SCHOOL OF EDUCATION

SYLLABUS
AND
EXAMINATION SCHEME

Master of Education (M.Ed.) Programme
(Two Years)

1.1 Vision, Mission and Core Values of the Vidyapeeth

Vision

Traditionally believing that God is the Source of all Truth, Goodness and Beauty, Lingaya's Vidyapeeth, wishes to develop in students a wisdom that translates academic achievements into responsible citizenship, sincere professional service and a deep respect for life and beauty in God's Creation and Recreation.

Mission

1. To impart knowledge and skills in the field of Engineering/ Technology, Management, Education, Science & Arts and related areas;
2. To dedicate itself for improvement of social and economic status and enhancement of the quality of life for all;
3. To strive for maximizing human welfare through education;
4. To produce effective knowledge workers, practitioners and educators who will be guided by vision, compassion, knowledge, discipline, discovery with deep respect for human values;
5. To provide an individual engineering and other professional learning experience for each student;
6. To develop critical thinking, analytical ability and creative skills;
7. To supplement the curricula, team work, leadership, communication skills, project management, social concerns and ethics and
8. To establish interaction with industries for Technology, Research & Development.

In line with above vision and mission statements, Lingaya's Vidyapeeth has the following special characteristics:

- Lingaya's Vidyapeeth is an Institution for providing a student with opportunity for all round development and education with the aim of effective living as a good citizen.
- It has special strength in the field of Engineering and Technology with emphasis on practice and problem-solving skills.
- Its activities and course curriculum concentrate on design, self-learning and research, which are the unique features of the Vidyapeeth.
- The primarily value of knowledge and skill imparted by Lingaya's Vidyapeeth resides in its utility in creating an infrastructure for the physical welfare of the general public, in sustaining good health of individual and the community.
- Lingaya's Vidyapeeth facilitates and promotes creativity and critical thinking capabilities in its students.
- The education in Lingaya's Vidyapeeth enhances the inherent capacity of a student with honesty, courage and fairness.

Vision and Mission of School of Education

Vision of School

To be a school committed to develop globally competent teachers in the field of education who create responsible citizens, develop healthy society and construct an ideal nation.

Mission of School

1. To develop human potential fully so that intellectual capable and imaginatively gifted teacher can emerge who have deep respect for human life value and ethics.
2. To impart knowledge and develop critical thinking, analytical ability and creative skillsto mould attitude required for a globally competent teacher.
3. To strive to maximize human welfare through education and enhance the quality of society and nation.

Programme Educational Objectives (PEO)

Programme Educational Objectives of M.Ed. programme are the following:

PEO1: To acquire pedagogical skills, reflective practice and ability to adapt instruction to the needs of each individual as well as group as curriculum and instructional designer.

PEO2: To apply tools and techniques to assess and plan for education in the schools and colleges of Education.

PEO3: To work professionally as teacher educator in all educational settings with lifelong learning adhering to ethical standards of teaching.

PEO4: To promote technology enabled teaching learning process with working knowledge of information and communication technology.

Mapping of PEOs with Mission Statements

PEO Statements	School Mission 1	School Mission 2	School Mission 3
PEO1:	1	3	2
PEO2:	2	3	3
PEO3:	3	2	3
PEO4:	2	3	3

Enter correlation levels 1, 2, or 3 are defined as below:

1.   **Slight (Low)   2. Moderate (Medium) 3. Substantial (High)**

If there is no correlation, put '**-**'

Program Outcomes (PO's)

On Successful completion of Master of Education (M.Ed.), the student teachers will be able:

PO1: To gain knowledge to explore the educational thoughts of Indian and western thinkers and practice their educational implications while transacting the school curriculum.

PO2: To comprehend the nature of learners by applying the educational principles of philosophical, psychological and sociological foundations in classroom situation.

PO3: To apply Blooms taxonomy of behavioral objectives in the teaching learning process and assess the students' learning outcomes in terms of teacher made test and standardized test.

PO4: To integrate ICT enabled education in developing the educational technology tools and apply them in their curriculum transaction.

Mapping of Program Outcome with Program Educational Objectives

	PEO1	PEO2	PEO3	PEO4
PO1	2	-	2	1
PO2	3	2	3	-
PO3	3	3	2	-
PO4	2	2	-	3

Enter correlation levels 1, 2, or 3 are defined as below:

1. **Slight (Low)   2. Moderate (Medium)   3. Substantial (High)**
   If there is no correlation, '**-**' is put.

Program Specific Outcomes (PSO's)

On Successful completion of Master of Education (M.Ed.), the student teachers will be able:

PSO1:   Acquire knowledge about the theories and ideals of different
                   educational thinkers.

PSO2:   Understand the role and responsibilities of central agencies like NCTE,
                   NCERT, UGC, NIEPA in implementing the functions of higher
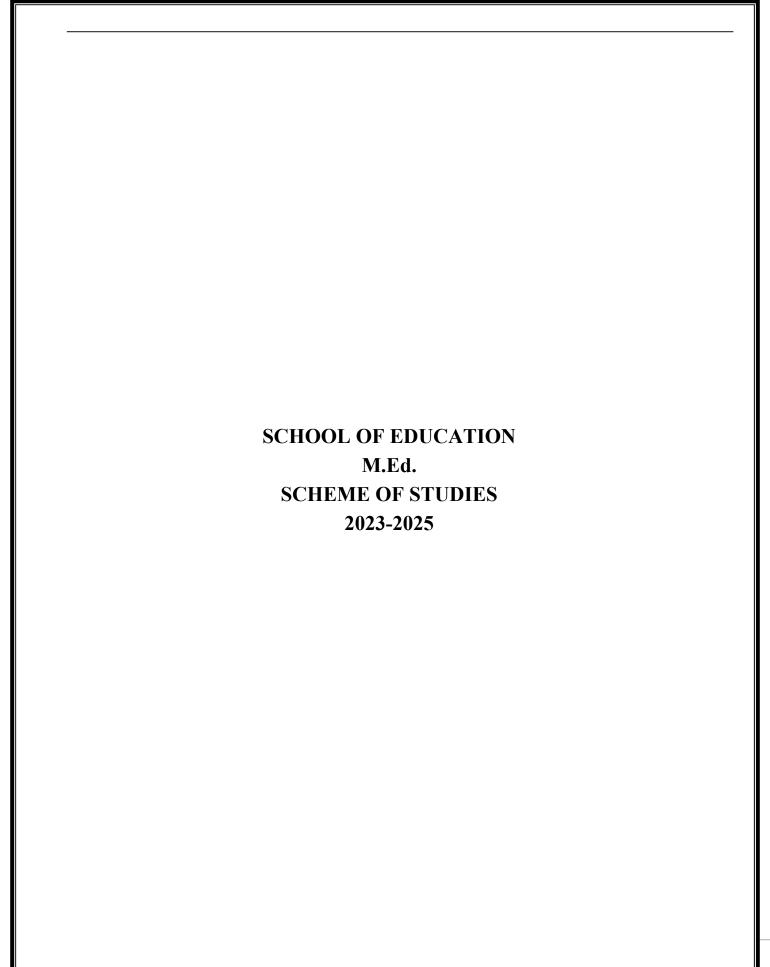   education system in India.

PSO3:   Analyze and familiarize the principles underlying in the pre service
                   teacher education programs at primary, secondary and higher secondary
                   level.

PSO4:   Correlate the development of education in India in comparative perspective.

SCHOOL OF EDUCATION
M.Ed.
SCHEME OF STUDIES
2023-2025

LINGAYA'S VIDYAPEETH
SCHEME OF STUDIES
SESSION :2023-25

School: School of Education												Batch:2023-25
Department: School of Education												Year :1
Course: M.Ed.												Semester :1

S.NO.	Category	Course Code	Course Title	Credits	Periods			Evaluation Scheme					TOTAL MARKS
								Theory			Practical		
					L	T	p	ABQ	MSE	ESE	IP	EXP	
1	PCC	MED-101	Historical & Political Perspectives of Education	4	3	1	0	15	25	60	-	-	100
2	PCC	MED-102	Educational Psychology	4	3	1	0	15	25	60	-	--	100
3	PCC	MED-103	Research Methodology in Education	4	3	1	0	15	25	60	-	-	100
4	Specialization Courses-I (Any One of the following)												
4 (a)	PEC	MED-104	Educational Study	4	3	1	0	15	25	60	-	-	100
4 (b)	PEC	MED-109	Educational Measurement and Evaluation										
5	p	MED-192	Communication & Expository writing	2	0	0	4	-	-	-	40	60	100
6	p	MED-193	Self-Development	2	0	0	4	-	--	-	40	60	100
				20 Credits									600

S.NO.	Category	Course Code	Course Title	Credit	L	T	P	Theory			Practical		TOTAL MARKS
								ABQ	MSE	ESE	IP	EXP	
1	PCC	MED-105	Philosophical foundations of Education	4	3	1	0	15	25	60	-	-	100
2	PCC	MED-106	Sociology of Education	4	3	1	0	15	25	60	-	--	100
3	PCC	MED-107	Curriculum Study of Education	4	3	1	0	15	25	60	-	-	100
4	PCC	MED-108	Teacher Education	4	3	1	0	15	25	60	-	--	100
5	p	MED194	Dissertation	2	0	0	4		-		40	60	100
6	p	MED195	MOOCS	4	0	0	0				40	60	100
				22 Credits									600

School: School of Education   Batch:2023-25

Department: School of Education   Year:1

Course: M.Ed.   Semester:2

School: School of Education									Batch:2023-25				
Department: School of Education									Year:2				
Course: M.Ed.									Semester:3				
Course No.	Category	course code	Course Title	Credits	Periods			Evaluation Scheme					Total Marks
								Theory			Practical		
				Credit	L	T	P	ABQ	MSE	ESE	IP	EXP	
1	PCC	MED-209	Advance Research Methodology	4	3	1	0	15	25	60	-	-	100
2	PCC	MED-210	In Service Teacher Education in India	4	3	1	0	15	25	60	-	-	100
3		**Specialization Courses-I (Any One of the following)**											
3(a)	PEC	MED-211	Elementary Education in India: Administration & Management	4	3	1	0	15	25	60	-	-	100
3(b)	PEC	MED-212	Planning & Management at Secondary Level										
4		**Specialization Courses-II (Any One of the following)**											
4(a)	PEC	MED-213	Issue and Curricular Concerns at Elementary level	4	3	1	0	15	25	60	-	-	100
4(b)	PEC	MED-214	Issues and Curricular Concerns at Secondary Level										
5	p	MED-296	Internship In School	4	0	0	8				40	60	100
6	p	MED-297	Dissertation (Progress Report)	2	0	0	4				40	60	100
7	p	MED-298	Academic writing	2	0	0	4				40	60	100
8	PEC	MED-299	MOOCS	4				-	-	--	-	-	100
9		ABMA 1	Educational Basket MA 1	4			4	15	25	60	-	-	100
10		ABMI 1	Educational Basket MI 1	2			2	15	25	60	-	-	100
				34 Credits									**1000**

School: School of Education								Batch:2023-25			

Course No.	Category	Course Code	Course Title	Credits	L	T	P	Evaluation Scheme					Total Marks
								Theory			Practical		
								ABQ	MSE	ESE	IP	EXP	
1	PCC	MED-216	Advance Curriculum Theory	4	3	1	0	15	25	60	-	-	100
2		Specialization Courses-III (Any One of the following)											
2(a)	PEC	MED-217	Policy, Planning and Financing of Education	4	3	1	0	15	25	60	-	-	100
2(b)	PEC	MED-218	Educational Technology										
2(c)	PEC	MED-219	Issues, Planning and Policies of Elementary Education										
3		Specialization Courses-IV (Any One of the following)											
3(a)	PEC	MED-220	Peace Education	4	3	1	0	15	25	60	-	-	100
3(b)	PEC	MED-221	Educational, Vocational Guidance										
3(c)	PEC	MED-222	Inclusive Education										
3(d)	PEC	MED-223	Environmental Education										
4	p	MED-299	Dissertation	4	0	0	8	-	-	-	40	60	100
5		ABMA-2	Educational Basket MA-2	4			4	15	25	60			100
6		ABMI-2	Educational Basket MI-2	2			4	15	25	60			100
				22 Credits									600

Scheme of Examination:

	Semester 1	Semester 2	Semester 3	Semester 4	Total
COURSE					
CREDITS	20 Credits	22 Credits	34 Credits	22 Credits	98Credits
MARKS	600	600	1000	600	2800

M.Ed. Curriculum (Two Years)

Taught, Dissertation, Workshops & Seminars are the modalities through which the course will be transacted.

