

Important

Academic Rules

Scheme of

Studies & Syllabus



Master of Education
(Effective from 2010-2011)



**LINGAYA'S
UNIVERSITY**
choose to know

(u/s 3 of UGC Act 1956)

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ABBREVIATIONS/DEFINITIONS

- "AC" means, Academic Council of the University.
- "BOM" means, the Board of Management of the University.
- "BOS" means, the Board of Studies of the Department.
- "CAU/AUC-option" CAU/AUC means change from Credit to Audit option / change from Audit to Credit option
- "Class/Course Committee" means, the Class/Course Committee of a class/course.
- "Course" means, a specific subject usually identified by its course-number and course-title, with a specified syllabus/course-description, a set of references, taught by some teacher(s)/course- instructor(s) to a specific class (group of students) during a specific academic-term/semester/year.
- "COE" means, the Controller of Examinations
- "Course Instructor" means, the teacher or the Course Instructor of a Course.
- "Curriculum" means the set of Course-Structure and Course-Contents.
- "DAA" means, the Dean of Academic Affairs.
- "DAAB" means Departmental Academic Appeals Board.
- "DEC/PEC" means Dissertation Evaluation Committee/Project Evaluation committee.
- "Department" means a group in the University devoted to a specific discipline also called a School. Department and School are used interchangeably.
- "DSA" means, Dean Student Affairs.
- "Faculty Advisor/Class Counsellor" means, the Faculty Advisor or the Panel of Faculty Advisors, in a Parent Department, for a group (admission-batch) of students. Also known as Class Counsellor.
- "DRPC" means Doctoral Research Programme Committee
- "Grade Card" means the detailed performance record in a term/semester/year/ programme.
- "He" means both genders "he" and "she"; similarly "his" and/or "him" includes "her" as well, in all the cases.
- "HOD" means, the Head of the Department.
- "MET" means Make-up End Term
- "MES" means Make-up End semester
- "MEY" means Make-up End Year
- "MLC" means Mandatory Learning Course.
- "Parent Department" or "Degree Awarding Department" means, the department that offers the degree programme that a student undergoes.
- "Project Guide" means, the faculty who guides the Major Project of the student.
- "RB" means Research Board
- "RPAC" means Research Progress Assessment Committee
- "Regulations" means, set of Academic Regulations.
- "TEC" means Thesis Evaluation Committee
- "University" means, Lingaya's University, Faridabad (LU)
- "VC" means, the Vice Chancellor, Lingaya's University, Faridabad.

CODE OF CONDUCT AND ETHICS FOR STUDENTS

1. Wear decent dress respecting his/her modesty as well as that of others.
2. Expected to respect and show regard for teachers, staff and fellow students.
3. Inculcate civic sense and sensitivity for environment protection.
4. Not to resort to collection of funds for any use without written permission of VC.
5. To exhibit exemplary behaviour, discipline, diligences, and good conduct and are a role model to other students.
6. Not to indulge in offences of cognizable nature.
7. Not to practice casteism, communalism.
8. Not to indulge in any other conduct unbecoming of a professional student of the University.
9. Not to outrage the status, dignity and honour of any person.
10. Not to get involved in physical assault or threat, and use of physical force against any body.
11. Not to expose fellow students to ridicule and contempt that may affect their self esteem.
12. Not to form any kind of student's Union, etc.
13. Not to take active or passive part in any form of strikes/protests.
14. To observe all safety precautions while working.
15. Not to disfigure/damage the University property, building, furniture, machinery, library books, fixtures, fittings, etc. (Damage / loss caused shall have to be made good by the students).
16. Use of mobile/video camera phones is strictly prohibited inside the examination halls, class rooms, laboratories and other working places. LU has the right to confiscate the mobile phones in case of any violation.
17. Not to indulge in ragging/teasing, smoking, gambling, use of drugs or intoxicants, drinking alcohol, rude behavior, and use of abusive language.
18. Not to resort to violence, unruly travel in buses, bullying, threatening and coercing others for undesirable act, such as preventing from attending classes, writing exam. / tests, etc etc.
19. All the students of the LU shall be under the disciplinary control of the VC.
20. Students are deemed to be under the care and guidance of parents. It is obligatory for the former to appraise their progress (given by the CC) to the parents.
21. Fine, if ever imposed, is only to improve discipline and shall be paid promptly.
22. While on campus, students have to take care of their belongings and no responsibility for any loss or damage can be held by the University.
23. Every student shall produce the I-Card on demand, and if lost, get a duplicate issued.
24. The students must attend all lectures, tutorials and practical classes in a course punctually (The attendance will be counted course-wise).
25. To abide by the rules and regulations of the University stipulated from time to time.

IMPORTANT ACADEMIC RULES

M.Ed. Degree Programme

GENERAL

- The Regulations may evolve and get revised/refined or updated or amended or modified or changed through approvals from the Academic Council from time to time, and shall be binding on all parties concerned, including the Students, Faculty, Staff, Departments, University Authorities and officers. Further, any legal disputes shall be limited to the legal jurisdiction determined by the location of the University and not that of any other party.
- If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation etc., the matter will be reported to the AC, recommending revoking the admission of the candidate.
- The LU reserves the right to cancel the admission of any student at any stage of his study programme in the University on the grounds of unsatisfactory academic performance or indiscipline or any misconduct.
- Medium of Instruction shall be English however question papers will be set both in English as well as Hindi. A candidate will get a choice of medium for examination purposes at the time of registration.

PROGRAMME

- There is only one type of student status in the M.Ed. Degree Programme, namely, full time.
- For full-time students, the duration of study shall be a minimum of one year and a maximum of two years.
- The course content for a M.Ed. Degree Programme will consist of the following components:
 - (a) Two-Letter Grade Courses
 - (i) Foundation Courses
 - (ii) Elective Course
 - (iii) Practical Courses

Note: A student has to register for the above courses at the appropriate time decided by BOS.

- The exact credits offered for the programme for the above components, the distribution among them, as well as the syllabi of all the courses offered by the department are given in the 'Scheme of Studies and Syllabus'.
- The minimum credit requirement for the M. Ed. Degree is 50.

DISSERTATION & VIVA VOCE

- The student shall undertake independent research work assigned by the HOD in consultation with the faculty supervisor and present dissertation approved by the supervisor. It will carry 8 credits and will be two letter grade courses. It will be evaluated by a set of examiners (three) out of

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which one will be external on the basis of write up and seminar. It is to be treated as a lab course for evaluation purposes.

SEMINARS

- It is a four credit course. The student shall present four seminars related to the foundation courses during the session as approved by HOD. It will be evaluated by a set of examiners (three) out of which one will be external on the basis of write up and seminar.

BOOK REVIEW

- It is a four credit course. A candidate may be permitted to submit a detailed report of book review of any book published on educational literature approved by the supervisor/HOD. The evaluation of book review will be done by the three examiners out of which one will be external based on a seminar related to the book review and observation work.

CASE STUDY

- It is a four credit course. A candidate may be permitted to submit a detailed case study of any educational institution approved by the supervisor/HOD. The evaluation of case study will be done by the three examiners out of which one will be external based on a seminar related to the case study.

