M.Ed SYLLABUS

COURSE OF SRUDY:

THE M.Ed. Programme will consist of three parts a,b, & c, details of each part are given below:-

PAPERS	No.	Marks.
Foundation Papers Paper I : Philosophical and Social Foundation Of Educaton. Paper II : Philosophical Foundation Of Educaton. Paper III : Methodology of Education Research.	3	3x100=300
Optional Iv Educational Teachnology Papers PapersIV&V (Specialisation) V Environmental Education	2	2x100=200
a. Field based experience telated to supervision and evaluation of practice _ teaching and other aspect of school experience of B.ED Programmes		50
b. Dissertation		150
Total		**700**

Note: Out of the total marks 25% are to be internally evaluated.

M.Ed. Programme may be offered on semester basis and dissertation work should start towards the middle of the first semester specialization papers could be taught during the second semester.

Duration: One Year.

Special Papers:

Detailed in-depth study of an area of an area of specialization comprising two theory papers including a well articulated component of practical work of field work should be prefefed to specialization two areas as is the current practices. Specialization should include study of the Indian context and the Indian experience.Specialization paper may be chosen out of the following:-

A. Guidance and Counseling
B. Distanc Education
C. Value Education and Human Rights.
D. Language Education.
E. Comparative Education.
F. Teacher Education.
G. Special Education.
H. Educational Technology.
I. Educational Measurement and Evaluation.
J. Curriculum Development.
K. Management Planning and Financing of Education.
L. Environmental Education.
M. Science Education.
N. Yoga Education

M.Ed. COURSES

PAPER-1: PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION.

Part -1 Philosophical Foundation

COURSE OBJECTIVES

The Philosophical component of this (foundation) core paper for a post-graduate course (professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature andfunctions of philosophy of education.
2. Logical analysis, Interpretation and Synthesis of various concepts, proposition an philosophical assumptions about educational phenomena.
3. Understanding and use of Philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.

COURSE CONTENTS

Unit-I

- Philosophy of Education: Its nature – Directive Doctrine:
- A Liberal Discipline;
- An activity;
- Its Function- Speculative, Nomative, Analytical

UNIT-II

- Metaphysical Problem and Education related to Nature, Man and Society.

- Impect of Philosophical Suppositions on education made by Idealism, Realism, Pragmatism, Existentalism, Vedanta (Advaita &Veshistavaita Only) Sankhyam School of thought.

UNIT-III

- Epistemology and Education : Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific inquiry, Nyaya, Yoga.

UNIT-IV

- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagvatgita and Islam to education in term of value formulation.

UNIT-V

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

  The thinkers : Plato, Kant, Dewey, R.S. Peters, Gandhi, Tagore, Sir Aurobindo.

PRACTICUM

- Annotated Bibligraphy covering 15-20 works.
- Attempt paper presentation on a given topic.

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Part II : Sociological Foundation

COURSE OBJECTIVES

1. To enable the student to understand concept and process of social organization and institution.
2. To enable the student to understand relationship, between Culture, Society and education.
3. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS

UNIT – I

- Concept and nature of sociology of Education, Difference between sociology of education and Educational Sociology, Social organization; social groups; social stratification; factors institutions, attitude and values.
- Social organization, characteristics of social organization; institutions, attitude and values.

UNIT – II

- Culture- meaning and nature of Culture. Role of education in cultural context; Education and cultural change.

UNIT – III

- Education and Society - Education as a social system, as a Socialization process and a process of social progress and change.

UNIT – IV

- Issues of equality of educational opportunity and excellence in education. Equality vs equality un education; Inequalities in

Indian social system with special reference to social disadvantages, gender and habitations, need measures to address them.

UNIT – V

Education and Democracy, Constutional provisions for eduction; Nationalism and Eduction; Eduction for national integration and International understanding.

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

1. To enable the student to understand concept and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implication of Psychology theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits.

COURSE CONTENTS

UNIT – I

- Educational psychology : Concept, concerns and scope of educations psychology, contribution of psychology to education.

UNIT – II

- Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristies and problems of each stage.

- Theories of piaget and Bruner - major concepts and stages and implications for education.
- Indian theory of psychological Development.