- Each Credit in a taught course is equal to one hour of teaching or two hours of seminars/group work/field work/workshop per week for 16 weeks.

- The programme should have a provision for regular field visits across the semesters.

Total No. of Credits offered in all four semesters - 98

The student will require to earn 92 credits for the award of the degree. The student will not have the option to drop any course covered in the scheme of the examination he/she will be required to register all the courses listed in the scheme of the examination of the programme.

Scheme of Examination

a) The Two-year M.Ed. Programme is of **98 credits**; the student shall have to earn 92 credits.
b) In a Four-credit course, three credits are assigned for lecture component and one credit for tutorial.
c) In a theory course, one credit is equivalent to one hour of teaching
d) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.
e) For theory courses, breakup of marks is given under;

  (i) 100 marks- 60 Theory Exam 15 Minor exam.
  25 Internal Assessment

f) For a Practical course, the ratio of External and Internal marks is 60:40.
g) For passing in any course, minimum 50% marks are required to be secured.

SEMESTER - I

Course Title: Historical and Political Perspectives of Education

Course Code: MED 101   **Credits: 4**

Course Objectives: The students will be able to

- Understand the pre-independence and post-independence development of education in India.
- Understand the factors from historical perspective that contributed to present education system.
- Explain the important features of various reports, commissions and policies of education during pre- and post-independence development of Education - in India.
- Understand that development of Education is influenced by political forces ofthe time.

Course Outcomes:

- To summarize the historical perspectives of Indian Education in the pre independence era.
- To formulate an experience of Indian Education system in the post-independence era.
- To develop an understanding about constitutional provisions regarding education.
- To relate Political perspectives of education in the Indian Context.

Unit I: Historical perspectives of education in India till 1854

- A brief study of the main characteristics of the Vedic, Buddhist and Islamic systems of education with reference to their aims, features, curricula, methods, practices and agencies of education.

- Development of Education from 1813 (Charter Act), 1835 Lord Macaulay's minutes and 1854 Woods Dispatch, 1882 Hunter Commission to the end of the 19th Century, with reference to important landmarks in education, bringing out the political designs of the British rulers; and the impact of education on political, social, economic and the cultural life of the people and vice-versa.

Unit II: Indian Education in 20th Century

The growth of Education from 1947 onwards, with special reference to the reports of the University Education Commission, the Secondary Education Commission, the Education Commission: 1964-66, and the National Policy on Education 1986 and its review Committees, NCF 2005, NCFTE 2009.

Unit III: Constitutional provisions regarding education

- The Preamble to the Indian Constitution with its implications for education.
- Implications of Justice, Liberty & Equality in Education.
- Directive Principles of State Policies & Education (Part IV of Indian Constitution).
- Fundamental Rights with special emphasis on Right to Education, Article 21Aalong with impediments in the path of implementation of RTE.

Unit IV: Political Perspectives of Education:

- Colonial concept of Education & its implications for Current Educational Studies.
- Provision of Equal Opportunity of Education to woman, Scheduled Castes, Scheduled Tribes & Other Disadvantaged sections including Disabled Children.
- Recent political developments and its impact on Indian Education System.
- International agencies such as UNESCO, World Bank, funding bodies etc. and their role in education.

References:

• Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
• Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
• Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi:
Cyber Tech Publications.
• Report of the Education Commission (1964-66)   Education   and National
Development. New Delhi: NCERT.
• Report of the Secondary Education Commission (1952-53) Ministry of Education
and Social Welfare. New Delhi: Government of India.
•   Report of the University Education Commission (1948-49) Ministry of
Education Government of India.
• Kabir, H. (1959) Education in New India. London: Allen & Unwin Ltd.
• Nurullah, S. and Naik, J.P. (1975) A Student's History of Education in India
(1800- 1961) Revised Fourth Edition. Bombay: MacMillan and Co. Ltd.
• Sharma, S. (2005) History and Development of Higher Education in free India.
Jaipur; ABD Publishers.
• Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	2	-	-	3	3	2	2
CO2	3	1	-	-	3	3	-	2
CO3	-	-	-	-	-	-	1	1
CO4	2	-	-	2	2	-	2	2

Course Title: Educational Psychology

Course Code: MED 102   **Credits: 4**

Course Objectives: The students will be able to

- Understand the relevance of psychological perspective of education.
- Get acquainted with the process of assessment of personality.
- Understand the dynamics of intelligence and learning.
- Apply the learning principles in classroom situations.

Course Outcomes:

- To analyze various stages of development with reference to adolescence.
- To comprehend the impact of heredity and environment in the development of personality.
- To understand about learner and learning.
- To reflect upon memory and its psychological implication on various theories of learning and intelligence.

Unit I: Psychological perspective of education

- Nature, Meaning and scope of Educational Psychology.
- Concept, principles, sequential stages of development with special reference to Adolescence, factors influencing development and their relative roles, general characteristics.
- Problems of Indian Adolescent including Delinquency: theories and remedial steps.

Unit II: Relevance of Psychological Principles to Pedagogical Interventions

- Concept and nature of personality.
- Role of heredity and environment in the development of Personality.
- Theories of Personality with special references to developmental and factor- analytical approaches.
- Assessment of Personality: subjective, objective, and projective methods.
- Personality Inventories.

Unit III: Psychology of Learning and Intelligence

- Learner and Learning -   Nature, meaning and scope
- Approaches to learning: Behavioristic, Cognitive and Humanistic
- Constructivism and Learning, learning styles and their relevance to learning
- Role and Function of Educational Technology for effective learning.

Unit IV:

- Salient features of Pavlov's, Skinner's and Gestalt theories of learning.
- Detailed study of:
  (a) The Social Cognitive Theory with special reference to Bandura, Dollard and Miller.
  (b) The Information Processing Theory with special reference to Ausubel and Bruner.
  (c) Piaget's Genetic Epistemological Approach to Cognitive Development.
  (d) Gardner's Multiple Intelligence Theory.
- Creativity.
- Emotional Intelligence.

References:
- Fontane, David (1981). Psychology for Teachers, London, McMillan Press Ltd.
- Gage and Berlinger. (1984). Educational Psychology, Boston, Houghton Miffinb Co.
- Hayes, J.R. (1978). Cognitive Psychology: Thinking and creating. Homewood, Illinis: The Dorsey Press.
- Henson K.T. & Eller B.F. (1999). Educational Psychology for Effective Teaching. Wadsworth, Publishing Co. Belmont (U.S.A.).
- Lahey B.B. (1998). Psychology: An Introduction. Tata McGraw-Hill Publishing Co. Ltd. New Delhi.
- Olson, M.H. & Hergenhann (2013). Theories of Learning. New Delhi: PHI Learning Pvt. Ltd.
- Salvin R.E. (1997). Educational Psychology (Theory & Practice): London, Allan & Bacon.
- Santrock John W. (2001). Educational Psychology, McGraw Hill (International Edition) Boston.
- Travers Robert M.W. (1973). Educational Psychology, New York, the McMillanCo.
- Wads Worth B.J. (1989). Piaget's Theory of Cognitive and Affective Development, New York, Longman Incorporated Fourth Edition.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	2	3	2	1	1	3	1
CO2	-	3	2	1	1	1	1	2
CO3	2	3	3	2	1	-	2	1
CO4	1	2	2	1	2	-	1	2

Course Title: Research Methodology in Education

Course Code: MED 103   **Credits: 4**

Course Objectives: The students will be able to

- Get familiarized with the basic terms of research methodology.
- Develop understanding of concept of research in general and educational research in particular.
- Develop understanding of distinctive features of qualitative and quantitative research paradigms.
- Acquaint the students with respect to different techniques of research.

Course Outcomes:

- To define nature and types of educational research
- To demonstrate an understanding of various data collection tools and sampling
- To apply knowledge of research design and procedure
- To analyze descriptive and inferential statistics

Unit I: Elements of Research

Nature of research: fundamental, applied and action
- Educational Research; Meaning, Nature, Types, Scope and limitations.
- Scientific Inquiry: concept, and assumptions and their role, scope and limitations, the scientific method
- Positivist and Non-positivist paradigms, Qualitative Vs Quantitative
- Major orientations in educational research: Philosophical, Historical, Sociological and Psychological.
- Types of Educational Research: Descriptive, Evaluative, Historical, Philosophical, Developmental, Co relational research, Ethnographic Research, Experimental research, Ex-Post Facto Research, Action research etc.

Unit II: Research Methods

- Sampling and Research Tool, Survey, Case Study, Experimental method etc.
- Use of technology in conducting research.
- Skills required for conducting research.
- Sources of research data: primary and secondary sources (interdisciplinary approach).

- Sampling techniques: concept, random sampling, random tables, purposive sampling, stratified random sampling, need, probability and non- probability samples, sampling errors and their control.
- Population and sample: concept and need, probability and non-probability sampling, sampling error.
- Tools and techniques of data collection: observation, interview, questionnaire, rating scale, inventory, checklist, content analysis. Reliability and validity of tools.
- Case study method: advantages and limitations.
- Anecdotal method/research.

Unit III: Research Process

- Formulating research proposal: identification of a research problem
- Review of related research, research questions, objectives and literature
- Formulation of hypotheses
- Research design and procedure
- Data analysis techniques
- Time scheduling
- Chaptalization, Writing, Evaluating and Reviewing research reports and papers.

Unit IV: Analysis and interpretation (elementary statistical methods) of data

- Tabulation and graphical representation of data; Measures of Central Tendency and Variability; Percentiles and Percentile Ranks.
- Normal probability curve- its important properties and simple applications. Correlation and regression: product moments and rank difference co-efficient of correlation, regression equations.
- Inferential statistics: sampling distributions, hypotheses testing.
- Significance of sample statistics: mean and coefficient of co- relation.
- Frequency comparison: chi-square test, t test, F test and ANOVA (one-way analysis only).
- Analysis and interpretation of data, computer application (use of computer in statistical analysis).