ASSOCIATION

- Every student of the University shall be associated with the Parent Department, throughout his study period.
- The schedule of academic activities including the dates of registration, sessional examinations, End session examination, vacation, etc. shall be referred to as the Academic Calendar of the year, and announced at least two weeks before the starting date of the academic year.

PRE-REGISTRATION

- In order to facilitate proper planning of the academic activities, it is essential for the students to declare their intent to register for a course/medium of examination well in advance, before the actual start of the academic year, who propose to deviate from recommended scheme of studies.
- Pre-registration is an expression of intention of a student to pursue particular courses. It is information for planning. Every effort will be made to arrange for a course opted by the student. However, it is not obligatory on the part of the university to offer the courses and no course may be offered if the number of students opting for the course is less than 15 or 25 percent of the admission strength whichever is less.
- If a student fails to pre-register it will be presumed that he will follow suggested normal scheme of studies and medium of examination provided that he is progressing at a normal pace. For remaining students

the HOD of the parent department will plan for courses as per the convenience of the department.

REGISTRATION TO COURSES

- Every Student after consulting his Faculty-Advisor is required to register for the approved courses and medium of examination with the HOD of parent department at the commencement of each academic year on the days fixed for such registration as notified in the academic calendar.
- A student shall register for courses from amongst the courses being offered keeping in mind the minimum and maximum credits allowed for a degree and other requirements i.e. pre-requisite, if any. CGPA after consulting the Faculty Advisor. No registration will be valid without the consent of HOD of the parent department.
- A student will be permitted to register as per the suggested normal scheme only if he has not been debarred from registering on any specific ground by the university.
- The students will be permitted to register for course(s) being offered other than his normal suggested scheme provided that the time table permits.
- Students who do not register on the day announced for the purpose may be permitted LATE REGISTRATION up to the notified day in academic calendar on payment of late fee.
- REGISTRATION IN ABSENTIA will be allowed only in exceptional cases with the approval of the DAA after the recommendation of HOD through the guardian of the student.
- Credits will be awarded in registered courses only.

REGISTRATION- REVISION

- A student has the option to ADD courses for registration till the date specified for late registration in the Academic Calendar.
- On recommendation of the Teaching Department as well as the Parent Department, a student has the option to DROP courses from registration until two weeks after the commencement of the classes as indicated in the Academic Calendar.
- A student can register for auditing a course, or a course can be converted from credit to audit or from audit to credit, with the consent of the Faculty Advisor and Course Instructor within two weeks after the commencement of the classes as indicated in the Academic Calendar. However, CORE Courses shall not be available for audit.

ATTENDANCE REQUIREMENTS

- LU academic programmes are based primarily on the formal teaching-learning process. Attendance in classes, participating in classroom discussions and participating in the continuous evaluation process are the most essential requirements of any academic programme.
- Attendance will be counted for each course scheduled teaching days as per the academic calendar.

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- The attendance requirement for appearing in End session examination shall be a minimum of 75% of the classes scheduled in each course.

LEAVE OF ABSENCE

- The leave of absence must be authorized as per regulations.
- A student short of attendance in a course (less than needed after leave of absence and condonation by VC) will be awarded 'FF' grade in the course.
- All students must attend all lecture, tutorial and practical classes in a course. The attendance will be counted course wise.
- To account for approved leave of absence e.g. representing the University in sports, games or athletics; professional society activities, placement activities, NCC/NSS activities, etc. and/or any other such contingencies like medical emergencies, etc., the attendance requirement shall be a minimum of 75% of the classes scheduled in each course to appear in the examination.
- A student with less attendance in a course during the session, in lectures, tutorials and practicals taken together as applicable, shall be awarded 'FF' grade in that course, irrespective of his academic performance, and irrespective of the nature of absence.
- If the period of leave is more than three days and less than two weeks, prior application for leave shall have to be submitted to the HOD concerned, with the recommendation of the Faculty-Advisor, stating fully the reasons for the leave requested, along with supporting documents.
- If the period of leave is two weeks or more, prior application for leave shall have to be made to the DAA with the recommendations of the Faculty-Advisor, HOD concerned stating fully the reasons for the leave requested, along with the supporting documents. The DAA may, on receipt of such application, grant leave or decide whether the student be asked to withdraw from the course for that particular session because of long absence.
- If a student fails to apply and get sanction for absence as in the two cases above, his parent/guardian may apply to the VC with reasons duly recommended by the faculty advisor, HOD and DAA and explain in person to the VC the reasons for not applying in time. The VC will consider on merit and decide to grant the leave or withdrawal from the course subject to any condition that he may like to impose. The decision of the VC shall be final and binding.

ABSENCE DURING EXAMINATIONS

- A student who has been absent during Mid-year Examination due to illness and/or any exigencies may give a request for make-up examination within one week after the Mid-year Examination to the HOD with necessary supporting documents in person. The HOD may consider such requests depending on the merits of the case, and after consultation with the course instructor, may permit the Make-up

examination for the student concerned. However, no makeup examination will be permitted if the attendance in the course is less than 60% till the date of examination. This facility can be available only once in a year.

- In case of absence from End-year Examination of a course(s) on Medical ground and/or other special circumstances, the student can apply for award of 'I' grade in the course(s) with necessary supporting documents and certifications by an authorized person to the HOD within one week after the End-year Examination. The HOD may consider the request, depending on the merit of the case, and after consultation with the Course(s) Instructor(s)/ faculty advisor permit the MEY Examination for the student concerned. The student may subsequently complete all course requirements within the date stipulated by BOS (which may possibly be extended till first week of trimester under special circumstances) and 'I' grade will then be converted to an appropriate Double-letter grade, as per Clause No: G5.9. All the details of such a decision with date of finalizing the grade shall be communicated to DAA. If such an application for the 'I' grade is not made by the student then a double-letter grade will be awarded based on his year performance.

COURSE CREDIT ASSIGNMENT

- Every Course comprises of specific Lecture-Tutorial-Practical (L-T-P) Schedule. The credits for various courses are shown in the Scheme of Studies and Syllabus.
- The Academic Performance Evaluation of a Student shall be according to a Letter Grading System, based on the Class Performance Distribution.
- The double-letter grade (AA, AB, BB, BC, CC, CD, DD, FF) indicates the level of academic achievement, assessed on a decimal (0-10) scale.

