative child iv) Personality Characteristics of a Creative adult. <p><u>Unit II: Creativity And Intelligence</u></p> <ul style="list-style-type: none"> i) Concept and nature of intelligence ii) Tests of Intelligence (Verbal: Individual Test, Non Verbal: Army Beta Test and performance tests: Koh's Block Design Test) iii) Torrance Theory of Creativity iv) Contribution of J. P. Guilford
Mode of Transaction:	Lecture, Discussion, Case Study, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Organizing drawing/writing /singing competition, 2. Organizing cultural program on Kashmiri drama and dance, 3. Preparation of personality characteristics of a school going child.
Suggested Readings:	<ol style="list-style-type: none"> 1. Getzels, S. W. & Jack, P. L. Creativity and Intelligence American Sociological Review. 2. Gowan, J. C. Dewas G. D, Torrance, E. P. Creativity & its Educational Implication 3. Kneller, G. E. The Art and Science of Creativity 4. Mangal S.K. Advanced Educational Psychology PHI learning Private limited Delhi 2016 5. Mehdi, B. Creativity in Teaching and Learning. (New Delhi: NCERT, 1981) 6. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot. Ansari Road) 7. Sharma, K. N. Dynamics of Creativity. 8. Stein, Morris & Creativity and the Individual. 9. Torrance, E. P. Guiding Creative Talent. N. J. Prentice Hall, Englewood, Cliffs. 10. Vernon, E. P. (Ed) Creativity. Methuen & Co. Ltd. II, New Felter Lane London. 11. Vygotsky, L. S. Mind in Society Cambridge, M. A: Harward University Press.

M. Ed IV-Semester	
COURSECODE:	MEDOE-22407
COURSE TITLE:	ECONOMICS OF EDUCATION
Marks:	50 (External= 40 & Internal =10)
No of Credits:	2
No of Periods per week	1
Learning Objectives:	<ul style="list-style-type: none"> ➤ <i>The students will develop basic understandings related to the literature on the economics of education;</i> ➤ <i>Economic value of education, including the personal and societal returns from investing in education;</i> ➤ <i>The students will understand the Interconnection between economics and education;</i> ➤ <i>Will Mobilization of resources for education</i>
Prescribed Syllabus:	<p><u>Unit I: Introduction: Basic Concepts</u></p> <ul style="list-style-type: none"> i) Meaning, Nature and Scope of Economics ii) Scope, Significance and recent trends in economics of education iii) Education as consumption and investment – The concept and measurement of Human Capital iv) Education and its relation to Human Resource Development <p><u>Unit II: Education And Economic Development</u></p> <ul style="list-style-type: none"> i) Education and Economic growth ii) Education and National Development iii) Education and the Distribution of Income - Labour, Market and Education – Education and Employment – Liberalization, Privatization, Globalisation and Education iv) Contemporary issues in Economics of Education.
Mode of Transaction:	Lecture, Discussion, Case history, Observation, Problem Solving
Suggested Practicum:	<p>(Any one of the following activities)</p> <ol style="list-style-type: none"> 1. Comparison of financial allocation and utilization of funds in educational development at elementary stage in 11th and 12th Five Year Plans. 2. Preparing and comparing socio-economic profile of student enrolment in a government and a private elementary school in the same area (rural/urban).
Suggested Readings:	<ol style="list-style-type: none"> 1. Cohn, E (1972). Economics of Education. Lexington Mass D.C. Heath Company 2. Harbison, F.H. and Myers, C.A. (1964). Education, Manpower and Economic Growth. Maidenhead: McGraw-Hall 3. Jandhya B.G. Tilak (1985). Economics of Inequality in Education. New Delhi: Sage Publication 4. Naik, J. P. (1965). Educational planning in India. Bombay: Allied Publishers. 5. Pandit H.N. (Ed.). (1969). Measurement of Cost Productivity and Efficiency of Education. New Delhi: NCERT 6. Parnes, H.S. (1962) Forecasting Educational Needs for Economic and Social Development. Paris: OECD 7. Perlman, Richard (1973). The Economics of Education: Conceptual Problems and Policy Issues. New York: McGraw Hill Book Company

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