References:

- Best, John W. & James Kahn Research in Education (1986) 5th Edition New York, Prentice Hall,
- Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally &Co.
- Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- Garrett H.E. (1967) Statistics in Psychology of Education. Vakils Peffer and Simons Private Ltd. Bombay.
- Good, Carter V. (1959) Introduction to Educational Research New York, Appleton Century Crofts, Inc.
- Johnson Burke, Larry Christensen (2012): Qualitative and quantitative research-a mixed approach. New York: Sage publications.
- Koul, Lokesh (1984) Methodology of Educational Research, New Delhi, Vikas Publishers
- Mouly, George J. (1970) the Science of Educational Research 2nd Edition, New York, Van Nostrand Reinhold Company,
- Sukhia, S.P., P.V. Mehrotra & R.N. Mehrotra (1974) Elements of Educational Research, 3rd Revised Edition, New Delhi, Allied Publishers Pvt. Ltd.
- Travers, Robert M.W. (1958) an Introduction to Educational Research New York, Macmillan &Co.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	2	3	-	-	-	-
CO2	-	1	-	2	-	-	-	2
CO3	-	-	-	2	-	-	-	-
CO4	-	1	1	2	-	3	-	-

Course Title: Educational Studies

Course Code: MED 104   **Credits:**

4 Course Objectives: The students will be able to

- Understand the meaning, functions and aims of education
- Comprehend the nature of education studies and map the fields in present scenario.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Get oriented to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.

Course outcomes:

- To outline theoretical perspectives of Indian & Western Education thinkers
- To relate upon views of eminent educators
- To compare different schools of philosophies of Education
- To distinguish socio cultural context of Education

Unit I: Meaning of Education

- Derivation of the term education- Indian & Western views.
- Meaning of Education- as a process and product.
- Education as a continuous reconstruction of experiences
- Education as acquisition of knowledge & skills.
- Education as a disciplinary, inter disciplinary and multi-disciplinary field.

Unit II: Aims of Education

- Conservative and creative functions of education, education as methodical socialization, education as a means of socialization, education as a means of social change.
- Aim of Education- social & individual aims of education.
- Moral & Character building as aims of education.
- Views of some eminent educators such as Mahatma Gandhi, Vivekananda, Aurobindo, John Dewey, Paulo Freire etc. on moral & Character Building.
- Aims of Education as recommended by Indian education commission (1964-66), NPE (1986), NCF (2005) and NCFTE (2009).

Unit III: Factors influencing aims of Education

- Factors determining aims of Education- religion & dharma understanding the concept and relevance of the purusharthas:
  (i)   dharma
  (ii)   artha
  (iii)   kama
  (iv)   moksha
- Factors influencing aims of education.
- Influence of schools of philosophies on aims of education.

Unit IV: Functions of Education

- Functions of Education towards
  (i)   the individual,
  (ii)   society
  (iii)   nation
  (iv)   global
- Achieving Social & National Integration- social & National services, international understanding.
- Development of appropriate language policies, cultivating a scientific outlook through the process of modernization.
- Cultivating social, moral & spiritual values.

References:

- Mookerji, R.K. (1969) Ancient Indian Education. New Delhi: Motilal Banarsidas.
- Hughes, J.M. (1962) Education in America. New York: Harper and Row Publishers.
- Ulich, R. (1971) three thousand years educational wisdom. United States of America: Harvard University.
- Sharma, R.S. (2006) Comprehensive history of Modern Education. New Delhi:
- Cybertech Publications.
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- Vaidya, (2005) Educational Reforms. New Delhi: Deep and Deep Publications.
- Nigam, B.K. (1993) History and Problems of Indian Education. New Delhi: Kanishka Publications.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	2	1	-	3	-	-	2
CO2	3	2	2	-	3	2	-	2
CO3	2	3	-	-	3	-	-	2
CO4	1	2	1	-	2	2	-	1

Course Title: Educational Measurement and Evaluation

Course Code: MED 109   **Credits: 4**

Course Objectives: The students will be able to

- Mention the purposes of measurement and evaluation
- Describe the taxonomy and domains of educational objectives
- List the uses and types of tests used in the classroom
- Explain the reliability and validity of a test as an instrument

  Course Outcomes:
- To develop relevant educational assessment
- To evaluate tests using statistical and qualitative methods
- To identify flaws in educational assessments
- To understand the utility of educational assessments within the broader context of educational policy and decision making

Unit-I: The Measurement and Evaluation Process

- Concept, scope and Need, taxonomies of educational objectives, Norm-referenced and criterion referenced Measurement;
- Evaluation: functions and Basic principles, Interrelationship between measurement and evaluation in education;
- The status of educational measurement in India.

Unit-II: Tools, Models and Techniques of Measurement and Evaluation

- Tools of measurement and evaluation – subjective and objective tools, essay type test, objective test, questionnaires, interview, Rating scale, Inventories, schedules and performance test;
- Model in measurement and evaluation – 3D model, total reflection model and individual judgment model.

Unit-III: Acquaintance with some Psychological tests used in the Field of Education

- Intelligence
- Interest
- Aptitude
- Attitude
- Creativity
- Values
- Personality

Construction of Test

- General principles of test construction and its standardization;
- Writing test items – objective type, Essay type and Interpretive type;
- Item analysis procedures for Norm-referenced and Criterion-referenced tests.

Unit-IV: Standardization of Measuring Instrument

- Basic characteristics of good measuring instruments – Validity, Objectivity, Reliability, Usability and Norms;
- Types of text, Ways of determination, Importance and application;
- Item analysis;
- Test standardization;
- Norm-referenced and criterion-referenced tests, Scaling, Standard score, T-score and C- score;
- Steps involved in standardizing a test.

Interpretation of scores and new trends in evaluation

–

- Grading Semester system
- Continuous Internal Assessment system
- Question bank
- Use of Computer in evaluation.

References:

- Best, John W. & James Kahn Research in Education (1986) 5th Edition New York, Prentice Hall,
- Engelhart, Max D. (1972) Methods of Educational Research. Chicago, Rand Mc Nally &Co.
- Guilford J.P. Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
- Garrett H.E. (1967) Statistics in Psychology of Education. Vakils Peffer and Simons Private Ltd. Bombay.
- Good, Carter V. (1959) Introduction to Educational Research New York, Appleton Century Crofts, Inc.
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- Sukhia, S.P., P.V. Mehrotra & R.N. Mehrotra (1974) Elements of Educational Research, 3rd Revised Edition, New Delhi, Allied Publishers Pvt. Ltd.
- Travers, Robert M.W. (1958) an Introduction to Educational Research New York, Macmillan &Co.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	2	2	-	2	-	2
CO2	-	1	2	3	-	1	1	-
CO3	-	-	1	2	-	2	2	-
CO4	-	3	3	3	-	3	3	3

Course Title: Communication and Expository Writing

Course Code: MED 192   **Credits: 2**

Course Objectives: The students will be able to

- Listen, converse, speak, present and explain ideas in groups and before an audience.
- Use ICT in effective communication.
- Understand about writing skills and enhance their expository writing skills.
- Implement their knowledge of communication in classroom discussion and in daily life.

Course outcomes:

- To describe ideas with clarity & relevance
- To interpret the role of ICT in effective communication
- To synthesize academic representation with effective writing skills
- To employ academic listening skills

Communication skills: Meaning, concept and components of effective communication.

- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre- presentation)

Expository writing:

Meaning, concept, Types and indicators for effective expository writing. Listening skills: meaning, concept and importance of listening skills. Academic listening- (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening and observing tone/mood and attitude at the other end, handling the situations especially trouble shooting, tele-conferencing, tele- interviews handling.

Practicum (any one of the following):
- Workshop on Development of Expository Writing skills.
- Workshop on Communication skills.

Note: - Mode of transaction of this course will be workshop.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	3
CO2	-	-	3	3	-	2	2	-
CO3	2	1	3	3	-	-	1	-
CO4	3	3	3	3	3	3	3	3

Course Title: Self-Development

Course Code: MED 193   **Credits: 2**

Course Objectives: The students will be able to

- Understand what they are and what they want to be?
- Take responsibility for self- development, self-exploration and self-evolution.
- Know oneself and through those knowing surroundings (including human and other living beings.)

Course Outcomes:

- To recognize the significance of yoga for integrated personality
- To practice stress relieving measures
- To discover the concept of self-development
- To assess the importance of human values

Course Content: -

- Themes such as gender, society and education, differently challenged abilities, psychosocial dimensions of exclusion and inclusive education.
- Concept of integrated personality and processes of its harmonious development.
- Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.
- Happiness, harmony: within me and with, others: society, nature, existence.
- Realization, understanding, desiring, thinking, Shanti, Santosh, Anand.
- Prosperity.
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Concept of self: Self-concept and self-esteem
- Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self-development.
- Concept of intelligence (multiple intelligence), emotional intelligence, spiritual intelligence.
- Prayer, Meditation (as anti-dote to stress management) & Mental Piece.
- Interaction with theatre personality/musician/artist.
- Conducting theatre workshop
- Maslow's Need Hierarchy Theory and Self-actualization.

Practicum (any one of the following):

• Workshop on self-development mechanism.
• Workshop on corporate living.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	1	2	-	1	-	-	-
CO2	-	-	-	-	2	2	1	1
CO3	3	2	2	2	3	-	2	2
CO4	3	3	3	3	3	-	3	-

SEMESTER - II

Course Title: Philosophical Foundations of Education

Course Code: MED 105   **Credits: 4**

Course Objectives: The students will be able to

- Understand the relevance of Philosophy as a liberal discipline and a critical inquiry process
- Undertake Philosophical enquiry as the basis of all educational endeavors
- Sensitize students to the concerns of human beings and the contributions of Philosophy there in
- Appreciate the contribution of Western philosophy and Indian Philosophy to Education

Course outcomes:

- To understand Indian and western philosophy and their educational implications
- To identify the relevance and contribution of western schools of philosophy
- To critically analyze and examine any philosopher
- To critically analyze educational issues and its relevance in the present scenario

Unit I: Philosophy of Education- Its nature and function

- Education as a disciplinary, interdisciplinary and multidisciplinary field.
- Functions of Philosophy: Speculative, Analytic, Prescriptive.
- Philosophical Methods used in Education: Analysis, Synthesis, Induction, Deduction, Dialectical.
- Fundamental Philosophical Domains-Epistemology, Metaphysics, Axiology
- Indian Philosophy and Education: - Axiology and Education: Critical appreciation of the contribution made by Upanishads, Bhagavad Gita, Buddhism, Jainism, Christianity, Islam, Sikhism, and to Education in terms of value development. Commonality of all religions in terms of human values.

Unit II: Epistemology and Metaphysics of Education

- Knowledge-Its meaning, nature, types.
- Methods of acquiring valid knowledge with respect to Nyaya & Yoga.

- Concept of human nature and its relation with society.   21

- Impact of philosophical suppositions on education made by some prominent schools of Indian philosophies viz Vedanta & Sankhaya.

Unit III: Recent Philosophical approaches to Education

- Realism
- Logical Positivism
- Existentialism
- Phenomenology
- Humanism
- Critique of the Scientific Method in the context of Education

Unit IV: Thinkers and their contributions to Education

Vivekananda, M.K Gandhi, Aurobindo Ghose, Jiddu Krishnamurti, B.R Ambedkar, Madan Mohan Malviya, Rousseau, John Dewey, Immanuel Kant, Jean Paul Sartre, Henry Giroux.

