
Master of Education (M.Ed.)

- **Scheme of Examination**
- **Detailed Syllabus**



DR. C.V. RAMAN UNIVERSITY

KARGI ROAD, KOTA, BILASPUR, CHHATTISGARH

PHONE : 07753-253737, FAX : 07753-253723

Website: www.cvrु.ac.in

DEPARTMENT OF EDUCATION

INTRODUCTION

M.Ed. is a NCTE approved 2 years full time master degree programme of 80 credits divided in 4 semesters (20 credits in each semester). The M.Ed. training program at Dr. C. V. Raman University aims to prepare trainers for choosing various verticals of teaching and learning dimensions. Our aim is to provide a secure learning environment for all students, within which respect, persistence and individual learning styles are valued and where confidence and the development of skills are nurtured. This enables students to become job ready professionals and helps them to take up teaching roles in future. It also provides scope for research studies.

VISION

The department aims to provide decent, creative graduates with a teaching oriented and skilled mindset ready to provide leadership to both private and public sectors. Not only this, but department also focus to provide quality education to its students which will help in overall development of students as well as of the society.

MISSION

- Our mission is to prepare learner-sensitive educators with the knowledge, skills, and dispositions to contribute to a better society.
- Strengthen and develop community connections and engagement through collaborations, research, service, and participation.
- Support a positive and inclusive college climate by advancing equity, open communication, dynamic engagement and respect.

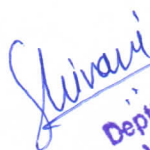
PROGRAMME OBJECTIVE

The Master of Education (M.Ed.) programme aims at developing the understanding and competencies required by practising teachers for effective teaching-learning process at the secondary stage. This programme prepares teacher to understand the psychological and sociological aspects of the child's development and also understand his behaviour under different conditions. This combined with rigorous practice of teaching prepares teacher trainees to master the art of teaching and the ability to deal with students based on their individual differences in various classroom situations.

PROGRAMME SPECIFIC OBJECTIVES

- To enable students to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general and teacher education in particular.




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- To provide opportunities to teachers that enable learning experiences to make meaningful.
- To make the teachers understand how children learn and develop how they differ in their approaches to learning and create learning opportunities.
- To develop the skills of teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To develop the capacity among teachers to use knowledge of effective verbal, non-verbal and media communication techniques to foster active enquiry, collaboration and supportive interaction in the classroom.

PROGRAMME OUTCOME

On successfully completing the program the student will be able to:

- Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual social, emotional and physical development of the learners.
- Recognize self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
- To change the behaviour, attitude and values of teacher trainees so that they shape into responsible and accountable agents of change in the society, in the perspective of local, national and global concerns and issues vital for human survival, progress and development.



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Course of Study and Scheme of Examination for **MASTER OF EDUCATION (M.Ed.)**

Eligibility: B.Ed..

Duration: 24 Months

Scheme of Examination

First Semester															
Course Code	Nature of the Course	Name of the Course	Total Marks	Theory Marks				Sessional		Practical / Field Work		L	T	P	Total Credits
				Major		Minor									
				Max	Min	Max	Min	Max	Min	Max	Min				
EMED 104	Core	Philosophical & Sociological Perspective of Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 105	Tools	Methodology of Educational Research	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 110	Specialization with Elective (any two)	(Any one)	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 111		Advance Educational Statistics													
EMDS 112		Guidance & counselling													
EMDS 113		(Any one)	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 112	Assessment for Learning														
EMDS 113		Gender, School & Society													
EMED 111	Teacher Education Courses	Workshop/ Seminar/ Taught	100	-	-	-	-	-	-	100	50	-	4	-	4
Total			500	200	68	80	28	120	48	100	50	12	4	4	20
Second Semester															
EMED 204	Core	Advance Educational Psychology	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 205		History of Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 206	Tools	Inclusive Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 210	Specialization with Elective (any one)	Education for Differently Abled	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 211		Educational Management & Administration													
EMED 207	Field	Delivered Teaching through ICT at teacher training Institution on specialization (4 weeks)	100	-	-	-	-	-	-	100	50	-	4	-	4
Total			500	200	68	80	28	120	48	100	50	12	4	4	20

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Course of Study and Scheme of Examination for **MASTER OF EDUCATION (M.Ed.)**

Eligibility: B.Ed.

Scheme of Examination

Third Semester															
Course Code	Nature of the Course	Name of the Course	Total Maks	Theory Marks			Sessional		Practical / Field Work			L	T	P	Total Credits
				Major	Minor										
				Max	Min	Max	Min	Max	Min	Max	Min				
EMED 304	Core	Economic & Political perspectives of Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 305		Yoga Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 306	Tools	Advanced Research Methodology	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 310	Specialization with Elective (any one)	Teacher Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 311		Early Childhood Education													
EMED 307	Field	Observation of Lecture, Participation in activities of teacher training institution, preparation of report on student teacher perception	100	-	-	-	-	-	-	100	50	-	4	-	4
Total			500	200	68	80	28	120	48	100	50	12	4	4	20
Fourth Semester															
EMED 404	Core	Curriculum Development	100	50	17	20	7	30	12	-	-	3	-	1	4
EMED 405		ICT in Teacher Education	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 410	Specialization with Elective (any One)	Measurement & Evaluation	100	50	17	20	7	30	12	-	-	3	-	1	4
EMDS 411		Higher Education													
EMED 406	Research	Dissertation & Viva-voce on Dissertation	200	-	-	-	-	-	-	200	100	-	8	-	8
Total			500	150	51	60	21	90	36	200	100	9	8	3	20

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Evaluation Scheme

- The minimum Marks required to pass any theory paper in a Semester shall be 40 %
- The minimum Marks required to pass in each Project works/ Practical/ Assignments/Dissertation shall be 50%.

Changes/Corrections/Up gradation done
Addition of new things/courses etc



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SEMESTER – I



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Semester- 1st

Paper-I

Subject: Philosophical & Sociological Perspective of Education

Subject Code: EMED 104

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

Enable the Student Teacher to understand: -

- About the relationship between philosophy and education and implication of philosophy on education.
- The importance and role of education in the progress of Indian Society.

Course Content		Methodology Adopted
UNIT - I	Philosophical Foundation of Education <ul style="list-style-type: none"> ➤ Meaning & scope of Philosophy. ➤ Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism. ➤ Need of philosophy. ➤ Interrelationship between philosophy & Education. ➤ Meaning, Nature, Functions and Scope of Educational Philosophy 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT - II	Indian Schools of Philosophy <ul style="list-style-type: none"> ➤ Vedic, Buddhist, Jainism, Islamic Education and their Implications with special reference to the concept of Knowledge, reality & values, aims, & objectives, curriculum, methodology, Pupil-Teacher - Relationship, freedom & discipline. ➤ Contributions of Vivekanand, Tagore, Gandhiji and Aurobindo Ghose in the field of Education. 	ICT based class room teaching, Individual Presentation
UNIT - III	Western Schools of Philosophy <ul style="list-style-type: none"> ➤ Idealism, Naturalism, pragmatism, realism, with special reference to Aims, & objectives, curriculum methodology, Pupil-Teacher-relationship, freedom & discipline. ➤ Contribution of Plato, Rousseau, Dewey in the field of education. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Sociology of Education <ul style="list-style-type: none"> ➤ Concept and nature of sociology of Education, Relationship of Sociology & Education. ➤ Difference between sociology of education and Educational Sociology; Social group: Social Stratification; Social Change. ➤ Social Organization, Characteristics of social organization, institution, attitude and values. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT - V	Education & Culture change <ul style="list-style-type: none"> ➤ Culture –Meaning and nature of culture, Role of education in cultural context: Education and cultural change. ➤ Issues of equality of educational opportunity and excellence in Education. Equality Vs. Equity in Education; Education and Democracy, Constitutional provisions for education; Education for National Integration and International Understanding. 	ICT based class room teaching, Group Presentation

References:

- ❖ A Sociological Approach to Indian Education (Vinod Pustakmandir, Agra 2 - S.S. Mathur)
- ❖ The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) - Kamla Bhatia and Baldev Bhatia
- ❖ Groundwork of Theory of Education – Ross
- ❖ Modern Philosophy of Education – Brubacher
- ❖ Foundations of Education – V.P. Bokil
- ❖ Educational Sociology – Brown
- ❖ De Schooling Society- Evan Illich.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Critical thinking and problem-solving. Collaboration across networks and leading by influence. Agility and adaptability. Initiative and entrepreneurialism. Effective oral and written communication. Accessing and analyzing information. Curiosity and imagination.	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism

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Dr. C.V. Raman University
Kota, Bilaspur (C.G.)