Letter-Grades and Grade-Points:

LETTER-GRADE	GRADE-POINTS	REMARKS
AA	10	
AB	9	
BB	8	
BC	7	
CC	6	
CD	5	
DD	4	
FF	0	
I	-	Incomplete
U	-	Audited
W	-	Withdrawal
S	-	Satisfactory
N	-	Unsatisfactory

DESCRIPTION OF GRADES

- An 'AA' grade stands for outstanding performance, relative to the class which may include performance with previous batches. The Course Instructor is supposed to take utmost care in awarding of this highest double-letter grade.
- The 'DD' grade stands for marginal performance and is the minimum passing double-letter grade.
- The 'FF' grade denotes very poor performance, i.e. failure in a course, and the Course Instructor is supposed to take utmost care while awarding this lowest double-letter grade.
- A student, who obtains 'FF' grade in a core course, has to repeat (re-register) that core course, in subsequent years whenever the course is offered, until a passing grade is obtained. However, for an elective course in which 'FF' grade has been obtained, the student may either repeat the same course, or register for any other elective course.
- An 'I' grade denotes incomplete performance in any course due to absence at the end year examination (see also Clause No: G7.4). When the 'I' grade is converted to a regular double letter grade, a penalty of ONE Grade-Point is imposed, by awarding the double-letter grade that is immediately below the one that the student would have otherwise received except when the student has 95% attendance record in the subject concerned. For example, if on the basis of the performance including MEY Examination, a student gets AB grade, he will be awarded BB grade if not under exception rule.
- 'U' grade is awarded in a course that the student opts to register for audit. It is not mandatory for the student to go through the entire regular process of evaluation in an audit course. However, the student has to go through some process of minimal level of evaluation and also the minimum attendance requirement, as stipulated by the Course Instructor and approved by the corresponding BOS, for getting the 'U' grade awarded in a course, failing which that course will not be listed in the Grade Card.
- A 'W' grade is awarded when the student withdraws from the course. Withdrawal from a course is permitted only under extremely exceptional circumstances (like medical emergencies, family tragedies and/or other unavoidable contingencies) and has to be recommended by the HOD and approved by the DAA. However, no withdrawal is permitted after the finalization of the grades in the year.
- 'S'/'N' These grades are awarded for the Mandatory Learning Courses. The 'S' grade denotes satisfactory performance and completion of a course. The 'N' grade is awarded for non- completion of course requirements and the student will have to register for the course until he obtains the 'S' grade.

FEEDBACK TO STUDENTS

- A student requires feedback on the progress of his learning. For this purpose, the Instructor will conduct at least two quizzes for a theory course in a year before Mid-year Examinations. The quizzes will form a component of class work, the other components being tutorials, home assignments or any other mode.
- For a laboratory course, the continuous assessment's feed back will be given through the laboratory records which are required to be submitted after performing the experiment in the next laboratory class.
- The continuous feedback on project/major project will be through project diary and interim report.

EVALUATION

- **Theory:**

The double-letter grade awarded to a student in a course other than a practical course i.e. 0-0-P course for which he has registered, shall be based on his performance in quizzes, tutorials, assignments etc., as applicable, in addition to two Mid-year Examinations and End-year Examination. The weightage of these components of continuous evaluation may be as follows:

End-Year Examination (EYE)	: 50%
Mid-Year Examinations (MYE) (2, 15% each)	: 30%
Quizzes, Tutorials, Assignments, etc. (Several over the year)	: 20%
Total	: 100%

Any variation, other than the above distribution, requires the approval of the pertinent BOS.

- **Dissertation:**

The double letter grade awarded to the student in Dissertation i.e. 0-0-P course will be based on his performance in field work pertaining to the topic of research, report, presentation and defending in a viva-voce. The weightage of the components of continuous evaluation may be as follows:

Field Work	: 50%
Report	: 25%
Presentation & Viva-voce	: 25%
Total	: 100%

- **Seminar:**

The double letter grade awarded to the student in Seminar i.e. 0-0-P course will be based on his performance in oral presentation with emphasis on technical contents, presentation and ability to answer questions. The weightage of the components of continuous evaluation may be as follows:

Technical Contents	: 40%
Presentation	: 30%
Questions and answers	: 30%
Total	: 100%

- **Book Review:**

The double letter grade awarded to the student in Book Review i.e. 0-0-P course will be based on his subject knowledge, report and presentation & defending in a viva-voce. The weightage of the components of continuous evaluation may be as follows:

Technical Contents	:	40%
Report	:	30%
Presentation & Viva-voce	:	30%
Total	:	100%

- **Case Study:**

The double letter grade awarded to the student in Case Study i.e. 0-0-P course will be based on his performance in acquiring field data regarding working of an educational institution, report and presentation & defending in a viva-voce. The weightage of the components of continuous evaluation may be as follows:

Field Work	:	40%
Report	:	30%
Presentation & Viva-voce	:	30%
Total	:	100%

SCHEME OF EXAMINATION

- The duration of examinations for a theory course will be 3 hours for end-year examination 1½ hours for mid-year examinations.
- The pattern of question paper/examination will be as under:

Theory Courses:

The University shall conduct the End-year examination for all theory courses being taught in the year.

- (a) There will be eight questions in all distributed over all the units in a course syllabus. The question paper will be in three parts with weightage 20 percent, 40 percent and 40 percent respectively.
 - (b) Part-A will be short answer type with multiple parts covering all the units in the syllabus, which will be compulsory.
 - (c) Part-B will have three questions from any three units, which will have long answers of derivation/descriptive type. Two questions are to be answered from this part.
 - (d) Part-C will consist of four questions from the remaining four units and they will be of problem solving type in order to measure ability on comprehension / analysis / synthesis / application. The relevant data will be made available. The student is required to solve two questions. However, for Part-C, the external examiner may select the questions from the question bank supplied by University.
- Students are allowed in the examination the use of single memory, non-programmable calculator. However, sharing of calculator is not permitted.

Laboratory Courses:

- (a) The End-year Examination in laboratory course will be conducted jointly by an external examiner (other than the instructor) and an internal examiner (the coordinator / instructor) jointly.
- (b) The student will be given randomly an experiment to perform from within the list of experiments in the course.
- (c) No change in the experiment will be permitted after the draw, if the student had performed the same in the class.

Mid-year Examination:

Question 1 is compulsory covering all topics taught till then. Question 2 and 3 will be essay type, out of which student will answer any one. Question 4 and 5 will be to measure to ability of analysis / comprehension / synthesis / application. The student will answer any one.

TRANSPARENCY

- The answer books of all Mid-year Examination and End-year Examination will be shown to the students within three days of the last paper. It is the responsibility of the student to check this evaluation and affix his signature in confirmation.
- If the student finds some discrepancy, he should bring it to the notice of the Course Coordinator. The Course Coordinator will look into the complaint and remove the doubts of the student and proceed with the work of grading.
- The entire process of evaluation shall be transparent, and the course instructor shall explain to a student the marks he is awarded in various components of evaluation.

RESULT

- The final marks shall be displayed on the notice board for ONE day, (the date of which will be indicated in the academic calendar). A student can approach the concerned course instructor(s) for any clarification within Two days of display. The process of evaluation shall be transparent and the students shall be made aware of all the factors included in the evaluation. In case of any correction, the course instructor shall have to incorporate the same before finalization of the grades.
- The Student's Grade Card shall contain the Letter-Grade for each registered course; along with the YGPA at the end of the year, and the CGPA at the completion of the programme.

APPEAL FOR REVIEW OF GRADE

- If a student is not satisfied with the award of the grade after the announcement of the grades, he may appeal on a Grievance Form duly filled in along with the fee receipt for this purpose to the HOD of the parent department within one week of the following year. The HOD will forward the form along with his recommendation based on the records of the case to DAAB within the date specified in the Academic Calendar.
- The fee for such an appeal will be decided from time to time. If the

appeal is upheld by DAAB, then the fee amount will be refunded to the student without interest.