References:

- Giroux Henry (2011) On Critical Pedagogy, Continuum Press.
- Noddings Nel (2012) Philosophy of Education, West View Press.
- Paulo Freire (1996) Pedagogy of the Oppressed, Penguin Books.
- Brubacher (1950) Modern Philosophies of Education, McGraw Hill Book Co.   New York
- Gallnick D.M. & Chinn P.C. (1994) Multicultural Education in Pluralistic Society; N.Y. Merrill.
- International Education Commission Report (1997-98) Delors' Commission, UNESCO
- Kilpatrick W. (1967) Source book in Philosophies of Education an Introduction, MacMillan Company New York.
- Navratham R. (1958): New frontiers in east-west Philosophies of Education Orient, Bombay.
- Park Joe (1968) Selected readings in the Philosophy of Education, The Macmillan Co. London.
- Ross J. (1977) Groundwork of Educational Theory, Oxford University Press, Calcutta. Readings by Aurobindo, JP Naik, David Carr, Sartre.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	1	2	1	3	-	1	3
CO2	3	3	1	-	3	2	1	2
CO3	3	3	2	1	3	1	1	2
CO4	3	3	3	-	3	-	3	3

Course Title: Sociology of Education

Course Code: MED 106   **Credits: 4**

Course Objectives: The students will be able to

- •   Understand the social nature of education
- •   Realize the need of studying education with sociological perspectives
- •   Understand the relationship of different social institutions with education
- •   Understand the role of education and change

Course Outcomes:

- •   To understand the relationship between society and education
- •   To apply the principles of sociology of education in learning process
- •   To understand the role of new technology in the changing social content
- •   To understand and analyze the changing nature of society and education in 21st century

Unit I: Education and Sociology

- •   Need to understand education with sociological perspectives.
- •   Concept of sociology of education in contemporary scenario.
- •   Scope of sociology of education.
- •   Education, Culture and Socialization.
- •   Education as a sub system of social system.
- •   Education as a sub system of social system.

Unit II: Education and Social Structure

- •   Concept of social unity, unity and diversity of caste, class, religion, human language, gender in society with specific reference to Indian society with respect to living together.
- •   Concept of social equity and justice.
- •   Concept of Equality of Educational Opportunity.
- •   Relationship of education and social justice.
- •   Concept of inclusive education, inclusive schools and inclusive classrooms.

Unit III: Education, National Integration and International Understanding

- •   Education and politics.
- •   Education and globalization.
- •   Core values of Indian constitution and their inculcation.

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Unit IV: Education and Social Change

- Concept of social change, Education for sustainable development.
- Education as a means of social change: scope and limitations.
- Education for modernization, effect of liberalization-privatization- globalization (LPG).
- Education for gender equity.

References:

- Ambasht, N.K. (1971). A Critical Study of Tribal Education. New Delhi: S. Chand & Company.
- Gore M.S. (1967) Papers in the Sociology: Education in India, NCERT, New Delhi.
- Gore M.S. (1994) Indian Education: Structure & Process Rawat Publications, New Delhi.
- Ruhela S.P. (1970) Sociological Foundation of Education in Contemporary India, Dhanpat Rai, Delhi.
- Shepard Jon M. (1981) Sociology, West Publishing Co. St. Paul.
- Shukla Suresh Chandra (1985) Sociological Perspectives in Education A Reader, Chanakya Publication, Delhi.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	3	2	1	3	2	2	3
CO2	2	3	2	2	1	1	3	2
CO3	2	3	2	3	1	2	2	1
CO4	1	3	2	3	1	2	2	2

Course Title: Curriculum Studies in Education

Course Code: MED 107   **Credits: 4**

Course Objectives: The students will be able to

- Explain the significance of curriculum as a field of study in Teacher Education.
- Get sensitized to curriculum as a process, product and praxis.
- Develop critical understanding on various issues of curriculum as a discipline and across disciplines.
- Acquaint students with the different aspects of curriculum evaluation.

Course Outcomes:

- Identify various methods and approaches in transaction of curriculum for particular school subject

- Identify factors to optimize gaps between curriculum framing and teacher pedagogy

- Prepare and evaluate of different curricular materials, specific subject and teacher guide

- Critically evaluate present National Curriculum Frameworks 2000 and 2005

Unit I: Curriculum-Meaning and Foundations

- Concept of Curriculum, syllabus, programme of study, courses of study, domains of curriculum, curriculum objectives, course content, teaching learning experiences, evaluation.
- Curriculum as a field of study and its evolution
- Foundations of the curriculum: philosophical, sociological, psychological, and historical.
- Types of Curriculum with special reference to Hidden Curriculum.
- Social Reconstructionist curriculum: purpose, characteristics, role of teacher Humanistic Curriculum: Purpose, Characteristics, Role Teacher and Implications for Pedagogical practice, the classroom.
- Curriculum change (Determinants and the role of a teacher)

Unit II: Curriculum Planning and Designing

- Curricula objectives: Sources and Formulation.
- Curriculum Planning Framework: Need and Relevance

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- Brief overview of Curriculum Planning Frameworks in India with reference to NCFSE-2000, NCF-2005 and NCFTE 2009.
- Approaches to Curriculum Development-Subject centered, Learner centered, Community centered.
- Principles of Curriculum Development

Unit III: Curriculum Transaction

- Concept of instruction, instructional design and instructional media.
- Role of Communication in Effective Curriculum Transactions (Verbal and Non-Verbal)
- Qualities and Competences of a Teacher to engage as a critical Pedagogue.
- Factors influencing Curriculum Transaction
- Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching.

Unit IV: Assessment and Evaluation

- Curriculum Evaluation: Concept and Purpose
- Types: Formative and Summative
- Norm-referenced and Criterion -referenced.
- Continuous Comprehensive Evaluation
- Transparency and Objectivity in Evaluation

- Techniques of Curriculum Assessment and Evaluation
(i) Types of questions
(ii) Portfolios
(iii) Rubrics
(iv) Self-Assessment
(v) Peer Assessment
(vi) Content analysis
(vii) Grading
(viii) Computer Assisted Assessment

References:

- Dewey, J. (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.

- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	3	-	2	3	2
CO2	-	1	2	3	-	3	3	2
CO3	-	2	3	3	1	-	2	1
CO4	-	1	2	2	-	3	2	2

Course Title: Teacher Education

Course Code: MED 108   **Credits: 4**

Course Objectives: The students will be able to

- Get sensitized to the aims and development of teacher education in India.
- Develop an understanding of the teacher education curriculum in India.
- Acquaint with the competencies essential for a teacher for effective transaction.
- Get equipped with the skills to become effective and efficient teachers and teacher-educators.

Course Outcomes:

- To enable the students to understand the meaning, need, importance, aims, objectivesand scope of teacher education and appreciate the historical development
- To enable the learners to understand the structure, administrative agencies, curriculum methodology and evaluation of teacher education programs in the country
- To help the students to understand the evaluation procedure of pre-service and in-service teacher education programs in India.
- To understand the school functioning mechanisms

Unit I: Teacher Education in India: Historical Perspective

- Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels.
- Teacher Education in the Post-Independence Period
- Approaches to Teacher Education
- Recent Trends in Teacher Education and present scenario.

Unit II: Teacher Education Programmes and Institutions in India

- Teacher Education Programmes in India.
- Institutions and Agencies of Teacher Education its monitoringand implementation.
- Centrally Sponsored Schemes in Teacher Education-IASE, DIETs etc.
- Pre-service and In-service Teacher Education in India: Need, concept, objectives and techniques.

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Unit III: Teacher Education Curriculum and Transaction

- Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education– consecutive and integrated. NCFTE (2009) as prescribed by NCTE.
- Qualities of a good teacher- teaching skills.
- Competency-based teacher education: Quality assurance in teacher education.
- Initial and Continuing Education of Teachers and Teacher Educators.

Unit IV: Teacher Education through Open and Distance Learning- Innovations and Research in Teacher Education

- Open and Distance Learning: Need, Scope, Types and Characteristics.
- Use of Training Technology and Media& ICT in teacher education.
- Innovative Programmes for continuous professional development of school teachers
- Research in Teacher Education and scope of Action Research in teacher education.
- New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.

References:

- Gupta Arun K. (1984). Teacher Education: Current & Prospects New Delhi, Sterling Publications
- India, Ministry of Education; Report of the Education Commission (1964-66) Education & National development New Delhi publication division 1966.
- Kochar S.K. (1985). Methods & techniques of teaching 2nd & rev & enlarged edition, New Delhi, Sterling Publishers.
- NCF (2000), NCF (2005). NCERT Publication, New Delhi.
- NCFTE (2009). NCTE Publication, New Delhi.
- UNESCO (1976). Regional office for Education in Asia, Bangkok, Exploring, New dimensions in Teacher Education, Bangkok.
- UNESCO (1981). A System approach to teaching & learning procedures a guide for teacher Educators, Paris: UNESCO.
- Upasani N.K (1988). Effective college Teaching, Mumbai S.N.D.T Women's University.
- Upasani N.K. (1988). Planning for better learning Mumbai, S.N.D.T. Women's University.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	1	2	1	-	3	3	3
CO2	1	1	2	3	1	3	3	3
CO3	-	-	1	2	-	3	3	3
CO4	-	-	2	3	-	3	3	3

Course Title: Dissertation

Course Code: MED 194   **Credits: 4**

Dissertation

- Teacher educator will facilitate the areas of research related to educational issues.

- Students are expected to take up a research-based project on an area of

  interest, which is associated with optional/specialization course or challenges

  faced

  /Recent needs and trends.

- Identification of the problem and its statement.

- Preparation of Synopsis/Research Proposal.

Course Outcomes:

- To explore educational research problems.
- To prepare and present a research proposal.
- To develop research skills of administrating research tools and data collection.
- To use statistical techniques and software (SPSS) for data analyzing.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	3	1	3	3	3
CO2	1	-	1	1	-	-	-	2
CO3	2	-	-	2	1	-	2	3
CO4	3	1	2	2	3	1	2	2

Course Title: Internship in Teacher Education Institutions

Course Code: MED 195   **Credits: 4**

Internship will be organized with deputation to both pre- service as well as in- service teacher education institutions setting for 3 weeks such as CBSE, NUEPA, NCERT, SCERT, DIETs, IASE, NGOs, Curriculum Development Bodies, University Education Departments, Colleges of Education etc.

Necessary orientations to the students, teachers, concerned supervisor and teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Couse Outcomes:

- Internalize the working of teacher training institutions.
- Develop insight about the roles and responsibilities of teacher training institutions.
- Create an interface of theory and practice.
- Relate the understanding of functioning of teacher education institutions and develop teaching

skills Assessment (marks wise) is based on the following activities:

Activities	Marks
1. Mode of transaction, giving suggestive plan for improvement.	5
2. Observation of day-to-day activities of the institution and report ofan in-depth study of any two activities.	4
3. Participation and organization of Co-curriculum activities a. Cultural b. Literacy c. Games & sports d. Shramdaan e. Annual Day f. Seminar / Workshops	8
4. Teaching work five periods in any one compulsory paper of TEIand five periods in methodology of teaching.	10
5. Observation & supervision of five lessons in teaching subjects	5
Lingaya's Vidyapeeth	

6. Selecting two students and mentoring on psychology, social,academics and perspective, prepare a report.	8
7. Prepare reflective journal	5
8. 5 critical reviews with suggestions of lesson plan diaries, including supervisor's remarks	5
9. Participation in, any one, pre- or in- service teachers trainingprogramme for preparation of in- depth report on it.	5
10. Analyze nature & type of any one pre-or in-service teachers training programme organized by the institution	5
11. Prepare an evaluation Performa in pre- or in- service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.	10
12. Prepare a module for pre- or in- service teachers training programme and find its affectivity.	10
13. Review new trends in research of teacher education and draft a report.	5
14. Training report about arrangement of different departments of the school like a. Library management b. Administration and scoring of any five psychological tests. c. Science club. d. Office Records and maintenance of attendance register, teacher's diary & stock Register. e. Maintenance of technology department	10
15. Training report for evaluation process: - a. Construction of question paper b. Preparation for Examination. c. evaluation of answer books and preparation of result	5
Total marks	**100**

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	3	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3 33

Lingaya's Vidyapeeth

Course Title: ABMI -1   Credits:2
 MM:100   **Semester: 2**

Objectives of the Course:
- To foster a comprehensive understanding of the concept of development, learning and teaching.
- To critically examine different theoretical perspectives of learning and their applications with special reference to diverse socio-cultural context
- To understand various processes that facilitate the construction of knowledge
- To examine the concept, nature and theories of intelligence and motivation
- To reflect on the theories of personality and methods of adjustment.