[Signature]
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Dr. C.V. Raman University
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Semester- 1st

Paper-II

Subject: Methodology of Educational Research

Subject Code: EMED 105

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

To enable the students to

- To understand the concept of research and educational research.
- To understand the types and methods of educational research.
- To understand the research problems and Sampling.
- To understand formulation of Hypothesis.
- To know about the style of writing references and bibliography.

UNIT – I	Concept of Educational Research <ul style="list-style-type: none"> ➤ Meaning, nature, need, importance and scope of educational research. ➤ Areas of educational research and different source of generating knowledge. ➤ Types of educational research – Fundamental, Applied, Action research. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Review of Related Literature- <ul style="list-style-type: none"> ➤ Purpose and need of Review of Related Literature. ➤ Sources, Recording & style of writing related literature. ➤ Style of writing Reference and Bibliography. 	ICT based class room teaching, Individual Presentation
UNIT – III	Methods Of Educational Research <ul style="list-style-type: none"> ➤ Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data ➤ Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research. ➤ Experimental Research – need and significance- nature and steps validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi- experimental, True experimental-role of control. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Research Problems, Variables and Hypothesis <ul style="list-style-type: none"> ➤ Source, selection and criteria of research problem- based on experience, discussion. Literature- scope and delimitations, statement of the problem in different forms. ➤ Concept, nature, characteristics and types of variables- inter relationship of different Variables. ➤ Concept, importance, characteristics and forms of hypothesis. ➤ Formulation and testing of Hypothesis. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Population and Sampling <ul style="list-style-type: none"> ➤ Population- Concept ➤ Sampling- Concept, Need and characteristics of good sample. ➤ Sampling Method- Probability sampling and Non probability sampling. 	ICT based class room teaching, Group Presentation

References:

- ❖ Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi, 1982)
- ❖ Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
- ❖ Buch M.B., A survey of Research in Education.
- ❖ Koul Lokesh Research Methodology.
- ❖ Naik.P.K. – Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Private Tutor. Online Tutor. Education Consultant. Educational Statistician	Writing Skills, Problem Solving, Communicative Skill, Management Skill	Quality Education, Better Quality of Research

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Semester- 1st
Paper-III (Specialization paper A)
Subject: Advance Educational Statistics

Subject Code: EMDS 110
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To enable the students
- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

UNIT – I	The Study of Statistics <ul style="list-style-type: none"> ➤ Statistics ➤ Importance of the study of statistics ➤ Measurement of scales (Nominal, Ordinal , Interval and Ratio) ➤ Frequency distribution ➤ Graphical Representation of Data 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Measurement of Central Tendency <ul style="list-style-type: none"> ➤ Meaning of central tendency. ➤ Calculation of Mean by long method and short method. ➤ Calculation of Median from a frequency distribution. ➤ Calculation of Mode from a frequency distribution. ➤ Comparison of the Mean, Median and Mode. ➤ Use of various measures of central tendency. 	ICT based class room teaching, Individual Presentation
UNIT – III	Measures of Variability <ul style="list-style-type: none"> ➤ The Range. ➤ The Average Deviation (AD). ➤ The Quartile Deviation (QD). ➤ The Standard Deviation (SD). ➤ Use of various measures of Variability. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Co relational Techniques <ul style="list-style-type: none"> ➤ The meaning of correlation. ➤ The coefficient of correlation ➤ The calculation of coefficient of correlation by Product Moment Method, Rank difference Method. ➤ Biserial Correlation. ➤ Point Biserial Correlation. ➤ Tetrachoric Correlation. ➤ The PHI coefficient. ➤ Scattered diagram. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Inferential Statistical Method <ul style="list-style-type: none"> ➤ Level of significance. ➤ Chi square. ➤ t- Test. ➤ The f- test (one way and two ways ANOVA). 	ICT based class room teaching, Group Presentation

Reference Books

- ❖ Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi, 1982)
- ❖ Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
- ❖ Buch M.B., A survey of Research in Education.
- ❖ Koul Lokesh Research Methodology
- Naik.P.K. – Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Data Analyst	Writing Skills, Problem Solving, Communicative Skill, Management Skill	Quality Education, Better Quality of Research

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Semester- 1st
Paper-III (Specialization Paper A)
Subject: Guidance and Counseling

Subject Code: EMDS 111
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To enable the Student's -
- To develop understanding of basic meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counselling.
- To develop understanding about Counselling- research, issues and trends.

UNIT - I	Core Concept in Guidance <ul style="list-style-type: none"> ➤ Meaning, nature, principles & functions ➤ Types of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance ➤ Agencies for Guidance –Home, School. ➤ Difference between Guidance and Counselling 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT - II	Testing Devices & Techniques <ul style="list-style-type: none"> ➤ Testing Devices and Non-Testing Techniques in Guidance ➤ Tests for Guidance: Aptitude, Interest and personality ➤ Techniques used for Guidance: Interview, Case study , Diary ➤ Ginsberg's Theory of Vocational choice, factors influencing Vocational choice. 	ICT based class room teaching, Individual Presentation
UNIT - III	Fundamentals of Counselling,skills required in counselling <ul style="list-style-type: none"> ➤ Meaning, Characteristics, Objectives of counselling, Purposes of Students Counselling. ➤ Component of counselling Process. ➤ Types of counselling: Directive, Non- Directive, Elective. ➤ Techniques of Counselling. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Guidance and Counselling for Special Counselling. <ul style="list-style-type: none"> ➤ Function of Counsellor ➤ Skill required for Counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating ➤ Professional Ethics in Counselling 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT - V	The Emerging role of a counselling for Present Context and Special Need <ul style="list-style-type: none"> ➤ Career Resource Centre ➤ Role of counselling in school settings, Teacher as a counsellor ➤ Guidance for Special Need – Meaning, Definition and types, Strategies for helping of exceptional children to overcome their problems. ➤ Gifted, Creative, Slow Learners and Backward children ➤ Career counselling in the present context. 	ICT based class room teaching, Group Presentation

References:

- ❖ J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, NaiSalak, Delhi.
- ❖ Anatasi Anne: Psychological tesing, New York, Mac Millan 1982.
- ❖ Mennet M.E.: Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
- ❖ Crites J.O: Vocational psychology, New York, GMC Grow Hill Book Company 1968.
- ❖ Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Guidance Officer Counsellor	Critical thinking and problem-solving. Skill required for counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating	Moral Development, Quality Education, Constructivism

S. V. Rami
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Dr. C.V. Raman University

Arshita
Deputy Registrar (Academic)
Dr. C.V. Raman University
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Semester- 1st
Paper-IV (Specialization Paper B)
Subject: Assessment for Learning

Subject Code: EMDS 112
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To understand about the perspective of Assessment and Evaluation.
- To know about what to be assessed.
- To acquire knowledge about the Assessment of Subject – based learning.
- To provide and introduction about teacher competencies in evolving appropriate tools.
- To develop knowledge about data analysis, feedback and reporting.