UNIT – III

- Learning : Concept, kinds, levels of learning various view points on learning Gagne's conditions of learning : cognitive view point and information processing, issues related to learning Educational implications of the view points on learning.

UNIT – IV

- Group Dynamics: Group process, interpersonal relations. Sociometric grouping, social – emotional climate of the classroom and influence of teacher characteristics.

UNIT – V

- Individual Difference : Concept of Intra and inter differences:
  a) Intelligence and cognitive abilities, identification fostering
  b) Creativity – Nature, Process, Identification, fostering and Guiding creative children.
  c) Interests, attitude and values.
  d) Adjustment of teaching – learning process to suit individual differences – learning styles and teaching strategies.

UNIT – VI

- Personality : Concept, development, structure and dynamics of personality
- Theories of personality - Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow.

- Indian Theories : Vedic, Buddhist, Rabindranath Tagore, Mahatma Gandhi, J.krishnamurti and Sri Aurobindo.

UNIT – VII

- Assessment of Personality – techniques
    a) Personality Inventories – rating Scales
    b) Projective techniques : Rorchach, TAT

UNIT – VIII

- Adjustment and Mental Health
    a) Concept, mechanism of adjustment – defence; escape, withdrawal, compensator.
    b) Introduction to common forms of neuroses, psychosis and somatic disorder.
    c) Principles of mental hygiene – preventive, constructive curative measures.
    d) Implications for education.

PAPER III : METHODOLOGY OF EDUCATIONAL RESEARCH

Part I : Methods of Educational Research

COURSE OBJECTIVES:

To enable the student to understand

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and its implications for educational research.
2. The characteristics of philosophical, psychological and sociological researches in education.
3. The different strategies of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling.
6. The various types of tools of data collection.

COURSE CONTENTS

UNIT – I

Nature of Research, knowledge and Inquity.

- Scientific inquiry, scientific method, nature and sources of knowledge.
- Paradigm, theory,model and approach; positivist and non-positivist (humanities) paradigms and their implication for educational research.

UNIT – II

Philosophical, psychological and sociological orientation in education research.

Interdisciplinary educational research and its implications.

UNIT – III

Methods of educational Research

- Experimental ; Normative Survey ; Historical Case Study ; Development; Ethnographic; Documentary – analysis.
- Evaluative Research and Action Research.

UNIT – IV

Developing a Research Proposal.

- Problem and its sources; Selection and Definition of problem.
- Objectives – primary secondary and conocomitant
- Hypothesis – nature,definition,types,sources,characteristics of a good hypothesls, directional and non-directional hypothesis.

UNIT – V

Sampling

- Unit of sampling, pollution; techniques (a) probability sampling techniques & (b) non-probability sampling techniques.
- Characteristics of a god sample.
- Sampling errors and how to reduce them.
- Tables of Random Numbers; types; how to use them.

UNIT – VI

Tools and techniques of data collection

- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules; Attitude scales etc.
- Reliability and validity of various tools and techniques.

UNIT – VII

- Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT –VIII

Evaluation Research : Crieria and types and types of research.

PRACTICUM

- Review of two published research papers; one quantitative and the other qualitative.
- Review of an M.Ed and M.Phil. dissertation.
- Development of a research proposal for M.Ed. Dissertation and its seminar – presentation.
- Construction of one tool of data collection.

Part II : Methods of Data Analysis

Unit - I

Nature of educational data : quantitative and Qualitative.

Unit - II

Quantitative data : Its analysis with emphasis on content analysis; analysis of interview based data and observation based data.

Unit - III

Quantitative data : Scales of measurement : nominal, ordinal, internal, Ratio.

Unit - IV

Organization and representation : Frequency distribution. Frequency polygon Histogram, Ogive, Smoothed frequency curve.

Unit - V

Concept, calculation and uses of : Measures of central tendencies.

a) Measures of variability
b) Percentiles an percentile Ranks.
c) Correlations, Regression equations.