Course Content:

Unit I: Development and Learning
- Learning and Teaching – Nature, Relevance and Relationship.
- Meaning, Nature and Nurture, Relationship between Development and Learning

Unit II Personality and Individuality
- Meaning and Nature of Personality
- Individual Differences-Concept and Meaning
- Role of Heredity & Environment in Individual Differences, Catering to individual differences through educational programs.

Unit III: Learning Concept
- Learning: concept, Importance, Types and Factors Affecting Learning
- Concept Of e-learning
- Constructivism
- Learning styles (VARK Model)

Unit IV: Evaluation in teaching Learning Process
Evaluation in teaching Learning Process concept, Needs, Characteristics of Evaluation
- Evaluation Devices-Written, Oral and Observation
- Types of Evaluation formative, Summative and Diagnostics Grading and its Types
- Continuous and Comprehensive Evaluation

Practical Assignments / Field Engagements (Any one):
 Group discussion on different types of personalities

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Course Expected Outcomes:

The students will be able to

CEO₁	establish the relationship between development and learning.
CEO₂	apply the various learning theories in the teaching-learning process.
CEO₃	appreciate the role of intelligence and motivation in fostering learning.
CEO₄	apply the various personality theories and concept of adjustment in the teaching-learning process.

Suggested Readings:

- Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.
- Bodrova, E. and Deborath J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Bodrova, E. and Leong, D. (1996). Tools of the Mind. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Elkind, D. (1976). Child Development and Education. Oxford University Press.

Course Title: ABMI -2   **Credits: 2   MM:100**
Semester :2

Objectives of the Course:
- To enable the student-teachers to master the theory and models of Experiential Learning,
- To enable them to identify the projectable and non-projectable course-contents of their methodology subjects,
- To enable them to transact the non-projectable topics through Experiential Learning,
- To enable them to make use of different methods of teaching through Experiential Learning,

Course Content:

Unit I: Fundamentals of Experiential Learning

- Concept and Features Experiential Learning,
- Experiential Education
- Elements/Conditions of Experience-based learning
- Principles, Role of teacher and students in experiential learning

Unit II: Experiential Learning Cycle

- What is Experiential Learning?
- Defining the Experiential Learning Cycle
- Kolb Theory of Experiential Learning
- Experiential Learning Methods

Unit III: Nature of Experiential Learning at Different School Levels
- Pre-primary Stage
  - Primary Stage-Lower and upper
  - Secondary Stage

Unit IV: Types of Experience-based Methods and Techniques

Method in Use-Transforming the Traditional Methods into Experiential Learning Modes- Question-answer Technique and Discussion Method, Problem Solving Method, Project-based Learning.

Progressive Types – Play-based Experiential Learning Methods- Games, Simulation, Roleplay.

Constructivist Learning Methods/Models- Concept of Constructivism – Types of Constructivism- Cognitive Constructivism, Social Constructivism, Radical Constructivism, Reciprocal teaching/learning Model, Inquiry-based Learning Model, Cooperative learning Model- Appraisal and Suitability of each model.

Practical assignments/field engagement (any one):

●   Visit a school lab/subject room of your teaching methodology paper, examine the materials, aids, stock registers, etc. kept there and write a report about the lab/subject room status, justifying how far it is serving the students' needs.
● Choose a suitable topic from your methodology paper and explain step by step how you will teach it through the Project Method.
● How are concrete experiences transformed to abstract conceptualizations? Take a suitable topic from your school subject and illustrate how Kolb would have done it.

Course Expected Outcomes:

The students will be able to

CEO$_1$	understand the fundamental concept and components of Experiential Learning.
CEO$_2$	reflect on various theories and models of Experiential Learning
CEO$_3$	critically evaluate the methods and techniques associated with Experiential Learning
CEO$_4$	recognize the scope of Experiential Learning at different school levels

Semester
III

Course Title: Advance Research Methodology

Course Code: MED 209   **Credits: 4**

Course Objectives: The students will be able to

- Understand concept, Characteristics & Themes of Qualitative& Quantitative Research.
- Examine different types of qualitative& quantitative research and their characteristics.
- Examine the concept of Qualitative& Quantitative Research.
- Develop a tool, which allows for the evaluation and data collection of Qualitative& Quantitative Research.

Course Outcomes:

- To understand descriptive and inferential statistical techniques.
- To learn tabulation of data and representation of graphs.
- To analyze qualitative and quantitative data in educational research.
- To differentiate and apply parametric and non-parametric inferential techniques.

Unit I: Introduction to Qualitative Research

- Meaning, concept and types of Qualitative Research.
- Relevance of Qualitative Research in education.
- Themes of Qualitative Research & research question.
- Ethnographic Approaches in Qualitative Research

Unit II: Qualitative Research- Approaches & Data analysis

- Qualitative research approaches-Phenomenology, Ethnography, Case studiesand Grounded theory Ethnography:
- Grounded theory: Goals, perspectives, Methods and steps of Ethnography. Theory, Participatory Research. Content & Trend analysis: Meaning, concept, assumption and steps.
- Phenomenology& Historical Research: Meaning, concept, assumption, and steps.
- Issues of reliability and validity of Discourse analysis.
- Coding of qualitative data – Axial coding, Selective coding
- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method analogies, meta-analysis & Triangulation of data.

Unit III: Introduction to Quantitative Research

- Quantitative Research: Meaning, concept, steps and characteristics.
- Relevance of Quantitative Research in education.
- Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
- Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.
- Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis, focus group discussions.

Unit IV: Quantitative Research Designs

- Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test- Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
- Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time- Series Design
- Expost facto research-design and variables, Simple cases of Casual-Comparative and Co relational research; necessary conditions for causation.
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive, Explanatory and Triangulation.

References:

- Best J.W. (2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing among Five Approaches. SAGE Publication.
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	2	3	3	-	-	-	-
CO2	-	1	2	3	-	-	2	2
CO3	-	2	3	3	-	1	2	1
CO4	-	1	3	3	-	1	1	1

Course Title: In-Service Teacher Education in India

Course Code: MED 210   **Credits: 4**

Course Objectives: The students will be able to

- Gain insight and reflect on the status of in-service teacher education.
- Reflect on the nature and objectives and components of in-service teacher education programmes
- Examine the existing teacher education curricula from the viewpoint of policy, its relevance to the demands of present-day school realities.

Course Outcomes:

- To analyze policies, reports and recommendations of Commissions and Committeeson Teacher Education
- To review National Curriculum Framework for Teacher Education 2009 and its implications in the schools.
- To identify the factors affecting professional development of teachers.
- To explore emerging trends, issues and research area of teacher education.

Unit I: In-service Teacher Education in India – Policy, Structure and Concerns

- Concept and need for continuing professional development of a teacher – areas of professional development
- In-service teacher education – meaning. National and state policies on in- service teacher education
- The structure for in-service teacher education –zonal, district, state, regionaland national level agencies and institutions.
- Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar, on line teleconferencing.
- In-service teacher education programmes in the Post-Independent India: organization and implementation.

Unit II: Organization and Evaluation of Foundation and Competency Development Courses

- The teacher as an adult learner – characteristics, his/her content and pedagogical needs and expected role.
- Selection, organization, transaction and evaluation of different components of teacher education curriculum – existing practices. Need for the academic calendar and timetable.
- Transactional approaches for the reinforcement of foundation courses – Expository, Participatory, Collaborative, and Inquiry.

- Transitive approaches for the development of skills and capabilities, use of ICT – audio, video, presentation and multimedia technologies in in-service teacher education.

Unit III: Trends of Research and Practice in Teacher Education

- Research on effectiveness of teacher education programmes – characteristics of an effective in-service teacher education programme.
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation, the role and scope of action researchfor teachers and teacher educators.
- Networking of institutions of teacher education – University, SCERT, NCTE, NCERT, UGC, IASE and DIETs for creating and strengthen in-service structure and programmes at various levels.
- Issue of duration, commercialization, irrelevance and poor quality in teacher education, curriculum renewal

Unit IV: Planning, Organizing and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget
- Designing an in-service teacher education programme – steps and guidelines assessment of training needs, formulation of training curriculum, preparation of course material
- Organizing an in-service teacher education programme – common problems faced by a teacher/teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Redefining the characteristics of an effective in-service teacher education programme.

References:

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- NCERT (2005). National Curriculum Framework. NCERT: New Delhi.
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	2	2	-	3	3	3
CO2	-	2	3	3	-	3	-	2
CO3	1	1	2	2	-	3	1	2
CO4	2	1	1	1	-	3	-	3

Course Title: Elementary Education in India: Administration and

Management Course Code: MED 211   **Credits: 4**

Course Objectives: The students will be able to

- Sensitize the student teachers with the need and relevance of Elementary Education as a foundation stage.
- To reflect on the various concerns of Elementary Education including Access, Enrolment, Retention & Achievement
- To gain insight into   factors promoting the Universalization of Elementary Education
- Develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage

   Course Outcomes:

- To understand current practices, status, recent initiatives and future prospects of Elementary Education in India.
- To study the implementation of RTE Act and SSA influencing Elementary Educationin India.
- To discuss specific issues and concerns related to successful management and administration at elementary level of education.
- To survey research in achieving UEE.

Unit-I Elementary Education: Concept and Provisions

- Meaning and Scope of Elementary Education
- Constitutional Provisions to achieve UEE (Including RTE and its critique)
- Government   Policies   and   Steps   for   UEE   since Independence: Recommendations of Kothari Commission, NPE 1986, PoA 1992
- Relevance of MDGs (Millennium Development Goals) with respect to UEE in India

Unit-II Programmes and Initiatives to achieve UEE in India

- District   Primary   Education   Programme: Aim,   Objectives, Strategies, Achievement
- Relevance of 73rd. and 74th constitutional amendment w.r.t. empowerment ofPRIs
- Sarva Shiksha Abhiyan: Programme, Objectives, Interventions with respect toAccess, Enrolment, Retention and Achievement
- Monitoring, Research, Evaluation of specific schemes like Mid- Day Meals,Operation Black board, and Establishment of VECs in India
- Recommendations of the 12th Five Year Plan on Elementary Education (Includingthe critiquing of the same with respect to allocated budget and Programme Interventions)

Unit- III Elementary Education in School: Issues and Concerns

- Availability and Management of Resources:
  - Physical Resource Management – Management of the School plan
  - Human Resource Management – Management of the School Staff, Delegation of Roles and Responsibilities (Need and Relevance) Democratic Decision Making: Need and Purpose
  - Financial Resource Management: Process and Procedure including Zero Budgeting and Performance Budgeting
- School Effectiveness: Parameters and Quality concern – Role of the School Head and Teachers in creating a Joyful learning environment
- Problems of Wastage and Stagnation in School: Concept and Remedies
- School Supervision: Need, Purpose; Role of Head, Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision

Unit- IV Elementary Education: Research and Innovation

- Launch of Innovative Programmes to strengthen Elementary Education: Hoshangabad Vigyan Project, B. El. Ed. Programme, and D.El.Ed. Laadli scheme
- Financing of Education in India (Centre- State Relationship, Mobilization of Resources): Perspective from Research Findings.
- Critical Action Research Areas in School and the Classroom with respect to Elementary Education.