UNIT – I	Overview of Assessment and Evaluation <ul style="list-style-type: none">➤ Assessment, Evaluation, test, examination and measurement.➤ Formative and Summative Evaluation➤ Continuous and Comprehensive evaluation.➤ Grading system	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	What is to Assessed? <ul style="list-style-type: none">➤ Type of Evaluation➤ Subjective ,Objective ,Projective➤ Dimension and level of learning➤ Retention /Recall of facts and concepts➤ Problem solving : Meaning ,Definition ,Characteristics.	ICT based class room teaching, Individual Presentation
UNIT – III	Assessment of Subject-Based Learning <ul style="list-style-type: none">➤ Assessment tool➤ Kind of task: Project, assignment, Performances➤ Kinds of tests and their constructions➤ Observation of learning processes by self, by peers, by teacher➤ Self-assessment and peer-assessment➤ Quantitative and Qualitative aspects of assessment.	ICT based class room teaching, Individual Presentation
UNIT- IV	Teacher Competencies in Evolving Appropriate Assessment Tools <ul style="list-style-type: none">➤ Visualising appropriate assessment tools for specific contexts, content, and students➤ Formulating tasks and questions➤ Evolving Suitable criteria for assessment➤ Organising and planning for student portfolio➤ Using assessment feedback for furthering learning	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Data Analysis, Feedback and Reporting <ul style="list-style-type: none">➤ Use of assessment for feedback: for taking pedagogic decisions and formative assessment.➤ Feedback for teachers and students.➤ Developing and maintaining a comprehensive learner profile.➤ Purpose of reporting: To communicative.➤ Analysis of feedback of teachers and students.➤ Reporting a consolidated learner profile.	ICT based class room teaching, Group Presentation

References:

- ❖ Asthana, Biptn& Agrawal, R. N. :Mapanewammoolyankan. Vinod PustakMandir, Agra.
- ❖ Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod PustakMandir, Agra
- ❖ Bhagwan, Mahesh : ShikshameinMapanewammoolyannkan, Vinod PustakMandir Agra
- ❖ Lindeman, R. H. anndMerenda, P.F. : Educational Measurement, Scott foreman & Com-pany, London,
- ❖ Rawat, D.L. : ShaikshlkMapanki Naveen Rooprekha, Gaya Prasad and Sons, Agra
- ❖ Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
- ❖ Sharma ShikshatathaManovigyannainmapanEvammoolyankan. Lyall Book DepotMerrut.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher,Tool Constructor	Critical thinking and problem-solving. Data Analysis	Quality Education, Innovative Teaching Learning Method, Constructivism

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Semester- 1st
Paper-IV (Specialization Paper B)
Subject: Gender, School & Society

Subject Code: EMDS 113
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To understand the role of culture (apart from biology) as determinants of gender distinction in social living
- To aware of factors that shape gendered roles in Indian society
- To understand the problems of girl child education in our society
- To develop a critical perspective on gender-based discrimination and its effects
- To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.

UNIT – I	Gender: Key Concepts - Social Construction of Gender <ul style="list-style-type: none"> ➤ Gender – Concepts , Meaning, Gender, sex, sexuality, patriarchy, masculinity and feminism ➤ Gender bias, gender roles in society through family, caste, Religion, Culture and stereotyping, and its consequences. ➤ Opportunities for Education to Girls. Social Construction of masculinity and feminism. ➤ Female Sex ratio in India & Chhattisgarh. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Gender and Schooling <ul style="list-style-type: none"> ➤ Schooling of girls- Meaning, Aims, Need and Importance. ➤ School and Challenge of Masculine and Feminine Gender, Problems and Solution of schooling. ➤ Gender bias – Meaning, Resource, Type and Suggestion for End of Gender bias. ➤ Critical examination of school and classroom processes– challenging gender biases and stereotypes ➤ Understanding relationships within the school and child, teacher-child and teacher peer group relationships from the perspective of gender. ➤ Feminization of teaching profession. 	ICT based class room teaching, Individual Presentation
UNIT – III	Gender and Sexuality Concept of Sexuality, Source of Control of Sexuality, Family and the relationship between power and sexuality. <ul style="list-style-type: none"> ➤ Violence against women –Violence, Types, Main Law Act. For women issue, empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women. ➤ Legal (sexual and reproductive) rights of women. ➤ Role of Teacher in Gender and Sex Counselling. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Psychological and Sociological Perspectives <ul style="list-style-type: none"> ➤ Radical Feminist ➤ Socialist-Feminist ➤ Psychoanalytical and other perspectives ➤ Society and Socialization – Meaning, Definition, Characteristics, Element, Function and Importance. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Strategies for Change <ul style="list-style-type: none"> ➤ Policy and management In the school ➤ Women's action groups ➤ Mass media ➤ Recent debates 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to understand different forms of gender and difference between gender and sexuality.
- Pupils able to learn about gender inequality in schooling system and how to remove those.
- Pupils able to know psychological and sociological perspectives of gender.

References:

- ❖ Gender Analysis of State Policies, A case study of Chhattisgarh, Dr. Sen Ilina
- ❖ Towards Gender Equality in Education, Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
- ❖ Bhattacharjee, Nandini (1999), Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- ❖ Geetha, V. (2007) *Gender*. Stree: Calcutta.
- ❖ Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi.

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Dr. C.V. Raman University
Kota, Bilaspur (C.G.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Counsellor	<p>Critical thinking and problem-solving.</p> <p>Collaboration across networks and leading by influence.</p> <p>Agility and adaptability.</p>	<p>Ability to learn about gender inequality in schooling system and how to remove those.</p> <p>Knowledge about psychological and sociological perspectives of gender.</p>



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SEMESTER – II



DR. C.V.RAMAN UNIVERSITY
KARGI ROAD, KOTA, BILASPUR (C.G.)

Semester- 2nd

Paper-V

Subject: Advanced Educational Psychology

Subject Code: EMED 204

Theory Max. Marks: 50

Theory Min. Marks:17

Course Objectives:

- 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 learning, learning theories and group dynamics.
- To understand the learner about the concepts of individual differences, intelligence, creativity and interest.
- To enable the learner about the concept of Personality, different theories of Personality and assessment of Personality

UNIT – I	<ul style="list-style-type: none">➤ Educational Psychology - Concept and Scope, Contribution of Psychology in the Field of Education.➤ Relationship of Education & Psychology.➤ Growth and Development, Concept: Principles, Sequential stages of development: Factors influencing development and their relative role in education; general characteristics and problems of adolescents.➤ Theories of development – Piaget.	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	<ul style="list-style-type: none">➤ Learning : Meaning, Characteristics ,Kinds, Levels of Learning, Theories of Learning : Gagne's, Tolman's& Lewin's field theory➤ Group Dynamics: Group Process, Interpersonal Relations, Sociometric Grouping, Social - Emotional Climate of the classroom and Influence of teacher's characteristics.	ICT based class room teaching, Individual Presentation
UNIT – III	<ul style="list-style-type: none">➤ Individual Difference: Meaning, Types & Role in education.<ul style="list-style-type: none">(a) Intelligence – Meaning, Theories, Guilford Model.(b) Creativity – Nature, process, Identification, Fostering and Guiding Creative Children.(c) Interests.	ICT based class room teaching, Individual Presentation
UNIT- IV	<ul style="list-style-type: none">➤ Personality: Concept.➤ Theories of Personality – Allport, Eysenck, Psychoanalytic Approach of Freud, Erickson Behavioural Approach.➤ Indian Theories: Vedic, Rabindranath Tagore, J.K Krishnamurti.	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	<ul style="list-style-type: none">➤ Assessments of personality – Techniques➤ Personality Inventories – Rating Scales, Observation, Schedule.➤ Projective Techniques : Rorshach , TAT➤ Adjustment: Concept Mechanism of Adjustment- Defence, Escape, Withdrawal, Compensatory.➤ Mental Health Principles of Mental Hygiene – Preventive, Constructive, Curative measures	ICT based class room teaching, Group Presentation

References:

- ❖ Naik P.K. – Advanced Educational Psychology
- ❖ Agarwal J.C. Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995
- ❖ Bhatnagar Suresh & Saxena Anamika – Advanced Educational Psychology, R. Lall Book Depot Meerut.
- ❖ Chauhan, S.S. Advanced Educational Psychology, Vikas Publication House, N.D. 1990
- ❖ Mangal S.K. Essentials of Educational Psychology, Prentice Hall of India.
- ❖ Sharma R.A. – Educational technology,
- ❖ Swaroop N. R., Oberai S.C. – Technology of Teaching

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Counsellor Psychology Teacher Clinical Psychologist Counseling Psychologist School Psychologist	Problem Solving Ability, Risk Taking and management	Behavioural Development, Creativity and Development of Originality

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Semester- 2nd
Paper-VI
Subject: History of Education

Subject Code: EMED 205
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To acquaint the students with the general development and progress of education in Ancient Period, British Period and after Independence.
- To enable the learners to understand about the concepts of the Teacher's Training
- To enable the students to understand about the problems, trends of Teacher's Training.
- To enable the students to know about the Roles and Functions of Regulatory Bodies in the area of Education.