Unit - VI

properties and uses of normal distribution

Unit - VII

Inferential statistical methods

a) Standard errors, confidence limits
b) Hypothesis testing Difference between means, correlations.
c) Cross breaks (chi-square)

AREA OF SPECIALISATION

COURSE OBJECTIVES EDUCATIONAL TECHNOLOGY

1. To enable the student teacher to understand about the meaning, nature and scope and significance of E.T. and ifs important components in terms of hardware and software.
2. To help the student teacher to distinguish between communication and instruction so that they can develop and design and sound instructional system.
3. To acquaint student teacher with levels, strategies and models of teaching for future improvement.
4. To enable the student teacher to understand about the importance of programmed instructions and r researches in E.T.
5. To acquaint the student teacher with emerging trends in ET along with resource centers of E.T.

UNIT – I

- Concept of Educational Technology
- Meaning, Nature, Scope and Significance
- Components of ET : Software, Hardware.
- Educational technology an instructional technology.

UNIT – II

- Communication an Instruction:
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology .
- Designing Instructional System.
- Formulation of Instructional objectives
- Task analysis.
- Designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT – III

- Teaching levels, strategies & models.
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional objectives.
- Task analysis.
- Designing of instructional strategies team teaching discussion, seminar and tutorials.
- Modification of teaching behavior :
- Micro teaching, Flander's interaction Analysis, Simulation.

UNIT – IV

- Programmed instruction (liner/branching model) – Original and types – linear and branching.
- Development of the Programmed instruction material.
- Teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

UNIT – V

- Educational technology is formal, non-formal and informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology videotape, Ratio-vision, Tele-confeencing,CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET,UGC,IGNOU,NOS,State ET Cells,AVRC, EMRC,NIST etc – thiractivity for the improvement of teaching learnings.

ENVIRONMENTAL EDUCATION

COURSE OBEJCTIVES:-

1. To make student teachers understand about the concept importance scope and aims of environmental education.
2. To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environmental for preparing a curriculum for environmental education.
4. To enable the students teacher to develop various and strategies for realizing the objectives of environmental education.
5. To enable the students teacher to understand about various projects in the area of environmental studies in different countries.

UNIT – I

- Introduction :
- concept importance scope.
- Aims and Objectives.
- Guiding principles and foundations.
- Relationship between man and Environment.
- Ecological and psychological perspective

UNIT – II

- Environmental Hazards
- environmental pollution; physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, secondary and higher education institutions.

UNIT – III

- Features of curriculum for environmental education.
- Special nature of curriculum on environmental education.
- Concept of environment and ecosystem
- Natural system earth and biosphere abiotic and biotic components.
- Natural resources, abiotic resources.
- Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system – Industrial growth, scientific and technological invention and their impact on the environmental system.

UNIT – IV

- Methods and approaches of environmental education.
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Methods – discussion, seminar, workshop, Dialogue, Problem Soloving, Field Surveys, Project and Exhibition.
- Role of Media, Print Films, and TV

UNIT – V

- Comparative Study of Environmental Project from various Countries.

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- xsus dk vf/kxe laca/kh fopkj] laKkukRed fodkl dk fl)kUr ,oa lwpuk izfdz;k] vf/kxe dk ‘’kSf{kd fdz;kUo;u A

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b) l`trkRedrk & izd`fr] izfdz;k o igpku rFkk l`tu’khy ckydksa dk lao/kZu ,oa funsZ’ku A
c) :fp;Wk] vfHko`fRr ,oa ewY; A
d) f’k{k.k dk lek;kstu & O;fDrxr fofHkUurk ds vuqlkj vf/kxe izfdz;k] vf/kxe 'kSyh o f’k{k.k izof/k A

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– O;ogkjoknh mikxe & feyj MksykMZ ,oa cUMwl dk O;fDrRfo laca/kh mikxe A
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– O;fDrRo ds Hkkjrh; fl)kUr & oSfnd ,oa ckS) fl)kUr] jfoUnz VSxksj] egkRek xak/kh] ts-d`".kewfrZ ,oa vjfoUn dk O;fDrRo dk fl)kUr A

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- mn~ns’; & izkFkfed] f}rh;d vkSj lgxkeh A
- ifjdYiuk &izd`fr] ifjHkk"kk izdkj] Lrzksr] mRre ifjdYiukvksa dh fo’ks"krk,a] fn’kk;qDr ,oa fn’kkfoghu ifjdYiuk,a A