References:

- Government of India (1986). National Policy on Education, New Delhi, MHRD.
- Hayes, Denis (2008). Elementary Teaching Today: An Introduction. Routledge Publications.
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	1	1	3	2
CO2	1	-	1	1	1	2	1	-
CO3	2	-	-	2	3	1	2	2
CO4	1	2	3	3	1	2	2	2

Course Title: Planning & Management at Secondary & Level

Course Code: MED 212   **Credits: 4**

Course Objectives: The students will be able to:

• acquaint themselves with the need, scope and purpose of
educational planning in terms of national and community needs.
• determine and implement objectives of planning based on
individual needs of the students.
• know different programmes and policies for realizing the
constitutional obligations related to secondary education in India.
• develop an idea about the structure of secondary education in India

Course Outcomes:

- To explain the students about the need and importance of institutional planning.
- To understand commissions, policies and schemes related to secondary education.
- To determine the conceptual framework of management and administration of secondary education in India.
- To apply the various principles and techniques of educational planning in secondary education

Unit I: Introduction to Secondary Education

- Meaning, aims, objective of secondary education
- Purpose, function & Indigenous system of Secondary education.
- Secondary Education in India – Historical Perspective, pre- and post-independence.
- Constitutional Provisions and center-state relationship in India.
- Recommendations of various committees and commissions: Secondary
  Education Commission, Kothari commission, Programme of Action,
  1986,

NPE, Ramamurti Review Committee Janardhan Reddy Committee,
Yashpal, Committee, RMSA and NCF-2005.
- Constitutional provisions related to secondary education.

Unit II: Institution Planning

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Evaluation of Institutional Planning.
-Difference between inspection and supervision.

Unit III: Principles and techniques of Educational Planning

- Formulation of aims and objectives.
- Methods and techniques of planning.
- Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach.
- Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning,
- New approach to planning: Planning, Adoption, Execution

Unit IV: Educational Management

- Meaning, Concept and need for management at secondary school level.
- Management at Nation: MHRD, CABE, NCERT
- State, District, Sub-district level.
- Management of educational Institution at secondary school level.
-Type of Management, Effective management, Co-ordination, Supervision & Inspection.
-TQM in Education and Educational Administration
-Recent Trends in Research and Innovation in the field of
   Educational Management

References:

• Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
• Govt. of India (1953) Report of Secondary Education Commission, New Delhi
• Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
• Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	3	3	1	3	2	2
CO2	2	2	3	3	1	3	3	3
CO3	1	-	2	1	2	3	-	3
CO4	-	2	3	3	2	3	-	3

Course Title: Issues and Curricular Concerns at Elementary Level

Course Code: MED 213   **Credits:**

4

Course Objectives: The students will be able to

- Understand various schemes & programmes of Govt. for elementary education.
- Study effective practices with various curriculum transaction strategies.
- Find out research trends in elementary education.
- Select and use appropriate assessment practice to meet the needs of the students.

Course Outcomes:

- To develop curricular material for elementary level.
- To make aware about the pedagogical theories, strategies and techniques.
- To understand the curriculum, principles, basis at elementary level.
- To observe the classroom learning and A-V aids used by the teachers

Unit I: - Issues & concerns of Elementary Education

- Major quality dimensions of elementary education and Quality monitoring tools.
- Quality issues at upper elementary stage: - teacher qualification, competency, subject specific deployment in schools, training needs of teachers, classroom-based support and supervision issues. Minimum Level of Learning, Quality Assurance.
- Alternative Strategies for achieving UEE and implementing RTE act.
- Dialect, drop out, socio-economic issues, inclusive education.
- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and improvement of the System; building accountability

Unit II: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivist base of curriculum
- Joyful learning, Teachers and Pedagogical Attributes
- Life skill education & creativity
- Analysis of Elementary Education Curriculum
- Role of I.C.T.
- Research Trends in Elementary Education

Unit III- Type of schools & Pedagogy

- Child centered pedagogy: Process of knowledge construction for developmentof concepts, understanding, logical reasoning, critical thinking and problem solving.

- Type of school & their contribution to society
- Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

Unit IV- Innovative alternative schools in Elementary Education

- Pedagogical analysis of the subject contents: Critical Pedagogy. Criticalanalysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo Pestalozzi, Montessori and Iguchi with special reference to their relevance in teaching learning.
- Innovative Educational Programmes in India

References:

- Aggarwal, J.C. (2005). The Progress of Education in free India. Arya Book Depot: New Delhi.
- Chaube, S.P. (2011). History and Problems of Indian Education. Agrawal Publications: Agra.
- Ronald C. Doll. (1978). Curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., Massachusetts.
- NCERT (2005). Position paper on Teacher Education for Curricular Renewal, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Framework on School Education, NCERT (2005).

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	2	1	1	3	2
CO2	1	-	1	1	1	2	1	-
CO3	2	-	-	2	3	1	2	2
CO4	1	2	3	3	1	2	2	2

Course Title: Issues & Curricular Concerns at Secondary Level

Course Code: MED 214   **Credits: 4**

Course Objectives: The student will be able to:

• Examine the status of development of secondary education in India after Independence.
• Identify the problems issues of secondary school teachers and visualize the
impact of Rights of children to free and Compulsory Education Act, 2009
for universalization of Secondary Education
• understand different programmes and agencies for ensuring the quality
of secondary education in India
• Reflect upon different issues, concerns and problems of secondary
educationin India.

Course Outcomes:

- To examine the status of development of secondary education in India after Independence
- To understand the problems and challenges related to secondary education
  - To develop research insight for curriculum development in secondary education
  - To understand the nature and uses of different types of tools and techniques
    of evaluation in secondary education

UNIT I: Quality in secondary Education

- Concepts, indicators of quality, setting standards for performance.
- Continuous professional development of teachers.

-Teacher selection test CTA, SAT etc. and in-service programme
-Privatization of secondary education.
- Present status of quality education in India (status and prospects) - Dolor's
- Commission Report regarding quality- Professional enrichment of
secondary teachers (different in-service programmes for ensuring quality, -
different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc.

UNIT-II Issues & Concerns

- Challenges related to Universalization of Secondary Education, RMSA.
- Problems and Strategies of Alternative Schooling at Secondary
school Stage.
-Challenges / strategies / intervention in relation to access,
enrolment, dropout, achievement and equality of educational
opportunities
-Problems of education for girls, disadvantaged and differently abled
children and slow learners and interventions to solve the problems

-Type of schools and their contribution to society.
- Issues of quality in secondary and senior secondary education.
- Management system of secondary education - role of Department
of Education, Directorate, Inspectorate and NGO's.

Unit III: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum
-Joyful learning, Teachers and Pedagogical Attributes
- Research in curriculum
- Life skill education & creativity
- Analysis of Elementary Education Curriculum • Role of I.C.T.
- Research Trends in Elementary Education.
- Critical appraisal of present Secondary School curriculum in the state.
-ICT, Blended learning.

UNIT IV: Assessment and evaluation in secondary school level.

-Meaning, nature and functions of evaluation & assessment, difference between
assessmentand evaluation, testing, appraisal and examination, Types of assessment formative,
diagnostic and summative assessment.
- New trends in evaluation – grading, internal assessment, semester system,
CCE,On Demand Examination System.
-Critical appraisal of the present evaluation system at secondary school level.

References:

• Aggarwal, J.C, (2005) "The Progress of Education in free India, "Man Singh
Arya book Depot, 30 Naiwala. Karol bag, New Delhi-110005
• Chaube, Dr. S.P, (2011), "History and Problems of Indian Education
"Agrawal Publications, Jyoti Block Sanjay place, Agra-2
• Ronald c. Doll, (1978) "curriculum Improvement Decision Making and
Process, Allyn and Bacon, Inc., 470, Atlantic Avenue, Boston, Massachusetts
02210
• NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
• NCERT (2005): Position paper on Teacher Education for Curricular Renewal,
New Delhi.
•NIOS: On Demand Examination System (2003).
• Report of the Education Commission (1964-66).
• Report of the National Commission on Teachers (1983-85).
• National Curriculum Frameworks for Teacher education, 2009
• National Curriculum Framework on school education, NCERT (2005).

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	1	1	1	1	3	-	1
CO2	2	2	-	-	2	3	2	2
CO3	-	1	-	2	-	-	-	2
CO4	-	2	3	3	1	2	1	2

Course Title: Internship in school

Course Code: MED 296   **Credits: 4**

Course Objectives: The students will be able to

- Experience and understand the academic and social environment of school as social Institution.
- Observe and list the developmental needs of students.
- Identify and workout practical solutions of different types of problems.
- Develop teaching competence through practice teaching and social modelling.

Course outcomes:

- To develop an understanding of technicality of teaching roles.
- To acquaint with the content organization and various activities held in Elementary schools.
- To develop with pedagogical competencies to pre-service and in-service teachers of Elementary schools.
- To examine the contributory role of teachers at Elementary Level.

Select any two activities from each group given below:

Group I:

Activity
Prepare a report after analysis of private/innovative/alternative schools, which developtheir own curricular or Co-curriculum activities/material or any innovation.
Working with community based on any project of social welfare.(Submission of activity report)
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Laying down of minimum levels of learning and their incorporation in curricula,textbooks and teaching process.

Group II:

Activity	Marks
Preparing a suggested comprehensive plan of action for some aspects of school improvement	10
Prepare portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	10
Analysis of textbook from the perspective of peace.	10
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy onEducation have been incorporated or not.	10
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.	10

Group III:

Activity	Marks
Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching.	20
Learning achievement surveys (baseline, midterm and end term) wouldbe made to track children's performance over the period.	10
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	10
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	10

Group IV:

Activity	Marks
Exhibition of work done by the students during the internship programme.	10
Seeking reactions of students, headmasters/ principals/ cooperatingteachers and supervisors with respect to the school environment.	10
Interaction with head teacher, management, teachers and non-teachingstaff for preparation of a report on school environment. **(Physical, psychosocial, and sustainability issues).**	10
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	10
Conduct a programme in school with/in association of local workmen in school activities.	10

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	3	3	3	3	3	3	3
CO2	-	1	2	3	-	1	2	2
CO3	-	2	3	3	1	1	3	2
CO4	-	2	3	3	1	1	2	1

Course Title: Dissertation (Progress report)

Course Code: MED 297   **Credits: 2**

To give the background of the problem, Review of the related literature, framing a research design, selection of tools, collecting and using data in thought provokinglyand in a convincing manner, analysis and tabulation of data. Writing of Research Reports with up-to-date references.