UNIT - I	Progress of Education in Ancient Periods <ul style="list-style-type: none"> ➤ Vedic period ➤ Buddhist Period ➤ Jain Period ➤ Islamic Period 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT - II	Progress of Education in British Period Review of British period of Education. With reference to: <ul style="list-style-type: none"> ➤ Macaulay's Minutes on Education (1835) ➤ Woods Despatch (1854) ➤ Hartog Committee (1928 - 29) ➤ Sargent Report (1944) 	ICT based class room teaching, Individual Presentation
UNIT - III	Progress of Education after Independence <ul style="list-style-type: none"> ➤ Constitutional Provision for Education ➤ University Education Commission (1948) ➤ Secondary Education Commission (1952-53) ➤ Indian Education Commission (1964-66) ➤ National Policy on Education 1986 ➤ Revised National Policy on Education 1992 	ICT based class room teaching, Individual Presentation
UNIT- IV	History of Teacher's Training <ul style="list-style-type: none"> ➤ Teacher's Training before Independence ➤ Teacher's Training in Independent India ➤ In - Service Teacher's Training ➤ Pre - Service Teacher's Training ➤ Problems of Teachers, Training and their Solutions ➤ New trends in Teacher's Training 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT - V	Role and Function of Regulatory Bodies <ul style="list-style-type: none"> ➤ NCERT, ➤ UGC, and HECI ➤ NCTE, ➤ SCERT 	ICT based class room teaching, Group Presentation

References:

- ❖ Education in Ancient India – Dr. A.S. Altekar
- ❖ Ancient Indian Education – R.K. Mikhariji
- ❖ A History of Education in India (during the British period) by J.P. Naik and Nurulla
- ❖ A text Book in History of Education- Paul I Munroe.
- ❖ N.C.E.R.T., NCERT- the First Year Book of Education 1961.
- ❖ Naik J.P.- Educational Planning in India 1965-allied Publishers
- ❖ History and Problems of Education Voi.I- Yogendra K. Sharma
- ❖ History and problems of Education Voi. II- Yogendra K Sharma.
- ❖ Problems of Indian Education – Dr. S. P. Choubey

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teachers.	Collaboration across networks and leading by influence.	Moral Development, Quality Education

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Semester- 2nd
Paper-VII
Subject: Inclusive Education

Subject Code: EMED 206
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To enable the learner to understand Inclusive, Integrated and special education, need of inclusive education and its practices.
- To understand diverse learner and Diverse Learner's needs and challenges.
- To develop awareness of learner towards inclusive education and its practices.
- To enable the learner to understand inclusive instructional design and collaborative instruction to promote inclusion.
- To enable the student to organize inclusive classroom.

UNIT – I	Introduction to Inclusive Education. <ul style="list-style-type: none"> ➤ Historical Development in India. ➤ Concept, Need and Meaning ➤ Philosophical Approaches to Inclusive Education. ➤ Psychological Perspectives of Inclusive Education. ➤ Sociological Perspectives of Inclusive Education. ➤ Principle of Inclusive Education. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Special Educational Needs (SEN) of Learners in Inclusive School <ul style="list-style-type: none"> ➤ Identification of diverse needs of (SEN) learners and Referrals ➤ Disabilities in children and SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities. ➤ Types and Use of Assistive Devices for learners with SEN ➤ Adaptations & Accommodations: Physical & Curricular 	ICT based class room teaching, Individual Presentation
UNIT – III	Inclusive Practice in Class Room for All <ul style="list-style-type: none"> ➤ Curriculum ➤ Methodology of teaching-learning ➤ Remedial Help ➤ Teaching aids ➤ Evaluation 	ICT based class room teaching, Individual Presentation
UNIT- IV	Developing Support Networks <ul style="list-style-type: none"> ➤ Family ➤ Regular and Integrated Schools ➤ Special Schools ➤ Vocational Guidance Institution and Clinics. ➤ Residential rehabilitation Centres 	ICT based class room teaching, Individual Presentation, Demonstration, Field Visit
UNIT – V	Legal and Policy Perspective <ul style="list-style-type: none"> ➤ National Legislation <ul style="list-style-type: none"> (i) RCL Act 1992 (ii) PWD Act 1995 (iii) National Trust Act 1999 ➤ National Policy on Education 1986 ➤ The Integrated Education Scheme 1992 for Children with disabilities. ➤ The Programme of Action 1992 	ICT based class room teaching, Group Presentation

Reference:

- ❖ Bender, W.N. Learning Disability, Allyn& Bacon, Simon and Schuster, 1995, Boston London
- ❖ Berdine, W.H &Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
- ❖ Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
- ❖ Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn& Bacon, Massachusetts, 1991
- ❖ Hewett, Frank M. &Foreness Steven R., Education of Exceptional Learners, Allyn& Bacon, Masachusetts, 1984.6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
- Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal.	Critical thinking and problem-solving. Collaboration across networks and leading by influence. Agility and adaptability.	Moral Development, Quality Education, Understanding of Inclusive, Integrated and special education, need of inclusive education and its practices.

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Semester- 2nd

Paper-VIII (Specialization Paper)

Subject: Education for Differently Abled

Subject Code: EMDS 210

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

- To explain the concept, identification, cause, prevention and remedies for various differently abled learners.
- To promote in the learner an extensive purview of the knowledge about all exceptionalities and
- Comprehend their inter-relatedness
- To enable the learner to understand the policies and legislation in special Education in India.
- To understand the current and future needs, trends and issues related to special education.
- To acquire basic knowledge on teaching- learning strategies, vocational training, and curriculum adjustment for differently abled.
- To develop awareness of researches in special education in India.

UNIT – I	Overview of Disabilities and Exceptionalities <ul style="list-style-type: none"> ➤ Disabilities – Meaning, Characteristics, Types, Identification of Differently Abled Children 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Visual Impairment and Hearing Impairment <ul style="list-style-type: none"> ➤ Concept, Nature, Characteristics and Causes of Visual Impairment ➤ Concept, nature, characteristics and causes of Hearing, Speech and Language Impairment 	ICT based class room teaching, Individual Presentation
UNIT – III	Orthopedic, Muscular, Mental and Multiple Impairment <ul style="list-style-type: none"> ➤ Concept, nature, characteristics and causes of Orthopedic Impairment ➤ Concept, nature, characteristics and causes of dis- locomotive and Nemomuscular Disability. ➤ Concept, nature, characteristics and causes of Mental Impairment. ➤ Concept, Nature, and Characteristics of Multiple Disabilities. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Agencies of Education <ul style="list-style-type: none"> ➤ Family and community involvement ➤ Regular, integrated and special schools ➤ Vocational training and guidance in institutions and clinics ➤ Residential rehabilitation centers and employment facility after rehabilitation ➤ Curriculum, Methodology of teaching – Learning, individualized education program ➤ Teaching aids – Use of information and communication technology such as audio – visual aids, multy – sensory approach, computer assisted instruction (CAI) ➤ Remedial Help ➤ Evaluation 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Current Trends, Researches, Future Perspectives of Special Education <ul style="list-style-type: none"> ➤ Special education Normalization, Mainstreaming, Inclusion ➤ Cross disability approach ➤ Open School Learning system: non-formal Education ➤ Research in Assessment Recent Development of research Focus in India 	ICT based class room teaching, Group Presentation