- VC shall have power to quash the result of a candidate after it has been declared, if
 - (a) He is disqualified for using malpractice in the examination;
 - (b) A mistake is found in his result;
 - (c) He is found ineligible to appear in the examination

AWARD OF DIVISIONS

- The overall performance of a student will be indicated by:
 - (i) **CGPA** which is the Cumulative Grade Point Average

CGPA is computed as follows:

$$CGPA = \frac{\sum C_i G_i}{\sum C_i}$$

Where,

C_i denotes credits assigned to i^{th} course with double-letter grade, and G_i denotes the grade point equivalent to the letter grade obtained by the student in i^{th} course for all courses with double-letter grades, including all 'FF' grades at the end of the programme.

For CGPA calculation, the following grades are to be counted:

- (i) Grades in all core courses,
 - (ii) The best grades in the remaining eligible courses to fulfill the minimum credits requirement for a programme.
- The degree will be awarded only upon compliance of all the laid down requirements for programme as under:
 - (i) There shall be University requirement of earning a minimum credits for a degree, satisfactory completion of mandatory learning courses and other activities as per the degree programme structure.
 - (ii) There shall be a minimum earned credit requirement on all Departmental core courses, Elective course and Major Project as specified by BOS.
 - (iii) There shall be a maximum duration for complying to the degree requirement.
 - (iv) The candidate will be placed in First Division with Honours / First Division with Distinction/First Division/Second Division which will be mentioned on the degree certificate as under:

DIVISION	CONDITIONS TO BE FULFILLED
First Division with Honours	CGPA \geq 8.5 No 'FF', N or W grade in any course during the programme
First Division with Distinction	CGPA \geq 8.5
First Division	CGPA \geq 6.75
Second Division	CGPA \geq 5.0 but $<$ 6.75

Note:

Although, there is no direct conversion from grades to marks, however, for comparison purposes percentage of marks may be assumed to be CGPA multiplied by nine.

M.Ed. DEGREE REQUIREMENTS

- The requirements for the M.Ed. degree programme are as follows:
 - (a) **University Requirements:**
 - (i) Earned Credit Requirement for Degree is 50.
 - (ii) Securing a CGPA of at least 5.0 subject to securing CGPA at least 4.5 in theory courses and 5.5 in practical courses.
 - (iii) Satisfactory completion of mandatory courses.
 - (b) **Programme Requirements:**

Minimum Earned Credit Requirements on all Courses/Elective Course as specified by the BOS and conforming to Course Structure given above. However a candidate has to pass all Foundation course and dissertation course.
 - (c) The Maximum duration for a student for complying to the degree requirement from the date of registration is TWO years in respect of full time students.

GRADE IMPROVEMENT

- A student may be allowed to improve CGPA if his CGPA falls below 6.75 with in a limit of two years from registration.

TERMINATION FROM THE PROGRAMME

- A student shall be required to leave the University without the award of the Degree, under the following circumstances:
 - (a) Based on disciplinary action to this regard approved by the AC, on the recommendation of the appropriate committee.
 - (b) If a student is absent for more than four (4) weeks in the academic year without sanctioned leave.
- Under any circumstances of termination, the conditions specified in Permanent Withdrawal shall also apply.

WITHDRAWAL FROM PROGRAMME

Temporary:

- A student who has been admitted to a degree programme of the University may be permitted to withdraw temporarily, for a period of one academic year, on the grounds of prolonged illness or grave calamity in the family, etc., provided:
 - (i) He applies to the LU stating fully the reasons for withdrawal together with supporting documents and endorsement from his parent / guardian
 - (ii) There are no outstanding dues or demands, from the Departments / LU / Hostels / Library and any other centers;

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- (iii) Scholarship holders are bound by the appropriate Rules applicable to them.
- (iv) The decision of the VC of the LU regarding withdrawal of a student is final and binding.
- Normally, a student will be permitted only one such temporary withdrawal during his tenure as a student and this withdrawal will not be counted for computing the duration of study.

Permanent.

- Any student who withdraws permanently admission before the closing date of admission for the Academic year is eligible for the refund of fee as per the University rules. Once the admission for the academic year is closed, the following conditions govern withdrawal of admission:
- A student who wants to leave the LU for good, will be permitted to do so (and take Transfer Certificate from the LU, if needed), only after clearing all the dues for the remaining duration of the programme.
- A student who has received any scholarship, stipend or other form of assistance from the LU shall repay all such amounts, in addition, to those mentioned in clause No. G8.2 (a).
- The decision of the VC regarding all aspects of withdrawal of a student shall be final and binding.

Department of Education

Degree Objective

The programme aims to achieve the following objectives:

- (i) To enable the students to exhibit high degree of academic excellence and professional and moral ethics.
- (ii) To enable the students to use theoretical and practical skills which can meet the challenges of education in the new millennium.
- (iii) To acquaint the students with research methodology.
- (iv) To develop in students research attitude and ability to handle different types of researches independently.

SCHEME OF STUDIES

M.Ed. Degree Programme

FOUNDATION COURSES							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation with Weightage (%)				
		L-T-P	Class Work	MYE (1½ Hrs)	EYE (3 Hrs)	Total	
ED-201	PSFE *	3-1-0	20	15+15	50	100	5
ED-202	Psychology of Education	3-1-0	20	15+15	50	100	5
ED-203	Research Methodology	3-1-0	20	15+15	50	100	5
ED-204	Comparative Education	3-1-0	20	15+15	50	100	5
	Elective Course-I	3-1-0	20	15+15	50	100	5
	Elective Course-II	3-1-0	20	15+15	50	100	5
	Elective Course-III	3-1-0	20	15+15	50	100	5

PRACTICAL COURSES							
Course No.	Course Name	Periods	Evaluation Scheme				Cr
			Components of Evaluation With Weightage (%)				
		L-T-P	Field Work/ Contents	Report	Presentation & Viva-voce	Total	
ED-291	Dissertation	0-0-2	50	25	25	100	8
ED-292	Seminars	0-0-1	40	30	30	100	4
ED-293	Book Review	0-0-1	40	30	30	100	4
ED-294	Case study	0-0-1	40	30	30	100	4

TOTAL CONTACT HOURS	TOTAL CREDITS
21-7-5 (33)	55

(L-T-P-Cr) - Lectures-Tutorials-Practicals-Credits

* "PSFE" means "Philosophical and Sociological Foundation of Education"

Notes: 1. All Foundation Courses, ED-291 and ED-292 are core courses.

2. It is expected that a good amount of work for Practical Courses will be done outside the contact hours.

List of Elective Course-I, II & III (any three)			
Course No.	Course Name	L-T-P	Cr
ED-221	Educational and Vocational Guidance	3-1-0	5
ED-222	Inclusive Education	3-1-0	5
ED-223	Education Technology	3-1-0	5
ED-224	Educational Measurement and Evaluation	3-1-0	5
ED-225	Educational Management	3-1-0	5
ED-226	Teacher Education	3-1-0	5
ED-227	Curriculum Development	3-1-0	5

IMPORTANT NOTES

1. Each student has to submit at least three assignments for all core courses i.e. Foundation and Elective courses which will be given by the teachers.
2. Laboratory types of courses are being offered as distinct courses without being mixed with lecture components.
3. Conduct of Lab Courses:
 - a. It is expected that more experiments/programs/exercises are designed and set as per the scope of the syllabus, which may be added to the above list.
 - b. The scheme of operation is to be approved by HOD.
4. The choice of the students for any elective shall not be a binding for the department to offer, if the department does not have expertise.
5. Students are allowed in the examination the use of single memory, non-programmable calculator. However, sharing of calculator is not permitted.