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dsUnzorhZ ekuksa dh x.kuk % vFkZ x.kuk vkSj mi;ksx

¼v½ fopyu ekuks dh x.kuk

¼c ½'krak’k eku vkSj vuqfLFkfr

¼l½ lg&lEcU/k izrhixeu lehdj.k

bdkbZ VI

lkekU; lEHkkO; pdz dh izeq[k fo’ks"krk,a vkSj mi;ksx

bdkbZ VI

fu"d"kkZRed lakf[;dh fof/k;Wak

¼v½ izekf.kd =qfV;Wak lkFkZdrk dh lhek,Wa

¼c ½ifjdYiukvksa dk ijh{k.k] e/;ekuksa ds vUrj dh lkFkZdrk] lglEcU/k

¼l½ dzksl czsd ¼dkbZ& oxZ ijh{k.k½

prqFkZ iz’u i= % 'kSf{kd rduhdh

bdkbZ &1

- 'kSf{kd rduhdh dk izR;; (Concept)A
- 'kSf{kd rduhdh dk vFkZ (Meaning) Lo:Ik(Nature) (Scope) {ks= (Scope)rFkk egRo(Significance) A
- 'kSf{kd rduhdh ds rRo % e`nqy f'kYi mikxe] dBksj mikxe A
- 'kSf{kd rduhdh rFkk vuqns'ku rduhdh A

bdkbZ &2

- lEizs"k.k (Communication) rFkk vuqns'ku(Mrtuction) 'kSf{kd rduhdh esa
- fl)kUr Theory) izR;; (Concept) Lo:Ik (Nature) izfdz;k(Components) rRo(Components) izdkj(Types) d{kk lEizs"k.k (Classroom Communication) tulapkj ek/;e mikxe(Mans Media approach) vuns'ku izk:i(mrtuctional Designing)
- vuqns'ku mn~ns'; dk fuekZ.k
- dk;Z fo'kys"k.k
- vuqns'ku izk:Ik dh O;wjpuk tSls] O;k[;ku (Lecture) lewg f'k{k.k(Team) okrkZykki (Teaching) xks"Bh (Seminer) rFkk vuqoxZ (Seminer)

bdkbZ &3

- f'k{k.k Lrj] uhfr;Wak] izfreku
- f'k{k.k ds Le`fr]cks/k] fpUru Lrj
- f'k{k.k uhfr;Wak%& vFkZ Lo:Ik dk;Z izdkj
- f'k{k.k ds izfreku %& vFkZ Lo:Ik dk;Z izdkj ¼euksoSKkfud izfreku rFkk f'k{k.k ds vk/kqfud izk:i½
- f'k{k.k O;ogkj dk la'ksk/ku
- lw{e] f'k{k.k]
- QyS.MlZ dk vUr% fd;k fo'ys"k.k
- vuq:i.k

bdkbZ &4

vuqd`fer vuqns’ku % js[kh;@’kk[kh; izfreku %

- ❖ mRifRr(Origin) rFkk izdkj(Type) & js[kh; rFkk 'kk[kh;
- ❖ vfHkd`fer vuqns’ku lkekxzh dk fodkl
- ❖ f’k{k.k e’khu
- ❖ dEI;wVj lgk;kd esa vuqla/kku
- ❖ 'kSf{kd rduhdh esa vuqla/kku
- ❖ 'kSf{kd rduhdh ds Hkfo";h laHkkouk

bdkbZ &5

- ❖ vkSipkfjd(Formal) vukSifjd(Informal) (Non-Formal) f’k{kk esa 'kSf{kd rduhdh nwjorhZ
- ❖ 'kSf{kd rduhdh ds uokpkj &ohfM;ksa]Vsi] JO;&n`’; VsyhdkSUQjsfUlax] CCTV,CAI, INSAT ubZ rduhdh leL;k;sa A
- ❖ 'kSf{kd rduhdh rFkk ewy;akdu A
- ❖ 'kSf{kd rduhdh ds fy, lalk/ku dsUnz CIET,UCC,IGNOU,NOS,State ET Cells AVRC, EMRC,NIST vkfn rFkk budh izfdz;k f’k{k.k&vf/kxe ds fodkl ds fy, A