References:

- ❖ Curickshank W. and Jonson O. (1965) Education of Exceptional Children, Prentice Hall.
- ❖ Dunn. L.M. (1963)- exceptional Children in the schools. Holt,Rinehart and Winston
- ❖ Evans, P and Verma, V(Eds) – Special Education, Past,Present& Future- The Falmer Press(1990).Panda, K.C. (1997) – Education of Exceptional Children, New Delhi: VikaspublishingHouse. Pandey,R.S. and Advani L.(1995) – Perspectives in Disability and Rehabilitaion,NewDelhi.Vikas Publishing House.
- ❖ Naik P.K.(2015) – Advanced Educational Psychology
- ❖ Hughes,. M (1986)- Children and Number – Oxford Black Well ISEN 0631135812
- ❖ Montgomery, D. (1998) – Reversing Lower Attainment London Falton ISEN 1853465615
- ❖ Panda K.C. (1997)- education of exceptional Children, New Delhi: VikasPublishingHouse.
- ❖ Pandey, R.S. and Advani L., (1995) Perspectives in Disability and Rehabilitation. NewDelhi. VikasPublishingHouse.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teachers Special Educator	Collaboration across networks and leading by influence, Acceptability	Promotion of extensive knowledge about all exceptionalities and their inter-relatedness

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Semester- 2nd

Paper- VIII (Specialization Paper)

Subject: Educational Management & Administration

Subject Code: EMDS 211

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

- To enable the learner to become effective manager of teaching / Administration of Education.
- To enable learner to become & agents of change in various aspects of education i.e.classroom management, curriculum, construction, examination systems, Educational policies.
- To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- To acquaint the learner with the Central and State machinery for educational administration and management.
- To make the students understand about the finance, management of Education.
- To make the student familiar with the new trends and techniques of education.
- To enable the students to get some insight into supervision, inspection and know trends of development
- To development an understanding of the planning of education in India and its Socioeconomic context.

UNIT – I	School Management <ul style="list-style-type: none"> ➤ Concept of School management ➤ Management of Human Recourses & Material Resources ➤ Construction of Time-table ➤ Class management ➤ Maintenance of school records ➤ Organization of school library Organization of co-curricular activities 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Management functions- <ul style="list-style-type: none"> ➤ Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership. ➤ Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation. 	ICT based class room teaching, Individual Presentation
UNIT – III	Educational Administration <ul style="list-style-type: none"> ➤ Meaning, Nature, Elements, Types, Scope of Educational administration ➤ Concept of educational management human beings as input, process and products inputs. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Organizational Structure of Educational Administration in CG <ul style="list-style-type: none"> ➤ Educational Administration in the state: The administrative structure of CG. ➤ Control of school education in the state –a critical analysis ➤ Functions of the stage government in relation to secondary and higher secondary school. ➤ Functions of the board of secondary education in controlling secondary schools ➤ Problems of secondary school administration in government school. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Role of Communication& Supervision <ul style="list-style-type: none"> ➤ Role and communication in effective management and administration ➤ Barriers of communication in Educational Administration ➤ Overcoming barriers to communication and effective communication in Educational Administration ➤ Role and functions of headmaster &teacher: planning, organizing, directing and controlling. ➤ Supervision – Meaning, Types, & Scope, Defects in the present supervision. ➤ Providing guidance; leadership function ➤ Crisis in management ➤ Decision making 	ICT based class room teaching, Group Presentation

References:

- ❖ School Organisation and Administration- M.S. Sachdeva
- ❖ Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.
- ❖ Educational Planning and Management PremilaChandrasekaran, sterling Publication Pvt.Ltd.
- ❖ Educational Administration and Management – S.S. Mathur Theory of Educational Administration- S.R. Vashost7. Efficient School Management and Role of Principals- Alka Karla
- ❖ Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
- ❖ Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house
- ❖ School Organisation and Administration- U.S. Sidhu
- ❖ Administration of Education in India- S.N. Mukharji
- ❖ Educational Administration Principles and Practices- S.S. Mathur

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Lotite
Deputy Registrar (Academic)
Dr. C.V. Raman University
Kota, Bilaspur (C.G.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Administrator	Critical thinking and problem-solving. Accessing and analyzing information. Curiosity and imagination. Management	Moral Development, Quality Education, the Central and State machinery for educational administration and management.



Shivani
HOD
Deptt. of Education
Dr. C.V. Raman University

Asit
Deputy Registrar (Academic)
Dr. C.V. Raman University
Kota, Bilaspur (C.G.)

SEMESTER – III



DR. C.V.RAMAN UNIVERSITY
KARGI ROAD, KOTA, BILASPUR (C.G.)

Semester- 3rd

Paper- IX

Subject: Economical & Political Perspective of Education

Subject Code: EMED 304

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

- To enable the students to understand Human Capital, Human Development, Human Development Index (HDI), Education and Employment Analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political perspective of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of Education.

UNIT – I	Economical Perspective <ul style="list-style-type: none">➤ Economics- Meaning, Nature, Importance and Scope.➤ Education and employment , Education as an investment➤ Education and Economic development, growth, poverty and Distribution.➤ Education and Human Development, Human Development Index (HDI), Formation of human capitals.➤ Contribution of Education in development.	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Education and Employment, Analysis of Earnings <ul style="list-style-type: none">➤ Education and the Labour Market - Internal Labour Markets and education➤ School Finance and Budget➤ Youth unemployment and education➤ The Economics of brain drain.➤ Planning- Meaning and principle, Man Power Planning, teacher supply and demand- Earning functions - Sex earning differentials.	ICT based class room teaching, Individual Presentation
UNIT – III	Political Development, Group Diversity and Education <ul style="list-style-type: none">➤ Relationship between education and democracy➤ Education and Social Change.➤ Education for national integration➤ Education for International Understanding.	ICT based class room teaching, Individual Presentation
UNIT- IV	Human Rights in Education <ul style="list-style-type: none">➤ Human Rights and Duties in Indian Constitution➤ Education as a human right➤ RTI – A new perspective in Education Sector➤ Right based approach to education➤ Rights, claims and entitlements	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Global Perspective <ul style="list-style-type: none">➤ Education for Sustainable Development➤ Role of international bodies in educational development: UNDP, WHO, UNICEF, UNESCO, World Bank, with reference to India .➤ Gaits agreement and Higher Education of India.➤ Mass Media and Education.➤ Contribution of science and technology to education and challenges ahead	ICT based class room teaching, Group Presentation

References:

- ❖ Banerjee J.P.(1982) History of Education Central Libraray Kolkata Aggarwal, J.C. Landmarks in the History of Modern Education, Vikas Publishing House Pvt Ltd. Delhi
- ❖ Shukla, S.C. & Kumar, K: Sociological perspective in Education, Chanakya Publication, New Delhi, 1985.
- ❖ Natarajan S. 9 1993) Introduction to Economics of Education. Sterling Publishers Pvt Ltd.
- ❖ Purkait, B.R. Milestones in Modern Indian Education. New Central Book Agenci, Kolkata
- ❖ Bhatt, B.D. & Sharma, S. R: Sociology of Education, Kanishka Publishers House, 1993.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher. Education Consultant. Principal. Vice Principal.	Management, Production, Budgeting	Understanding about Human Capital, Human Development, Human Development Index (HDI), Education and Employment Analysis of earning, manpower planning and financing of education.

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Deputy Registrar (Academic)
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Semester- 3rd
Paper-X
Subject: Yoga Education

Subject Code: EMED 305
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To enable the student teachers to understand different perspectives of Philosophy
- To enable the student teachers to understand different perspectives of Yoga
- To enable the student teachers to understand different perspectives of Education
- To enable the Student teachers to know main perspectives of Yoga Education
- To enable the Student teachers to be familiar with the chief Indian thinkers and philosophers in the field of Education and Yoga and their contributions in their respective areas.