DETAILED SYLLABUS

ED-201	PSFE	L-T-P	Cr
		3-1-0	5

OBJECTIVE

The course aims at developing the competencies amongst the students, to help enable them to develop a philosophical framework for analyzing education, its aims and practices and reflect on theorization in education. Further, they are acquainted with major Western and Indian Schools of Philosophical and their educational implications.

1. **PHILOSOPHY OF EDUCATION:** Meaning of philosophy; scope of philosophical inquiry; meaning of education with reference to individual growth and development; origin and purpose of human existence as the common denominator between philosophy and education; need for philosophy of education.
2. **FUNDAMENTAL PHILOSOPHICAL ISSUES:** Major schools of philosophy with focus on their epistemology; metaphysics and axiology and educational implications:
 - a) Western Schools: Idealism; pragmatism; realism; existentialism and humanism.
 - b) Indian Schools: Salient features of Sankhya; Vedant; Jainism; Buddhism; Islamic traditions and Nyaya.
3. **EDUCATIONAL THINKERS:** Educational thoughts of Gandhi; Tagore; Zakir Husain; Aurobindo; John Dewey and Emmanuel Kant.
4. **CONCEPT OF DEMOCRACY:** Basic tenets of democracy (equality and freedom) and their implications for the goal and process of education; individual and social aims.
5. **SOCIOLOGY OF EDUCATION:** Development and scope; difference with educational sociology; sociological approach; researches in the area of sociology of education.
6. **SOCIAL STRUCTURE AND EDUCATION:** Class; caste; religion; ethnicity and gender dimensions; equality of educational opportunity; possibilities in India.
7. **EDUCATION AND SOCIAL CHANGE:** Meaning and concept of social change; social mobility; modernization and democracy and secularism and their relationships with education; globalization and education.

* "PSFE" means "Philosophical and Sociological Foundation of Education"

TEXT BOOK

Ruhela, S.P., "Sociology of Education: Problems and Prospects", Associated Publishers, 1992.

REFERENCE BOOKS

1. Debra Heyes, Martin Hills, Pam Christie and Bob Lingard, "Teacher and Schooling : Making a Difference", Allen and Unwin, Australia, 2007.

2. Delors, Jacques, et al; Learning, "The Treasure within Report of the International Commission on Education for 21st Century", UNESCO, 1996.
3. "International Encyclopedia of Education", 2nd Edition. Vol.10, Perganon Press, 1994.

ED-202	PSYCHOLOGY OF EDUCATION	L-T-P	Cr
		3-1-0	5

OBJECTIVE

The course aims at developing the competencies amongst the students to enable the student to understand concepts and principles of Educational Psychology as an applied science, to enable the learner to understand implications of psychological theories for Education, to acquaint the learner with the process of development and assessment of various abilities and traits.

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; theories of Piaget and Bruner - major concepts and stages and implications for education.
3. **LEARNING:** Concept; levels of learning; Gagne's types of learning; theories of learning; Thorndike's connectionism; Pavlov's classical conditioning; Skinner's operant conditioning; learning by insight; Hull's needs reduction theory; Tolman's Sign-Gestalt theory; Kurt-Lewin's field theory and their educational implications; factor influencing leaning.
4. **TRANSFER OF LEARNING:** Concept, types; theories of transfer of learning; theory of mental discipline, theory of identical elements, theory of generalization, theory of transposition and their educational implications; group dynamics- group process, interpersonal relations, sociometric grouping, social-emotional climate of the classroom and influence of teacher characteristics.
5. **INDIVIDUAL DIFFERENCES:** Concept of intra and inter differences; intelligence and cognitive abilities, identification and fostering; creativity – nature, process, identification, fostering and guiding creative children; interests, attitude and values; concept and measurement; adjustment of teaching–learning process to suit individual differences – learning styles and teaching strategies.
6. **PERSONALITY:** Concept, development, structure and dynamics of personality; theories of personality; Allport, Eysenck; psychoanalytic approach of Freud, Erickson; Behavioural approach – Miller and Dollard and Bandura and Walter; humanistic approach – Roger, Maslow; Indian theories: Vedic, Rabindernath Tagore Mahatma Gandhi, and Sri

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Aurobindo; assessment of personality - a) personality inventories and rating scales. b) projective techniques- Rorschach, TAT

7. **ADJUSTMENT AND MENTAL HEALTH:** Concept, mechanism of adjustment – defense; escape, withdrawal, compensatory, types of adjustment problems among students; introduction to common forms of neurosis, psychosis and somatic disorders; principles of mental hygiene - preventive and curative measures, implications for education. Stress – concept of stress, sources of stress, categories of stressors, strategies of coping with stress, frustration, conflict and anxiety – meaning and management.

TEXT BOOK

Dandapani, S., “Advanced Educational Psychology”, 2nd Edition, Anmol Publications Pvt. Ltd., New Delhi, 2001.

REFERENCE BOOKS

1. Synder, C.R. & Shane J. Lopez, “Positive psychology”, SAGE Publications. UK, 2007.
2. Lieber, C.M., “Partners in learning : from conflict to collaboration Cambridge”, M.A. Educators for Social responsibility, 2002.
3. Pintrich, P.R. and Schunk, D.H., “Motivation in Education: Theory, Research and Applications”, Englewood Cliffs, N.J. Merrill, 1996.

ED-203	RESEARCH METHODOLOGY	L-T-P	Cr
		3-1-0	5

OBJECTIVE

The course aims at teaching the student how to make a scientific inquiry, and to understand the characteristics of philosophical, psychological and sociological researches in education. Lastly they will learn how to formulate a research proposal.

1. **NATURE OF RESEARCH, KNOWLEDGE AND INQUIRY:** Nature and scope of educational research; meaning, nature, need and purpose; scientific inquiry and theory development; new emerging trends in research; scientific method: nature and sources of knowledge; paradigm, theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research; philosophical, psychological and sociological orientation in educational research; interdisciplinarity in educational research and its implications.
2. **METHODS OF EDUCATIONAL RESEARCH:** Experimental; normative survey; historical; case study; developmental; fundamental, applied, evaluative and action research; qualitative research: phenomenological, ethno methodical and naturalistic enquiry.

3. **DEVELOPING A RESEARCH PROPOSAL:** Problem, definition and its sources; selection; OBJECTIVE – hypothesis: nature, definition, types, sources; characteristics of a good hypothesis; directional and non-directional hypothesis.
4. **SAMPLING:** Sampling, population; techniques - probability sampling techniques & 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.
5. **TOOLS AND TECHNIQUES:** 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; validity and limitations of findings, factors influencing validity of research; internal vs. external validity; how to increase validity of research findings; writing of research report.
6. **DATA:** Quantitative and qualitative; qualitative data, its analysis with emphasis on content analysis; analysis of interview-based data and observation based data; quantitative data.
7. **CONCEPT, CALCULATION AND USE OF:** Measures of central tendencies; measures of variability; percentiles and percentile ranks; correlations, product moment, rank-difference, Biserial, Point Biserial; Tetrachoric, chi-coefficient, partial and multiple. regression equations; F-test up to two way, normal distribution, properties and uses of normal distribution; inferential statistical methods-standard errors, confidence limits; hypothesis testing, difference between means; cross breaks (Chi-square).