i;kZoj.kh; f’k{kk

¼oSdfYid iz’u &i=½

bdkbZ &1

- Hkwfedk] lEizR;;] egRo rFkk {ks=
- y{; rFkk mn~ns’;
- funsZf’kr fl)kUr rFkk i`"B Hkwfe rFkk izd`fr ds e/; laca/k A
- bdksyWkth rFkk euksoSKkfud Lo:i

bdkbZ&2

- i;Zkoj.kh; ladV] i;kZoj.kh; tula[;k & HkkSrd] ok;q]ty /ofu] jlk;u A
- ouLifr (Flora) rFkk tUrq (Fauna) (deforestation) ouks dk fouk’k e`nk vijnu A
- vPNh okrkoj.kh; lEifRr ds fy, laj{k.k] lqj{kk rFkk izR;{khdj.k dh vko’;drkA
- izkFkfed] ek/;fed rFkk mPprj ek/;fed laLFkku ds fy, Ik;kZoj.k f’k{kk ds dk;Zdze

bdkbZ&3

- Ik;kZoj.kh; f’k{kk ds fy, ikB~;dze ds eq[k fcUnq A
- Ik;kZoj.kh; f’k{kk ikB;dze dh fo’ks"k izd`fr A
- Ik;kZoj.k rFkk bdksa ra= dk laizRr i`Foh rFkk tSo eaMy] vtSfod rFkk tSfod ?kVd dk izkd`frd ra= A
- Izkkd`frd lalk/kuaa vtSoh; lalk/kuaa
- Ekuo ra= ekuo Ik;kZoj.k dk ,d vax] ekuo dh i;kZoj.kh; vuqdwyrk] i;kZoj.kh;] lalk/kuaa ij tula[;k rFkk blds

izHkko]rduhdh ra= & vks|ksfxd fodkl] oSKkfud rFkk rduhdh uokpkj rFkk buds okrkoj.kh; ra= ij izHkko A

bdkbZ &4

- i;kZoj.kh; f’k{kk dh fof/k;Wak rFkk mikxe & uhfr;Wak rFkk mikxe] i;kZoj.kh; f’k{kk dk fo’ys"k.k ¼foospuk½ & i`Fkd fo"k;] izdj.kh; bdkbZ&,dhdj.k rFkk vUr” fo"k;d mikxe A
- fof/k;Wak & oknfookn
  laxks"Bh] dk;Z’kkyk] laokn] leL;k lek/kku {ks= losZ{k.k] ifj;kstuk rFkk izn’kZuh A
  eqfnzr] pyfp= rFkk nwjn’kZu ek/;eksa dh Hkwfedk A

bdkbZ & 5

- fofHkUu ns’kksa dh lk;kZoj.kh; ifj;kstukvks dk rqYukRed v/;;u A

REPORT ON FIELD BASED EXPERIENCES

Supervisor and Evaluation of Practice Teaching

¼izR;sd ,e-,M- izf'k{kkFkhZ ds }kjk de lss de &2 ch-,M- ds fo|kfFkZ;ksa ds vH;kl f'k{k.k dk ewY;akdu fd;k tk,xk A½

¼A½ Planning Phase

¼1½ fo|kFkhZ dh tkudkjh

dz-	fo|kFkhZ dk uke	vH;kl f'k{k.k ds fo"k;		v/;kiu dk ek/;e	v/;kiu dh d{kk,a		v/;kiu ds fy, Ldwy dk uke	
		1	2		1	2	1	2
1								

¼2½ fo"k;okj ikB~;dze dh tkudkjh

dz-	fo|kFkhZ dk uke	s fo"k; dky[k.M vkSj le;		fo"k;okj ikB~;dze ftls i<+k;k tk,xk A		
		1	2	1	2	
1						

¼3½ vH;kl f'k{k.k ls iwoZ ikB ;kstuk fuekZ.k dh tkudkjh

dz-	fo|kFkhZ dk uke	dkSu&dkSu ls ikBksa dh ;kstuk dk f'k{k.k ls iwoZ vuqeksnu ugha djk;k x;k A	dkSu ls ikBkksa dh f'k{k.k lkexzh ugha cukbz xbz A
1			