UNIT – I	Yoga Education <ul style="list-style-type: none"> ➤ Yoga Vidya - Meaning, , types, importance, aims of life- (Purusharth), Misconceptions regarding Yoga Education. ➤ Yoga Education - Concepts, Meaning, Definition, Origin of Yoga & its brief development, Elements, scope, classification, ➤ Spirituality - Meaning, concept, scope, spiritual health, , role of Yoga in attaining spiritual health, ➤ Conducts of Yoga - Sadhaka, Yama and Niyama. Retention and Samadhi. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Thinkers and Philosophers of Yoga & Education: Brief Life Sketch, Philosophy And Contribution In The Field of Yoga & Education: <ul style="list-style-type: none"> ➤ Ancient: Maharishi Patanjali and Buddha ➤ Medieval: Gourakhnath and Guru Nanak ➤ Modern: Vivekananda and Swami Ramadev, H R Nagendra. ➤ Meditation – Meaning, Type, and principles, 	ICT based class room teaching, Individual Presentation
UNIT – III	Anatomy Physiology for Yogic Practices <ul style="list-style-type: none"> ➤ Introduction of human body and its systems. Difference between Yoga and Non-Yogic Exercise. ➤ Effect of Asanas on various Systems, Difference between Asana and Exercise., Difference between Pranayama and deep breathing. ➤ Asanas - Classification and its Mechanism. Cultural Asana(standing, sitting, supine, praline position & topsy-turvy), Meditative Asana and Relaxative Asana. ➤ Yoga and Diet: Dietetics, principles of diet, constituents of balanced diet, Yogic concept of diet; Vitamin deficiencies and deficiency diseases. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Yoga and Stress Management <ul style="list-style-type: none"> ➤ Introduction ➤ Learning Objectives ➤ Concept of Stress ➤ Stress – A Yogic perspective ➤ Yoga as a way of life to scope with stress ➤ Yoga practices for stress management 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Yoga and Self Development <ul style="list-style-type: none"> ➤ Concept and nature of self – development ➤ The concept of values and value education ➤ Meaning of Pranayama, its types and principles. Yoga and human excellence 	ICT based class room teaching, Group Presentation

Learning Outcomes:

- Pupils able to learn role of Yoga in attaining spiritual health.
- Pupils able to know about the contributions of different thinkers and philosophers in the field of Yoga.
- Pupils able to apply Yoga to their life to gain healthy mind, body and personality.
- Pupils able to understand importance of diet, and spiritual health.

Reference:

- ❖ Gupta, S.N. & Das., (1987), Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarasi Das Publishers.
- ❖ Hiriyanna M., (1995), The Essentials of Indian Philosophy, New Delhi, Moti Lal Banarasi Das Publishers.
- ❖ Iyengar B.K.S., (2005), Light on life, Oxford, Pan Macmillan Ltd.
- ❖ Iyengar B.K.S., (2009), The Tree of Yoga, New Delhi, Harper Collins.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Yoga Trainer	Meditation, Spirituality, Stress Management	Ability to apply Yoga to their life to gain healthy mind, body and personality.

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Semester- 3rd
Paper-XI
Subject: Advanced Research Methodology

Subject Code: EMED 306
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To understand the procedure to conduct the research in the educational field.
- To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- To understand the role and use of statistics in educational research.
- To select the appropriate statistical methods in educational research.
- To review the educational research articles.
- Use computers for data analysis.

UNIT – I	Tools and Techniques of Educational Research <ul style="list-style-type: none"> ➤ Observation ➤ Interview & Schedule ➤ Questionnaire ➤ Opinionative-attitude scale, rating scale, check list ➤ E tools – Email, fax, website, Internet, teleconferencing ➤ Characteristics of a good measuring tool – Reliability, Validity, Objectivity, Norms 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Research Proposal <ul style="list-style-type: none"> ➤ Conceptual Framework ➤ Selection & finalization of an educational research problem ➤ Operational and functional terms ➤ Review of related literature ➤ Objectives, assumptions, hypothesis ➤ Selection of method, sample and tools ➤ Data analysis method 	ICT based class room teaching, Individual Presentation
UNIT – III	Collections of Data <ul style="list-style-type: none"> ➤ Preparation of tools ➤ Implementation of tools ➤ Collection of information. ➤ Methods of collection 	ICT based class room teaching, Individual Presentation
UNIT- IV	Analysis, Interpretation of Data and Inferential Statistics <ul style="list-style-type: none"> ➤ Organization and tabulation of data ➤ Graphical Representation of data - Histogram, Frequency, Polygon, Ogive & Pie chart ➤ Measures of Central tendency – Mean, Median, Mode. ➤ Measures of variability – Range, Q.D., S.D. ➤ Measures of relative positions: Percentile and Percentile Rank, Standard scores and T scores. ➤ Rank Difference & Product Moment Method, ➤ F-test (one way and two way ANOVA) 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Writing Research Report <ul style="list-style-type: none"> ➤ Format, Style, content and chapterization of research report ➤ Bibliography, Appendices 	ICT based class room teaching, Group Presentation

References:

- ❖ Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi, 1982)
- ❖ Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
- ❖ Garrett H.E. Statistics in Education and Psychology (Yakills Fitter & Simsons Pvt. Ltd., Bombay, 1973)
- ❖ Kuriz Albert J. and Samuel T. Mayo, Stastitics in Education and Psychology (NarousaPublishing House, New Delhi, 1981)
- ❖ Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S.University Baroda, 1974)
- ❖ Naik, P.K., Advanced Educational Psychology, 2015.
- ❖ Bieger and Gerlach, Educational Research: A Practical Approach, Thomson Wadsworth Pup.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Private Tutor. Online Tutor. Education Consultant. Educational Statistician	Writing Skills, Problem Solving, Communicative Skill, Management Skill	Quality Education, Better Quality of Research

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Semester- 3rd

Paper-XII (Specialization Paper)

Subject: Teacher Education

Subject Code: EMDS 310

Theory Max. Marks: 70

Theory Min. Marks: 28

Course Objectives:

To enable the students

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

UNIT – I	I Historical Perspective and Concept of Teacher Education <ul style="list-style-type: none"> ➤ Historical perspective : Recommendations of various commissions on teacher education – Kothari Commission ➤ National Policy of Education ➤ Meaning, Nature, Aims & Objectives of Teacher Education – Elementary level, Secondary level, College level 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Teaching as a Profession and Professional Trainings <ul style="list-style-type: none"> ➤ Professional Organisations for various levels of teachers – Types, Roles and Functions ➤ Faculty Improvement Training for Teacher Education, Ethics and Codes ➤ In service Teacher Education and Pre service Teacher Education ➤ Short term trainings 	ICT based class room teaching, Individual Presentation
UNIT – III	Evaluation procedures and Current Problems in Teacher Education Internal Assessment <ul style="list-style-type: none"> ▪ Aspect of Internal Assessment ▪ Weight age for Internal assessment ▪ New techniques of Evaluation ➤ External Evaluation <ul style="list-style-type: none"> ▪ Practice Teaching – Final Lesson ▪ Theory papers ➤ Problems in Teacher Education ➤ Teacher Education in Practicing Schools ➤ Relation with other institutions such as BEO & DEO ➤ Preparing teacher for Special Schools ➤ Implications of Curriculum of Teacher Education 	ICT based class room teaching, Individual Presentation
UNIT- IV	Researches in Teacher Education <ul style="list-style-type: none"> ➤ Need of Research in Teacher Education ➤ Action Research for Quality Improvement in Teacher Education ➤ Areas of Researches in Teacher Education <ul style="list-style-type: none"> ▪ Teaching Effectiveness ▪ Criteria of Admission ▪ Modification of Teacher's Behaviour ▪ School Effectiveness 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Agencies of Teacher Education <ul style="list-style-type: none"> ➤ Concept and Functions of <ul style="list-style-type: none"> ▪ SCERT ▪ NCERT ▪ NCTE ▪ NCFW ➤ Colleges of Teacher Education ➤ University Department of Teacher Education ➤ Open Learning System, Open Universities and Distance Education for Teacher Education 	ICT based class room teaching, Group Presentation

References

- ❖ Sualemeyarlindsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
- ❖ William Taylor – Society and the Education of Teachers, Faber 7 Faber
- ❖ Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
- ❖ Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
- ❖ K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teachers Trainer	Critical thinking and problem-solving. Collaboration across networks and leading by influence.	Moral Development, Quality Education, Innovative Teaching Learning Method,

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Semester- 3rd

Paper-XII(Specialization Paper)

Subject: Early Childhood Education

Subject Code: EMDS 311

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

- To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, Cultural and political context.
- To provide hands-on experiences to interact with children, and training in methods to
- Understand aspects of the development of children.