TEXT BOOK

Sharma, Bharti, "Methodology of Educational Research", Anmol Publishers and Distributors, New Delhi. 2004.

REFERENCE BOOKS

1. Christensen, L., "Experimental Methodology", Boston : Allyn & Bacon, 2007.
2. Kirkpatrick, D.L., "Evaluating Training Programmes : The four Levels", San Francisco : Brrett – Kochler, 2005.

ED-204	COMPARATIVE EDUCATION	L-T-P	Cr
		3-1-0	5

OBJECTIVE

After going through this course the students will be able to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries. Further, they will know the role of UNO and its various bodies for the promotion of Indian education.

1. **COMPARATIVE EDUCATION:** Meaning in terms of looking at it as a new discipline; scope and major concepts of comparative education; methods in comparative education.

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2. **COMPARATIVE EDUCATION:** Factors and approaches; geographical; economic; cultural; philosophical; sociological; scientific; historical; ecological; linguistic and functional factors; cross disciplinary approach used in comparative education.
3. **MODERN TRENDS IN WORLD EDUCATION:** National and Global; role of UNO in improving educational opportunities among the member countries; various organs of the UNO and their educational activities.
4. **A COMPARATIVE STUDY OF THE EDUCATIONAL SYSTEMS OF COUNTRIES WITH SPECIAL REFERENCE TO:** Primary education-U.S.A; U.K.; Japan & India; secondary education: - U.S.A.; U.K.; Japan & India.
5. **A COMPARATIVE STUDY OF THE EDUCATIONAL SYSTEMS OF COUNTRIES WITH SPECIAL REFERENCE TO:** Higher education:-U.S.A; U.K.; France; India & Russia; teacher education - U.S.A.; Russia; U.K.; Germany & India; adult education – Australia; Cuba; Brazil & India.
6. **FOLLOWING PROBLEMS PREVAILING IN DEVELOPING COUNTRIES WITH SPECIAL REFERENCE TO INDIA:** Poverty; unemployment; population; explosion; global warming and environmental; pollution; terrorism; casteism & communalism; illiteracy; erosion of moral values and ethics; political instability
7. **THE CAUSES OF THE PROBLEMS AND THEIR SOLUTIONS THROUGH EDUCATION WITH REFERENCE TO THE FOLLOWING PROBLEMS THAT IS:** Poverty; unemployment; population explosion; global warming and environmental pollution; terrorism; casteism & communalism; illiteracy; erosion of Moral values & ethics; political instability

TEXT BOOK

Sharma R.A., "Comparative Education", 2004.

REFERENCE BOOKS

1. Sodhi, T.S., "Issues in Comparative Education", Vikas Publishing House Pvt Ltd. 2002.
2. Sharma, R.N., "Fundamentals of Comparative Education", Surya Publications.2003.
3. Kohli, V.K., "Current Problems of Indian Education", Krishna Brothers. 2004.

ED-221	EDUCATIONAL AND VOCATIONAL GUIDANCE	L-T-P	Cr
		3-1-0	5

OBJECTIVE

To acquaint the learners with the aims, principles, techniques and organizational framework for various services of the school guidance programme; to enable learners understand the concept of educational and vocational guidance; to enable the learners understand the basic concept of counseling and the uses of tests in guidance.

1. **CONCEPT OF GUIDANCE:** Concept of guidance, assumption; issues and problems of guidance; purpose and scope of guidance; need for guidance; essential features of the guidance programme: orientation service, individual inventory service, occupational information service, counseling service, placement service, research and evaluation; principles of organizing guidance services.
2. **EDUCATIONAL AND VOCATIONAL GUIDANCE :** Guidance and curriculum; guidance and classroom learning; vocational guidance - nature of work, various motives associated, place of work in one's life; understanding career development; approaches to career guidance-Roe's theory of early determinants of vocational choice, Holland's trait and factor theory and Super's theory of vocational development; vocationalisation of education in India and career development.
3. **GUIDANCE OF SPECIAL GROUPS:** Gifted, underachievers and slow learners and differently Abled learners.
4. **COUNSELING FOR ADJUSTMENT:** Introduction to counseling as heart of guidance programme; counseling and psychotherapy; nature, scope and principles of counseling; counseling skills stages in counseling; counseling approaches: directive, non directive and eclectic; group counseling v/s individual counseling; differences and similarities; human adjustment: psychological foundation of adjustment, determinants of adjustment mechanisms; role of motivation and perception in human adjustment; skills and qualities of an effective counselor.
5. **ASSESSMENT AND APPRAISAL IN GUIDANCE AND COUNSELLING:** Study of the individual, data collection, techniques of information "Anecdotal Records Biographies, rating scale, case study, sociometry, questionnaire, observation, interview, and cumulative record.
6. **MENTAL HEALTH:** Principles of mental hygiene and their implications for effective adjustment; mental hygiene based practices in home, school and community that contribute towards the development of a healthy and integrated personality.
7. **TESTING IN GUIDANCE AND COUNSELING:** Use of tests in guidance and counseling, intelligence tests, creativity tests, achievement tests, aptitude tests, interest inventories, personality measures; Administering, scoring and interpretation and analysis of test scores and communication of test results as relevant in the context of guidance programme.

TEXT BOOK

Bhatnagar, Asha and Gupta, Nirmala, "Guidance and Counseling", Eds., 1999

REFERENCE BOOKS

1. Mohan, S., "Career development in India, Theory research and development", Vikas Publishing House, New Delhi, 1998.
2. Sharf, R.S., "Applying Career Development Theory to Counseling", Wadsworth Publishing Co., 2005.
3. Swanson, J.L. & Fouad, N.A., "Career Theory and Practiced: Learning Through Case Studies", Sage Publication, 1999.

ED-222	INCLUSIVE EDUCATION	L-T-P	Cr
		3-1-0	5

OBJECTIVE

This course enables the students explore the meaning, specific characteristics and modalities of identification of various types of (students who are different than majority or are) exceptional learners. Further, they will be able to identify various educational intervention programmes for meeting the needs of exceptional learners.

1. **MEANING AND SCOPE OF INCLUSIVE EDUCATION:** A brief history of special education; scope of special education in India; government policies and legislations; administration of special education. characteristics, education and placement of the following types of special children.
2. **EXCEPTIONAL LEARNERS:** Learners who are mentally handicapped; visually impaired; hearing impaired; loco motor 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.
3. **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 room; resource teacher; counselor etc; concept of remedial teaching (specially for learning disables 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.
4. **EDUCATION OF LEARNING DISABLED:** Characteristics; type; Identification; educational and intervention programmes; education of mentally retarded- concept; classification; etology; educational programmes for trainable mentally retarded; educational programmes for educable mentally retarded.
5. **EDUCATION OF VISUALLY IMPAIRED-** Characteristics; degree of impairment; ethology and intervention; educational programmes; education of hearing impaired- characteristics; degree of impairment; ethology; educational and intervention programmes.
6. **EDUCATION OF GIFTED AND CREATIVE CHILDREN:** Characteristics; identification; problems; educational programmes.
7. **GUIDANCE AND COUNSELLING FOR EXCEPTIONAL CHILDREN:** Meaning and need; role of teachers and other specialties; orthopaedically impaired children.