¼4½ izn'kZu ikBks als lacaf/kr tkudkjh

Dz-	izn'kZu ikB dk fnuakd	izdj.k	d{kk	fo"k;	izn'kZu ikB nsus okys f'k{kd dk uke
1					

(B) Execution Phase

dz-	fo|kFkhZ dk uke igys pkj ikB 1 2 3	dkSu ls ikBksa dk voyksxu fd;kk x;k A					i;Zos{kd }kjk ikBksa ij nh xbz Vhi
		frfFk	ikB	D{kk	fo"k;	Izdj.k	

	4							
	vkf[kjh pkj ikB 1							
	2							
	3							
	4							

© Evaluation Phase

OBSERVATION RATING SCALE FOR TEACHING SKILLS

,e-,M- izf’k{kkFkhZ dk uke % ch-,M- izf’k{kkFkhZ dk uke %

¼voyksdudrkZ½ ¼ftldk voyksdu fd;k tk jgs gS A½

'kkyk % d{kk % fo"k; %

d`i;k ch-,M- izf’k{k.kkFkhZ }kjk vH;kl f’k{k.k ds QyLo:I vftZr f’k{k.k ds dkS’kyksa dh lEizkfIr ds Lrj dks uhps fn, Ldsy ij n’kkZ, A

dz-	f’k{k.k dkS’ky	mRd`"V	Ckgqr vPNk	vPNk	fuEu	vfr fuEu
1	ikB dh ;kstuk cukuk A					
2	ikB lh[kus esa fo|kfFkZ;ksa dh :fp dks cuk, j[kuk A					
3	ikB dks i<+krs le; fo|kfFkZ;ksa ls mfpr iz’u djuk A					
4	vo/kkj.kkvksa dks le>kus ds fy, d{kk es mfpr izdkj ls izLrqr djuk A					
5	vo/kkj.kkvksa dks le>kus ds fy, d{kk es mfpr ,oa laxar mnkgj.k nsuk A					
6	fo|kfFkZ;ksa dh lgHkkfxrk dks c<+kus ds fy, mdlkuk A					
7	D{kk esa vuq’kklu dks cuk, j[kuk A					
8	Le; izca/k esa dq’kyrk A					
9	vo/kkj.kkvksa dks le>kus esa fo|kfFkZ;ksa dks vkus okyh dfBukbZ;Wak dks igpkuuk aA					
10	Mfpr n`’; lkexzh ¼pkVZ]Cysd cksMZ dk;Z½dk mi;ksx					

11	ikB ds fy, mfpr n`'; lkekxzh cukuk A					
12	ikB dh iqujko`fRr djds fo|kfFkZ;ksa us D;k&D;k lh[kk ls lacaf/kr ewY;akdu djuk A					
13	ikB ls lacaf/kr ijh{kk ds fy, fofHkUu izdkj ds iz'u cukuk					

MADAN MAHARAJ COLLEGE, BHOPAL

Academic Calendar

2007-2008

M.Ed. (One Year)

S.No.	Activity	Month	Calendar	Week
1	Acquaintance With **Syllabus &Course** of Study	July	16-21	3rd
2	Training in life Skills	July	23-28	4th
3	**Theory Papers :**ContentClarification	Aug Sep Dec Jan. Feb. April	1-31 1-22 1-29 7-31 1-23 1-30	1st -5th 1st -4th 1st -5th 2nd -5th 1st -4th 1st -5th
4	Field Based Experiences related to Supervision and Evaluation of proactive-Teaching (Submission of the report on Experiences in one copy)	Oct oct	1-22 31.10.07	1st -4th
5	**Seminars :** Guest Speakers a) Sampling Techniques b) Techniques of data collection	 Sept Oct	 22 13	 3rd 2nd
6	**Psychology Practicals** (Submission of Practtical Note Book in one copy)	Nov Dec	19-30 15.12.07	4th -5th
7	**Dissertation** a) Seminar Presentation (I) b) Seminar Presentation (II)	 Sept. Jan.	 24-28 1-5	 3rd 1st

	c) Data Collection, Analysis and report	Oct.	23-31	4^{th} -5^{th}