UNIT – I	Perspectives in Development <ul style="list-style-type: none"> ➤ Introduction to growth and development, humanistic psychology and developmental theory – ➤ Concept of growth and development ➤ Characteristics of growth and development ➤ Developmental Stages and sequences of development – Infancy, Childhood, Adolescence, Adulthood ➤ Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; socio-cultural contexts influencing development ➤ Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; ➤ Inclusion: introduction and perspective, brief historical background, concept and notions associated with it . 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Stages of Development; Special Emphasis on Early Childhood <ul style="list-style-type: none"> ➤ Characteristics, Needs and problems of early childhood children ➤ Guidance and counseling for these children. ➤ Different types of developments of early childhood children- <ul style="list-style-type: none"> ▪ Physical or motor development – Growth and maturation Gross and fine motor development skills in infancy and preschool children Role of parents and teachers in providing opportunities for physical-motor developmental play ▪ Mental development – Development of understanding power, intelligence, personality ▪ Emotional development –Development of emotions: functions of emotions, attachment-Bowlby. Basic understanding of emotions, how differential gender socialization occurs ▪ Social development –Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground. 	ICT based class room teaching, Individual Presentation
UNIT – III	Developmental Theories, Personality <ul style="list-style-type: none"> ➤ Developmental theories: <ul style="list-style-type: none"> ▪ Cognitive development – Piaget's theory and it's educational implications ▪ Psycho – social development – Erikson's theory of psychological development ▪ Moral and pro- social development – Kohlberg's theory ➤ Development of self – concept and personal identity ➤ Communication and speech development - paralinguistic and linguistic stages of development ➤ Concept of personality, types and traits of personality ➤ Eysenck's trait theory and Freud's psycho – analytic theory ➤ Measurement of personality : self – report and projective techniques ➤ Influence of early childhood experience on later personality. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Education for Early Childhood <ul style="list-style-type: none"> ➤ Education in early childhood, influence of parents and society. ➤ Desired educational achievements: Communication and speech development such as paralinguistic and linguistic stages of development ➤ Methods – play way method etc. ➤ Schooling system – kindergarten school, teaching aids, use of non-print media etc. 	ICT based class room teaching, Individual Presentation, Demonstration

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	<ul style="list-style-type: none"> ➤ Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner ➤ Education for Separation from parents, children in crèches; children in orphanages ➤ Factors affecting educational development of early childhood: Role of heredity, environment including physical and socio – cultural factors, nutrition, child rearing practices and family 	
UNIT – V	<p>Childhood in Modern Context of Socialization</p> <ul style="list-style-type: none"> ➤ Family and adult-child relationships; parenting ➤ Childhood as a modern construct; childhood in the context of poverty, globalization and adult culture. ➤ Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context. ➤ Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence ➤ Social, economic and cultural differences in socialization: implications for inclusion. 	ICT based class room teaching, Group Presentation

References:

- ❖ Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
- ❖ Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
- ❖ Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- ❖ Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
- ❖ Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
- ❖ Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
- ❖ Naik, P. K. , Advanced Educational Psychology

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher	<p>Critical thinking and problem-solving, Parenting</p> <p>Collaboration across</p>	Understanding about different aspects of a child's physical, motor, social and emotional development.

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SEMESTER – IV



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Semester- 4th

Paper-XIII

Subject: Curriculum Development

Course Objectives:

- To understand the concept and principles of curriculum development.
- To understand and appreciate curriculum as a means of development of the individual.
- To gain insight in to the development of new curriculum.
- To understand the Foundations of curriculum development.
- To appreciate the need for continuous Curriculum reconstruction.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing Curriculum for teaching-learning process and developing course contents in the subject's of Teaching.

Subject Code: EMED 404

Theory Max. Marks: 50

Theory Min. Marks: 17

UNIT – I	Curriculum, Syllabi, Text books and Class room <ul style="list-style-type: none"> ➤ Curriculum –Meaning, concept, type, principles ➤ Curriculum Development- Concept, Stages ➤ Difference between Curriculum, Syllabus and Units. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Nature of Knowledge <ul style="list-style-type: none"> ➤ Knowledge as construction of experience ➤ Knowledge as Distinct from information ➤ Methodology of enquiry, scientific thinking, social scientific thinking, mathematical thinking. ➤ Language, social relation, power, identity and thinking. ➤ Connection between knowledge, curriculum, textbooks. 	ICT based class room teaching, Individual Presentation
UNIT – III	Moral Values <ul style="list-style-type: none"> ➤ Nature of value and morality ➤ Morality in a multi-cultural, multi religious and democratic society: different Cultures/religions have different value systems and preferences. ➤ Objectives of moral education: ➤ Psychological theories of development of moral reasoning in children and adolescents.(Kohlberg) ➤ How can morality be inculcated? 	ICT based class room teaching, Individual Presentation
UNIT- IV	Curriculum and Productive Work <ul style="list-style-type: none"> ➤ Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education? ➤ Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW). ➤ Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education. ➤ The place of work in curriculum – its role in integrating knowledge, skill and values in real lifelike contexts. The implication of its absence from curriculum. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Frameworks for reviewing curriculum documents <ul style="list-style-type: none"> ➤ Visioning human beings and just society. ➤ Visioning the role of students and teachers ➤ Visioning the nature of knowledge and learning ➤ Areas of study (subjects) and the objectives of learning them ➤ Visioning the role of assessment and evaluation in education 	ICT based class room teaching, Group Presentation

References:

- ❖ Christopher Winch, Philosophy and Education Policy, chapter 1&2.
- ❖ John Dewey, Democracy and Education
- ❖ National Curriculum Framework NCERT 2005, (Chapter 2)
- ❖ Position Paper, National Focus Group on Curriculum, Syllabus and Text books (NCERT, 2006)
- ❖ Position Paper, National Focus Group on Work and Education (NCERT, 2007)
- ❖ Kkuufk[kkdzevkSjfk[kk'kkL=] Mh ,M izFke ,oa frrh; olZ&iBulkexzh] ,l lhbZvkjVh] jk;iqj2012

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Education Consultant. Principal.	Critical thinking and problem-solving. Teaching Skills	Moral Development, Quality Education, Innovative Teaching Learning Method,

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[Handwritten signature]
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Semester- 4th

Paper-XIV

Subject: ICT in Teacher Education

Subject Code: EMED 405

Theory Max. Marks: 50

Theory Min. Marks: 17

Course Objectives:

To enable students to-

- Understand the meaning, nature and scope of ICT in Education.
- Get acquainted with structure, Hardware and Software of computer.
- Understand the changes that occur due to ICT in Education.
- Prepare student to select the appropriate communication facilities through Internet.
- Understand ICT support teaching learning strategies.