TEXT BOOK

Kar, Chintamani, "Education of Exceptional Children", Vikas Publication House Pvt Ltd., 2003.

REFERENCE BOOKS

1. Ainscow, M., Booth. T., "The Index for Inclusion: Developing Learning and Participation in Schools", Bristol: Center for Studies in Inclusive Education, 2003.
2. Jha. M. "Inclusive Education for All: Schools Without Walls", Heinemann Educational Publishers, Multivistat Global Ltd., Chennai, 6000442, India, 2002.

ED-223	EDUCATION TECHNOLOGY	L-T-P	Cr
		3-1-0	5

OBJECTIVE

Through this course the student will learn various Teaching Strategies, Models and Theories of Teaching, explain the Concept and various Techniques of enhancing Teaching Effectiveness, describe the Application of Teaching Aids like Teaching Machine, Computer and Laboratories in teaching-learning process, and pinpoint various issues in Educational Technology in Indian Education.

1. **CONCEPTUAL FRAMEWORK OF EDUCATIONAL TECHNOLOGY:** Nature, scope and significance of educational technology; application of educational technology in Indian classroom.
2. **TEACHING AND LEARNING:** The concept of teaching - various modalities of teaching such as - training, instruction, conditioning, indoctrination; concept of learning, types of learning, relation between teaching and learning; different levels of learning and teaching - memory, understanding and reflective.
3. **TEACHING STRATEGIES:** Concept of teaching strategies - difference between teaching strategies and teaching tactics; classification of teaching strategies - mastery learning, personalised system of instruction, programmed instruction, computer assisted instruction, simulation and gaming, brainstorming and auto-tutorial instruction - their characteristics, advantages and limitations.
4. **MODELS AND THEORIES OF TEACHING:** Nature and use of teaching models; types of teaching models - inquiry training model, aptitude treatment interaction model, behavioural model their nature, characteristics, merits and limitations; theories of teaching - cognitive development theory, theory of instruction - their nature, characteristics, merits and limitations.
5. **TEACHING EFFECTIVENESS:** Concept of teaching effectiveness; variables involved in teaching effectiveness; techniques for enhancing teaching effectiveness - verbal interactional analysis techniques; micro-teaching and simulated teaching; assessment of teaching effectiveness.

- 6. TECHNOLOGICAL AIDS IN TEACHING-LEARNING:** Technological aids - teaching machines, computers and laboratories and audio-visual appliances - their nature, characteristics, advantages and limitations.
- 7. COMMUNICATION AND MASS MEDIA:** Nature and importance of communication, component of communication system - mass media, radio, television, and films; current status of mass media in education; teacher's role in using mass media.

TEXT BOOK

Sharma R.A., "Programmed Instruction – An Instructional Technology", Loyal Bank Depot, Meerut (UP).

REFERENCE BOOKS

- Behrera, S.C., "Educational Television Programmes", Deep and Deep Publication, New Delhi, 1991.
- Kumar K.L., "Educational Technology", New Age International Pvt. Ltd. Publishers, New Delhi, Second Revised Edition, 2008.
- Rao, Anand B. and Ravishankar, "Reading in Educational Technology", Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.

ED-224	EDUCATIONAL MEASUREMENT AND EVALUATION	L-T-P	Cr
		3-1-0	5

OBJECTIVE

This course will help the students to know how various requirements of education are measured, evaluated, interpreted and their results are recorded to help the learners. Further, they learn the use of various tools and techniques of measurement and evaluation in education and acquire skills and competencies in constructing and standardizing a test.

- 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.
- 3. TOOLS OF MEASUREMENT AND EVALUATION:** Subjective and Objective tools, Essay tests, Objective tests, Scales, Questionnaires, Schedules, Inventories, Performance tests; Basic Techniques and Tools of Evaluation of Cognitive Outcomes; Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes; Qualities of a Good Evaluation Instrument; Framing of Competency Based Questions; Development and Use of Class Room Tests.

4. **TEST CONSTRUCTION:** General principles of test construction and its standardization (Norm-reference and criterion referenced); Construction of Achievement Tests; Standardization of Achievement Tests; Improving Quality of Test Scores Through Item Analysis; Construction and standardization of Selection Tests; Writing test items, Objective type, Essay type and interpretive type.
5. **BASIC CHARACTERISTICS OF GOOD MEASURING INSTRUMENTS:** Validity, Objectivity, Reliability, Usability and Norms.
6. **PSYCHOLOGICAL TESTING AND MEASUREMENT:** Measurement of Intelligence; Measurement of Aptitudes; Measurement of Attitudes and Interests; Measurement of Personality.
7. **RECENT TRENDS AND INNOVATIVE PRACTICES IN EVALUATION:** Increasing Emphasis on Institution-Based Assessment (IBA); Introduction of Grading System; Question Banks for Better Testing; Use of Computers in Testing; Integrating Pupil, Curriculum and Programme Evaluation; Emerging Trends in Educational Evaluation.

TEXT BOOK

Statistical Methods, "Concepts, application and computation" sterling Publication 1998.

REFERENCE BOOKS

1. Glan, G.V. & Hopkins, K.D. "Statistical Methods in Education and Psychology", 3rd Edition, Boston : Allyn & Bacon. 1996.
2. Henry, G.T., "Graphing Data : Techniques for display and analysis". Thousand Oaks, CA : Sage Pub., 1995.
3. Huck, S.W., "Reading Statistics and Research", Boston : Allyn & Bacon, 2007.

ED-225	EDUCATIONAL MANAGEMENT	L-T-P	Cr
		3-1-0	5

OBJECTIVE

To develop in learners a basic understanding of management and its various functions and to acquaint them with the broad framework of the organizational structure of educational institutions at various levels and problems peculiar to their management and how to resolve them.

1. **MANAGEMENT:** Concept and nature of management and administration, tasks of management, principles of management, managerial skills.
2. **HISTORICAL EVOLUTION OF MANAGEMENT THOUGHT:** Classical school : Bureaucracy, Administrative theory, Scientific management; Neo-classical school, Human relation movement, Behavioral science movement; Contemporary management Theories, Quantitative approach, system approach, contingency approach

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3. **FUNCTIONS OF MANAGEMENT:** Planning, Organizing, Staffing, Directing, Co-coordinating, Controlling, Decision making
4. **MANAGEMENT OF EDUCATIONAL INSTITUTIONS:** Organizational structure do educational institutions of primary, secondary and higher learning with reference to Municipal Corporations, Directorate of Education, Central and state level universities, Problem peculiar to the management of educational institutions.
5. **LEADERSHIP:** meaning, leadership styles, autocratic, democratic, laissez-faire, choosing a leadership style in educational institutions, Motivation: Maslow's need hierarchy and its implications for management, McGregor's Theory X and Theory Y
6. **CONFLICT MANAGEMENT:** Meaning and sources of conflicts, types of conflicts, conflict resolution techniques, role of manager in conflict management.
7. **RECENT TRENDS IN EDUCATIONAL MANAGEMENT IN INDIA:** Globalization and Internationalization and their Impact on Educational Policies; Planning, Financing and Management; Decentralized Planning and Management: Problems and Issues; Quality Assurance in Educational Management: Monitoring and Evaluation System; Institutional Autonomy and Accountability

TEXT BOOK

Vashisht, S.R., "School Administration", Anmol Publications, 1994.