Course outcomes:

- To develop the skills of reviewing the literature.
- To develop critical thinking and research attitude.
- To collect and analyze the research data.
- To develop an insight to solve educational problems in scientific manner.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	2	2	3	1	3	3	3
CO2	1	-	1	1	-	-	-	2
CO3	2	-	-	2	1	-	2	3
CO4	3	1	2	2	3	1	2	2

Course Title: Academic Writing

Course Code: MED 298   **Credits: 2**

Course Objectives: The students will be able to

- Reflect on their communicative behavior.
- Improve their communicative behavior performance
- Build capacities for self-criticism and facilitate self- growth.
- Enhance their listening & writing skills.

Course Outcomes:

- To develop the need for writing process.
- To summarize in one's own words.
- To modify their writing skills.
- To pivot critical thinking to structure an argument.

Course Content:

- Academic Writing Need and Purpose
- Introduction to the Writing Process
- Introduction to the Conventions of Academic Writing
- Selection of topic, thesis statement, developing the thesis, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherenceand cohesion, descriptive, narrative, expository and argumentative writing.
- Writing in one's own words: Summarizing and Paraphrasing
- Writing skills such as report writing, note taking.
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources

Practicum (any one of the following): -

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop/conference and write a report on entire programme.
- Workshop on academic writing skill and report writing.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	1	2	-	-	-	-	-
CO2	-	2	2	1	-	-	-	-
CO3	-	1	-	-	-	-	-	-
CO4	-	1	3	2	-	-	-	-

COURSE TITLE-DIGITAL LITERACY EDUCATION   CREDIT 2

Course Objectives:
- To understand the significance of digital literacy and its evolution.
- To differentiate digital education from traditional methods and recognize its pros and cons.
- To familiarize with essential digital tools and maintain netiquette in online interactions.
- To gain proficiency in interactive tools like Microsoft Teams, Google Classroom, and Zoom.

Learning Outcome

By the end of this course, students will be able to:

- Understand the importance and historical development of digital literacy.
- Differentiate digital education from traditional approaches and evaluate its advantages and disadvantages.
- Apply netiquette guidelines to online interactions and become comfortable with digital tools.
- Proficiently use interactive platforms such as Microsoft Teams, Google Classroom, and Zoom.

UNIT I: Introduction to Digital Education
- Meaning of Digital Literacy, Evolution of Digital Education.
- Role & Significance of Digital Technology, Netiquettes
- Digital education vs traditional education, advantages, and Disadvantages of digital education

UNIT II: Digital Education Tools
- Information & Communication Technology- Meaning and Components
- Interactive tools- Microsoft Teams, Google Classroom, ZOOM meeting, Stream yard
- Creative Online Tools - Google Slides, Google Spreadsheets, Google Forms, YouTube

UNIT III: Using Spread Sheet
- Introduction
- Objectives
- Elements of Electronic Spread Sheet
- Opening of Spread Sheet
- Addressing of Cells Printing of Spread Sheet Saving Workbooks Entering Text, Numbers and Dates

UNIT IV: Virtual Communities

Government initiatives for Digital Education in India: DIKSHA, SWAYAM, SWAYAM PRABHA, E-Pathshala, National Digital Library of India (NDL India), VIDYADAAN, Digi Locker.

Advantages & Challenges in digital education in India. **Suggested Readings:**

1. Allan Martin & Dan Madigan(2018) Digital Literacies for Learning, **Online ISBN:**9781856049870, **DOI:**https://doi.org/10.29085/9781856049870
   Publisher Facet.
2. Bow Valley College (2017) 'Digital Literacy: Computer Skills, Netiquette & Internet Safety'. Available at: http://bowvalleycollege.libguides.com/digital-literacy
3. Cornell University (2009) `Digital Literacy is`. Available at: http://digitalliteracy.cornell.edu/
4. Denison University Libraries (2017) `Digital Tools'. Available at: http://libguides.denison.edu/digitaltools .

COURSE TITLE-DIGITAL LITERACY EDUCATION   CREDITS- 4

Course Objectives:
- To understand the significance of digital literacy and its evolution.
- To differentiate digital education from traditional methods and recognize its pros and cons.
- To familiarize with essential digital tools and maintain netiquette in online interactions.
- To gain proficiency in interactive tools like Microsoft Teams, Google Classroom, and Zoom.
- To utilize creative platforms such as Google Slides, Spreadsheets, Forms, and YouTube for teaching and learning.
- To explore Indian government initiatives for digital education, including DIKSHA, SWAYAM, and NDL India.
- To participate in virtual communities through blogs, social networks, forums, and mailing lists.
- To recognize cyber threats and their implications.
- To implement cyber security practices like strong passwords and safe internet browsing.

Learning Outcome

Students will:

- Understand the importance and historical development of digital literacy.
- Differentiate digital education from traditional approaches and evaluate its advantages and disadvantages.
- Apply netiquette guidelines to online interactions and become comfortable with digital tools.
- Proficiently use interactive platforms such as Microsoft Teams, Google Classroom, and Zoom.
- Effectively employ creative tools like Google Slides, Spreadsheets, Forms, and YouTube for educational purposes.
- Evaluate and engage with Indian government digital education initiatives.
- Actively participate in virtual communities using various online mediums.
- Identify potential cyber threats and comprehend their consequences.
- Implement essential cyber security measures including password management and safe internet usage.

UNIT I: Introduction to Digital Education
- Meaning of Digital Literacy, Evolution of Digital Education.
- Role & Significance of Digital Technology, Netiquettes
- Digital education vs traditional education, advantages, and Disadvantages of digital education
- Modes of Digital Education
- Health & Mental Wellness during Digital Education (Ergonomic Aspects, Yoga, Exercise, Mental Wellness.)

UNIT II: Digital Education Tools
- Information & Communication Technology- Meaning and Components
- Interactive tools- Microsoft Teams, Google Classroom, ZOOM meeting, Streamyard
- Creative Online Tools - Google Slides, Google Spreadsheets, Google Forms, YouTube
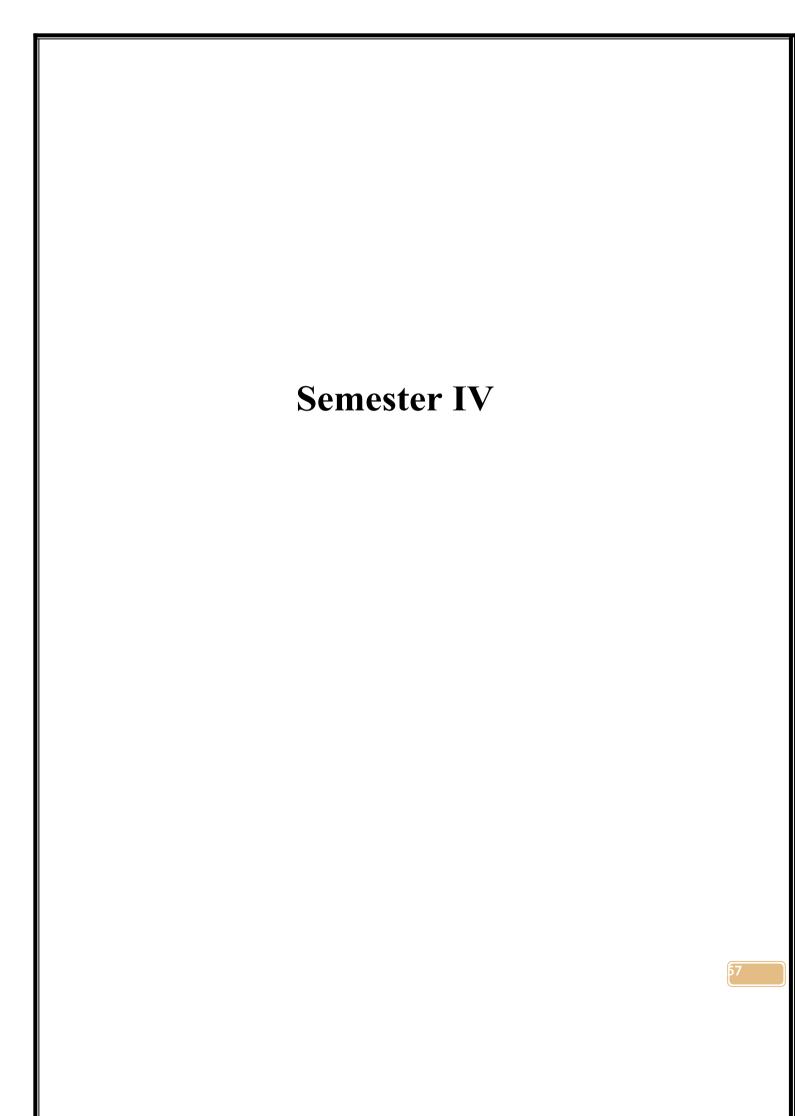
UNIT III: Virtual Communities
- Government initiatives for Digital Education in India: DIKSHA, SWAYAM, SWAYAM PRABHA, E-Pathshala, National Digital Library of India (NDL India), VIDYADAAN, Digi Locker.
- Sharing thoughts and Ideas: Blogs, Social networking Websites, Discussion forums, and Mailing lists
- Advantages & Challenges in digital education in India.

UNIT IV: Cyber Security: -
- Cyber Crimes: Concerns and Implications
- Cyber Security: Software Piracy and Legal Remedies, Plagiarism and Fair Use

- Data Security and protection: Concept, Creating Strong Passwords; Measures to Stay Safe While Surfing on The Internet

Practical (Entailing Hands-on Experience Individually)
- Construct ICT based Tests / Quizzes using ICT Resources
- Create a Google Classroom, add five peers as the students and post a PPT/Video/Link/PDF and give one assignment.

80

56

Semester IV

Course Title: Advance Curriculum Theory

Course Code: MED 216   **Credits:**

4 Course Objectives: The students will be able to

- Enhance quality of syllabus, after understanding of curriculum and conceptof syllabus/analysis.
- Develop expertise/specialize in curriculum theories, models and analysis of syllabus.
- Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- Understand appropriate textbooks, syllabus and other curriculum material.

Course Outcomes:

- To develop an understanding of curriculum development approaches and curriculum designing
  - To develop an understanding of curriculum planning
  - To explain the tools and techniques in curriculum assessment and pedagogical practice
  - To develop an understanding of critical analysis of curriculum

Unit I: Curriculum Theories

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- Meaning and nature of curriculum theory and curriculum models, difficultiesin evolving curriculum theories.
- Approaches to curriculum theory: scientific- technical, humanistic, system.
- Models of curriculum development-inductive and deductive.

Unit II: Analysis of Syllabus

- Criteria for analyzing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of textbook.
- Pedagogical analysis, concept mapping.
- Criteria for Text book Evaluation: - Physical Aspects, presentation of content and its organization in the text books

  a. Content and Organization of curriculum.

b. Methodology of development of curricular materials
viz., workbooks, teacher handbooks.

Unit III: Model of Curriculum Evaluation

- ▣ Tyleis Objective Model, Case Study/Stake's responsive Model, Decision Making/CIPP Model.
- ▣ Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

Unit IV: Elementary Curriculums in India

- ▣ Critical analysis of curriculum: concept, importance and process
- ▣ Study of different state (any two) curriculum
- ▣ Curriculum Development in NCERT and SCERT

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	3	2	2	2	1	1
CO2	1	2	3	1	1	3	-	-
CO3	1	2	3	3	2	3	2	1
CO4	2	2	3	3	1	3	-	2

Course Title: Policy, Planning and Financing of Education

Course Code: MED 217 **Credits: 4**

Course Objectives: The students will be able to

• To sensitize students to the factors affecting Educational Planning in India.
• To develop critical understanding of the dynamics of Educational Management.
• To examine the process and procedures related to financing of Indian Education.
• To analyze the recent trends in Educational Management in India.