UNIT – I	Information and Communication Technology In Education <ul style="list-style-type: none"> ➤ Concept, importance, meaning and nature of information and communication Technology. ➤ Need of information and communication Technology in Education. ➤ Scope of ICT in Education. (a) Teaching Learning process (b) Publication (c) Evaluation (d) Research (e) Administration ➤ Role of ICT in Teacher Education. ➤ Paradigm shift in Education due to ICT content with special reference to curriculum ,Role of Teacher , Methods of Teaching ,Classroom Environment ,Evaluation procedure ,Educational Management . ➤ Challenges in integrating Information and Communication Technology in school education 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Intranet and Internet <ul style="list-style-type: none"> ➤ Concept ,need and importance ➤ Facilities available for Communication-E-mail, chat, online conferencing, (Audio- Video), e-Library, Websites, Blog, Wiki. Internet forum, News Groups. ➤ Search Engines –Concept and uses. ➤ Legal and Ethical issues –Copyright, Hacking Netiquettes. ➤ Student safety on the (Net-safety) 	ICT based class room teaching, Individual Presentation
UNIT – III	Introduction to E-Learning <ul style="list-style-type: none"> ➤ E-Learning –Concept and Nature ➤ Web Based Learning ➤ Virtual Classroom ➤ Role of EDUSAT 	ICT based class room teaching, Individual Presentation
UNIT- IV	ICT Integrated Education <ul style="list-style-type: none"> ➤ Online admission ➤ Digital lesson designing ➤ Evaluation rubrics ➤ E – portfolios of learners ➤ Time – Space – Personal management ➤ Learning resources management ➤ Office automation ➤ E – guidance & counselling ➤ E – modules 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	ICT New Trends in ICT <ul style="list-style-type: none"> ➤ Virtual classroom – concept, elements, advantages and limitations ➤ Smart classroom – concept, elements, advantages and limitations ➤ EDUSAT - concept, elements, advantages and limitations ➤ Online learning resources : e – library, websites, apps and web technology ➤ Social networking as an effective communication tool 	ICT based class room teaching, Group Presentation

References:

- ❖ Assessment and Evaluation- P.G.Pnag
- ❖ Instructional system Design – Instructional Technology V.K.Rao
- ❖ Computer fundamental – Arora Bansal
- ❖ Information Technology –Kishore, Chavan
- ❖ ICT stragies for school-MohentyLaxman

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher Private Tutor. Online Tutor. Education Consultant.	Critical thinking and problem-solving, Resource Management	Quality Education, Digitization, Innovative Teaching Method

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Semester- 4th
Paper-XV (Specialization Paper)
Subject: Measurement & Evaluation

Subject Code: EMDS 410
Theory Max. Marks: 50
Theory Min. Marks : 17

Course Objectives:

- To acquaint the student teacher with the basic scientific concept and practices in educational and mental measurement.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teacher for the use of the techniques in the field.
- To enable the student teachers to interpret the result of educational measurement.
- To enable the student understand about various educational and mental measurement tools.

UNIT – I	Measurement & Evaluation <ul style="list-style-type: none"> ➤ Concept of measurement, need ➤ Concept of Evaluation, Type, Functions ➤ Relationship between measurement & Evaluation in Education. ➤ Scales of Measurement, Nominal, ordinal, Internal & ratio. 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Test Construction <ul style="list-style-type: none"> ➤ General Principles of the construction & its Coordination. ➤ Writing test items objective type, essay type qualities of a test, reliability, validity, Usability. 	ICT based class room teaching, Individual Presentation
UNIT – III	Techniques of test conduction and Statistics <ul style="list-style-type: none"> ➤ Importance of establishment of report with the students, arranging seats, distribution of question, techniques. ➤ Techniques for avoiding guessing in answering cheating copying ➤ Interpreting measurement: normal probability curve, skewness and kurtosis. • ➤ Percentiles and percentile ranks. ➤ Standard scores. 	ICT based class room teaching, Individual Presentation
UNIT- IV	Psychological Testing <ul style="list-style-type: none"> ➤ Achievement test ➤ Intelligence test ➤ Assessment of personality Interview, rating scale, projective techniques ➤ Attitude test. 	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Educational Statistics <ul style="list-style-type: none"> ➤ Measure of central tendency – mean, median, mode ➤ Variability-Q.D, A.D, S.D. ➤ Correlation Rank difference & Product moment 	ICT based class room teaching, Group Presentation

References:

- ❖ AsthanaBipin& Agrawal, RN Measurement & Evaluation in Psychology & Education VinodPustakMandir, Agra
- ❖ Verma R.S. ShailkeshikMulyankan, vinodPustakMandir, Agra
- ❖ Sharma R.A. Measurement & Evaluation in Education & Psychology Book Depot.
- ❖ Naik P.K , Advance Educational Psychology, ShardaPustakBhawanAllhabad(U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher/Trainer	Communication Skill, Report Writing	Evolve realistic, comprehensive and dynamic assessment procedures.

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Semester- 4th
Paper- XV (Specialization Paper)
Subject: Higher Education

Subject Code: EMDS 411
Theory Max. Marks: 50
Theory Min. Marks: 17

Course Objectives:

- To Understand the Policies, Plans and Developments in the area of Higher education
- To Get Knowledge about the Communication Skills in Higher Education
- To Acquire Information about the Evaluation Processes in Higher Education
- To Enable the Students to get idea on the Teaching – Learning Process in Higher Education
- To Develop Skills on Management of Higher Education

UNIT – I	Indian Higher Education <ul style="list-style-type: none"> ➤ Higher Education in Ancient India ➤ Growth of higher Education in India after Independence ➤ Aims of Higher Education ➤ The Constitutional Provisions Regarding Indian Higher Education 	ICT based class room teaching, Group Discussion, Individual Presentations
UNIT – II	Commissions and Committees <ul style="list-style-type: none"> ➤ UGC – Objectives, Importance and Role in Higher Education ➤ National Policy on Education & higher Education – 1986 ➤ National Revised Policy on Education & higher Education – 1992 ➤ Roles of State & Central Governments in Higher Education ➤ Role of HRD in Higher Education ➤ NAAC & Quality Improvement in Higher Education 	ICT based class room teaching, Individual Presentation
UNIT – III	Structure formation of Higher Education <ul style="list-style-type: none"> ➤ Structure of Higher Education ➤ Different Types of Colleges & Universities for Higher Education – <ul style="list-style-type: none"> • State Universities • Central Universities • Autonomous Colleges • Private Universities • Deemed Universities 	ICT based class room teaching, Individual Presentation
UNIT- IV	Problems of Higher Education in India <ul style="list-style-type: none"> ➤ Autonomy of Colleges & Universities ➤ Financial Problems for Higher Education – Economical Conditions of Students, Lack of Scholarship Programmes for all, Lack of Governmental Institutes, High Course Fees in Private Institutes ➤ Lack of Well – Trained and Well – Qualified Teachers in Higher Education ➤ Problems in Curriculum Development Problems in Planning, Implementation and Execution	ICT based class room teaching, Individual Presentation, Demonstration
UNIT – V	Globalization and Higher Education in India <ul style="list-style-type: none"> ➤ Impact of Globalization on Higher Education ➤ Flow of Students towards Foreign Countries for Higher Education – Different Tests held for Higher Education ➤ Brain Draining ➤ Various Aspects of Higher Education – <ul style="list-style-type: none"> • Curriculum aspect, • Structural aspect, • Financial aspect, • Quality aspect, • Research aspect. 	ICT based class room teaching, Group Presentation

References:

- ❖ Choudhury R. R. C , Higher Education in India, Regal Publications.
- ❖ Viyyanna Rao K , Higher Education in India, SSDN
- ❖ Kamalanar G. , Higher Education in India Emerging Challenges, CW Publications
- ❖ Dubey K. N. & Yadav G.P. , Higher Education in India Problems & Prospects, Classical Publicatins
- ❖ Uniyal G. K. , Higher Education System , CW Publications
- ❖ Oza D, Higher Education, APH Publications

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved
Teacher/Tutor	Critical thinking and problem-solving, Skills on Management of Higher Education, Communication Skills	Understanding about the Policies, Plans and Developments in the area of Higher education

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