REFERENCE BOOKS

1. Mukhopadhyay, Mamar & Tyagi, R.S., "Governance of School Education in India". New Delhi NIEPA, 2005.
2. Mathur, D., "Financial Administration and Management", S. P. Jain Institute of Management & Research, Mumbai, India, 2001.
3. Ramcharan Padma & R. Vasanta, "Education in India". National Book Trust, New Delhi, 2005

ED-226	TEACHER EDUCATION	L-T-P	Cr
		3-1-0	5

OBJECTIVE

This course enables the students to understand the meaning, objectives, scope and methodology of continuing education and distance education. Through this course, again, the students discover the difference in the methods of teacher education in U.S.A. U.K. and U.S.S.R., in particular the researches in teacher education and teacher effectiveness.

1. **TEACHER EDUCATION IN INDIA: A HISTORICAL PERSPECTIVE:** Teacher Education: concept, need, importance and prospective; Teacher Education in Indian Society: Ancient, Medieval and Modern

Period; Teacher Education in Pre- Independence and Post-Independence Period; Approaches to Teacher Education; Aims and Objectives of Teacher Education at Elementary level, Secondary level, Sr. Secondary Level & Higher Education.

2. **TEACHER EDUCATION PROGRAMMES AND INSTITUTIONS:** Teacher Education Programmes; Continuing Education – Concept, objectives, scope and methods; Teaching Practice: Practicing schools, Internship model; Institutions and Agencies of Teacher Education. Role of NCTE, NCERT, SCERT, RCEs, and UGC in professional growth of teachers; Centrally Sponsored Schemes in Teacher Education
3. **CURRICULUM OF TEACHER EDUCATION :** Teacher Education Curriculum at Different Stages, Elementary, Secondary and Senior secondary; national curriculum frameworks for teacher education 2009; Teaching as a Profession, Professional Development of Teacher Educators.
4. **CURRICULUM TRANSACTION IN TEACHER EDUCATION :** Method in techniques, Lecturer cum discussion; demonstration; group discussion; brain storming; seminar, workshops, team teaching, use of ICTE, case analysis, reading and review of original text, project and assignments.
5. **TEACHER EDUCATION THROUGH OPEN AND DISTANCE LEARNING:** Historical development, distance and correspondence courses for teacher preparation, distance educational and mode.
6. **RESEARCH IN TEACHER EDUCATION :** Need and scope of teacher education, areas of research in teacher education, current problems of teacher education institution, a. isolation of teacher education institution, b. standards in teacher education.
7. **ADMINISTRATION OF TEACHER EDUCATION AT STATE AND COUNTRY LEVEL:** Need and function of National and State Councils of Teacher Education; Directions and innovations in the field of Teacher Education including, a) Regional Institutes of Education, b) Institutes of advanced studies in Education (IASE), CASE, d) Education as an independent discipline.

TEXT BOOK

Rao, Digumarti Bhaskara, "Teacher Education in India", Discovery Publishing Hosue, New Delhi, 2002.

REFERENCE BOOKS

1. Beck, Clive & Clark Kosnik Albany, "Innovations in Teacher Education : A Social Constructivist approach", State University of York, 2006.
2. Linda Darling, Harmmond & John Bransford, "Preparing Teacher for a changing World", John Wiley & Sons Francisco, 2005.
3. Reimers, Eleonora Villegas: "Teacher Professional development : an International Review of the Literature". UNESCO : IIEP, Paris., 2003.

ED-227	CURRICULUM DEVELOPMENT	L-T-P	Cr
		3-1-0	5

OBJECTIVE

To help the students understand issues, trends and researcher in the area of curriculum in India. Also they student will learn the principles of curriculum construction, the bases and determinants of curriculum, and orient them with curriculum design and implementation.

1. **CURRICULUM - CONCEPT AND MEANING:** Curriculum Development: Theories and Procedures; Issues and trends in Curriculum development; History of curriculum development.
2. **BASES OF DETERMINANTS OF CURRICULUM:** Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations.
3. **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.
4. **CURRICULUM TRANSACTION:** Relationship between Curriculum Transaction and Instruction; Instructional Design and Instructional System;
5. Enhancing Curricular Transactions; Role of aids, Instructional Techniques and Technology in transacting curriculum; Role of Curriculum Support Materials; Types of materials and aids, Models of implementation.
6. **SYSTEM APPROACH TO CURRICULUM DESIGNING:** Concept, open and closed system, system analysis and its steps, curriculum as a system, rationale, system approach to instruction, phase.
7. **CURRICULUM EVALUATION:** Nature and Purpose; Importance of evaluation of curriculum; Approaches to Curriculum Evaluation; Curriculum Evaluation Models; Curriculum Evaluation Phases; Techniques and Tools of Evaluation; Constructing an Evaluation Tool; Interpretation of evaluation results and method; Curriculum research in India.
8. **SUGGESTIONS AND RECOMMENDATION IN CURRICULUM DEVELOPMENT AS PER THE FOLLOWING COMMISSIONS:** University Education Commission, 1948; Secondary Education Commission, 1952; Education Commission, 1966; National Policy of Education, 1986.

TEXT BOOK

Aggarwal, Deepak, "Curriculum development: Concept, Methods and Techniques", Book Enclave, New Delhi, 2007.

REFERENCE BOOKS

1. McKernan, James : "Curriculum and Imagination : Process, Theory, Pedagogy and Action Research", Routledge, U.K. (2007)
2. NCERT." National Curriculum Framework- 2005", NCERT, Sri Aurobindo Marg, New Delhi (2005).

ED-291	DISSERTATION	L-T-P	Cr
		---	8

OBJECTIVE

To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research.

The student is expected to take up a research project in consultation with the faculty supervisor and then conduct the research, collect data, analyze it and write a report under supervision of a supervisor.

The project report will consist of the following:

- Chapter-I : Introduction
- Chapter-II : Review of Literature
- Chapter-III : Methodology used in the study
- Chapter-IV : Analysis of data
- Chapter-V : Discussion of the result
- Chapter-VI : Summary and Conclusions
Bibliography

ED-292	SEMINAR	L-T-P	Cr
		---	4

OBJECTIVE

To enable students to:

- a) Write research papers
- b) Present papers in seminars
- c) Organize seminars
- d) Evaluate the proceedings of seminar

OPERATION

The students are expected to organize and participate in at least 4 seminars relating to their foundation courses at departmental / university / national / international level.

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ED-293	BOOK REVIEW	L-T-P	Cr
		---	4

OBJECTIVE

It is a skill oriented course aimed at helping the students to review published literature and designing of lesson plans.

OPERATION

- Each student has to review any published book related to educational literature.
- Each student has to observe four lesson plans of B.Ed. trainees and submit the observation report.

ED-294	CASE STUDY	L-T-P	Cr
		-----	4

OBJECTIVE

To enable the students to set the high objectives for the overall planning and working of an institute, he/she will do case study of an institute.

OPERATION

Each student has to conduct a critical study of any educational institution.

Lingaya's Group of Institutions:

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