Course Outcomes:

- To develop an understanding of the concept of policy planning.
- To understand the issues and trends of financing of elementary education.
- To contrast the students about role of various bodies promoting educational planning.
- To devise the role and latest developments of different educational bodies in educational planning and management.

Unit I: Indian Education: Planning and Policy

- Concept, Scope and Dimensions of Educational Planning
- Approaches to Educational Planning
- Educational Planning at the National, State, District and Institutional Level
- Policy Formulation: Process and Implementation Analysis, Issues and Policy
- change at national and state level affecting Indian Education

Unit II: Management of Education: Meaning and Scope

• Nature, Scope and Functions of Educational Administration and Management.
• Management Styles: Autocratic, Democratic, Lazes faire.
• Theories of Management and their Implications for Education.
• Total Quality Management in Education: Concept, Stages of TQM, Need and Relevance in Indian Education.

Unit III: Financing of Education

• Education as Investment
• Financing of Education in India since Independence
• Sources of Finance
• Budgeting of Education: Types and Procedures
• Provisions of Financing Education in the 12th Five-Year Plan

Unit IV: Recent Trends in Educational Management in India

• Globalization and Internationalization and their Impact on Educational Policy
• Decentralized Planning and Management: Problems and Issues
• Institutional Autonomy and Accountability
• Assessment and Accreditation in Education: Concept Role of ISO, QCI, NAAC.

References:

• Blaug. Mark (1972): An Introduction to Economics of Education, Allen
lane. London, Penguin. Cohn E and T.
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	-	2	1	-	3	1	1
CO2	-	-	-	-	2	3	-	-
CO3	1	1	2	2	1	3	-	-
CO4	-	-	3	3	-	3	-	2

Course Title: Educational Technology

Course Code: MED 218   **Credits: 4**

Course Objectives: The students will be able to

• Appreciate the relevance of Information and Communication Technology
in education.
• Develop an understanding of Media Technology and Instructional System
foruse in education.
• Acquaint with the nature, forms, research trends and applications
of Educational Technology.

Course Outcomes:

- To understand the systems approach to education and communication theories
  and modes of communication.
- To correlate instructional design and modes of development of self-learning material.
- To develop basic skills in the production of different types of instructional material.
- To interpret recent innovations and future perspectives of Education Technology.

Unit -I: Instructional Technology

- Educational Technology (E.T.): Historical development, Evolution, Concept,
- Types and Scope.
- Teaching: different concepts and their implications.
- Various levels of Teaching and Learning.
- Instructional Theory: Concept, nature and types, with special reference to
- Cognitive Construct Theories (Bruner and Ausubel), Task Analysis Theory,
- Systems Approach and Information Processing Theory.
- Instructional Procedures: Teaching of Concepts and Principles. Teaching for
- problem solving.
- Models of Teaching: Concept, nature and major types, with special reference
- to CAM, An OM, ITM (Suchman), Jurisprudential Inquiry.

Unit- II: Instructional Media and Theory

- Communication:
- concept, process and components: Unidirectional and
- interactive communication.

- Teaching-learning as a communication
- process, factors influencing classroom communication.
- Media: Concept, characteristics, uses and limitations of various media.
- Media-selection and integration, multi-media packages and their uses in
- formal, non-formal and distance education. Media development policy,
- programmes and strategies.

Unit- III: Instructional Design

- Instructional Design: Concept and componel1ts. Individualized Instruction
- (Programmed instruction, Keller's plan, Mastery learning), small-group
- instruction, Large-group instruction.
- Teacher Behavior Modification: Micro-teaching, Simulation, Interaction
- Analysis, Competency Based Teacher Education.
- Open/Distance learning systems –Concept, need characteristics and
- scope, nature of learning materials, evaluation and feedback.

Unit IV: Recent Trends and Research in Educational Technology

- Research in Educational Technology -trends and priority areas.
- Information Technology in Education
- Development of Teaching Learning Material, Development of self-learning
- material and audio video material
- Interactive multimedia and their use.
- Role of CIET, UGC, IGNOU etc. in promoting education technology

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- Vikas Publishing House Pvt. Ltd.
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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	2	3	3	1	2	2	2
CO2	-	1	3	3	-	2	1	-
CO3	-	-	3	3	-	-	3	1
CO4	-	3	3	3	-	3	3	3

Course Title: Issues, Planning and Policies of Elementary

Education Course Code: MED 219   **Credits: 4**

Course Objectives: The students will be able to

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality
  in elementary education.

Course Outcomes:

- To understand the constitutional provisions for Elementary Education
- To analyze the development process of Elementary Education.
- To assess the outcomes of Elementary Education.
- To describe the role of various programs for enhancing Elementary Education

Unit I: Vision and mission

- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Quality Assurance in Elementary Education
- Constitutional provisions regarding role of central and State Govts.
  for providing elementary education.

Unit II: Concerns in Elementary Education

- School Effectiveness, Classroom Climate and Teacher Attributes, Joyful learning, Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers. Quality of Elementary Education.
- Problems of equity and equality of opportunities.
- Management of Resources: Manpower Planning, Recruitment;
  Budget Constraints Planning for School
- Inspection, Supervision and Monitoring.
- Innovative Approaches: Activity Based learning Experiment

Unit III: Policies & Programs of Elementary Education

- Minimum Levels of Learning (MLL).

- Interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

Unit IV: Financing and Planning of Elementary Education

- Meaning, nature and scope
- Economic development and financing of education
- Financing of education in India: Centre- State relationship, mobilization of resources
- Cost Benefit Analysis in Education
- RTE Act 2009-analysis and implications for curriculum planning, teaching methodology and evaluation.

References: -

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	2	3	1	1	3	-	3
CO2	3	3	3	3	3	3	-	3
CO3	-	2	2	3	2	3	3	3
CO4	-	1	2	3	1	3	2	3

Course Title: Peace Education

Course Code: MED 220   **Credits: 4**

Course Objectives: The students will be able to

• Appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
• Develop skills among teacher trainees in human values, harmonious living with co- existence.
• Create awareness among student teachers for development of activities for peace and harmony education.
• Articulate and identify the activities & programmes for promoting peace and harmony.
• Understand Vedic Darshan of international work for promoting peace values.

Course Outcomes:

- 🎬 To differentiate peace and peace education, their relevance and connection in inner harmony as well as harmony in social relationships across individuals and groups based on constitutional values.
- 🎬 To understand the critical pedagogy of peace education
- 🎬 To modify self by continual reflection leading to reduction in stereotypes and transcending barrier of identity and socialization.
- 🎬 To explain the importance of skills and strategies of assessment of the peace-building processes.

Unit I: Peace Education- Concept and Scope

• Peace: Meaning, nature and its relevance relating to the present global scenario,
• Ideal vs Pragmatic definition of Peace.
• Different sources of peace: Philosophical, Religious, Social, Secular and Psychological. Classification and analysis of peace: - Individual and social, Positive and negative peace, concept, characteristics,
• Role of different organizations like UNESCO in Peace Education.
• Peace in the minds of men, culture of peace and non-violence, positive personality development.
• NCF 2005 recommendations on Peace Education: nurturing of knowledge, skills, attitudeand values of a culture of peace for shaping individuals.

Unit II: Peace Education- Agencies and Methods

• Family and Home: first school of peace education
• Role of community, school, family and neighbors in peaceful values inculcation.

• Importance of co-existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies.
• Peace education –objectives, scope and its relevance: inculcating duty consciousness in individuals.
• Role of Peace educators as motivators, trainers and guides.
• Methods for peace education: introspection, imbibing values and application of principles in daily life.
• Ongoing researches in the field of peace education – present scenario and suggestions.

Unit III: Education for International Peace & Understanding

• Nationalism & Internationalism
• Needs for developing International Understanding & Peace.
• Guiding principles for education for International Understanding and peace: non-violence, conflict resolution, pacifism, international mediation and courts of justice and peace building.
• Barriers for developing International Understanding & Peace: just warism and terrorism.
• Recommendations of International Commission (Dolor's Commission) on International Understanding & Education for Peace.

Unit IV: Role of Educational Institutions in propagation of Peace Education

• School's programmes: United Nations programmes of peace in minds of men, culture of peace and learning ways to peace.
• Application of conflict resolution on individuals, society, national and international scenarios.
• Importance of Human rights as a duty
• Teaching about Human Rights.
• Teaching about other countries-History, Geography, Civics, Science & Literature.
• Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc.
• Role of Teacher with respect to transaction of Peace Education

References:

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	1	1	-	-	-	-
CO2	1	1	3	3	2	2	2	2
CO3	3	3	3	-	1	-	-	-
CO4	-	1	3	2	-	1	1	-

Course Title: Educational, Vocational Guidance

Course Code: MED 221   **Credits: 4**

Course Objectives: The students will be able to

• Understand the basic principles of guidance & counselling and the application of the same tothe process of education.
• Develop practical knowledge of the various techniques used in counselling.

Course Outcomes:

- To determine the history of guidance and counseling in India
- To relate the importance of guidance and counseling at primary, middle and secondary level
- To understand various techniques adopted for vocational guidance and counseling
- To develop knowledge of various techniques and tools for assessing mental health of learners

UNIT- I: Nature of Guidance

- Concept, importance and areas of guidance –educational guidance, vocational guidance and personal guidance.
- Organization of guidance services in schools-need, principles and mechanism of organizing guidance functions, ethical and legal guidance.
- Occupational information- meaning and need, method of imparting occupational information, sources of occupational material in India.

UNIT- II Planning and Organizing Guidance Programme

- Group Guidance: Meaning, Scope, Principles, Types.
- Guidance for promoting self-discipline in a school: Causes for indiscipline,
- Anger Control, Yoga and Meditation for Self-Discipline, Self-Management.
- Understanding Programme Management: Personal, Finance and Facilities.
- Developing Guidance programme at Primary level, Middle level and Secondary & Senior Secondary level
- Guidance for Children with Diversity: Children within Sensory and Motor Disabilities, Children with Learning Difficulties, Exceptional Children, Gifted Children, Children with Divergent Socio-Cultural Background.
- Guidance for Human Development and Adjustment.

UNIT-III: Career Development and Vocational Guidance

- Understanding the concept of work, career and vocation: preparing for future.
- Theories of Career Choice and Development (Trait Theory, Theory of Occupational Choice).
- Career Development of Women: Current Status, educational Needs and problems, factors, process.
- Assessment and appraisal for Career development: Meaning, Purpose, Principles and Process.
- Job Analysis: Meaning, types and purposes of job Analysis.
- Placement Services: Meaning, functions and principles
- Follow up Service: Meaning, purposes and characteristics**.**

UNIT -IV: Counselling-Meaning, Tools and Techniques of Assessment

- Counselling-Meaning, Need and Principles
- Directive Counselling: Concept, Procedure, advantages and limitations.
- Non-Directive Counselling: Concept, Procedure, advantages and limitations.
- Eclectic Counselling: Concept, Procedure, advantages and limitations.
- Study of the individual, data collecting techniques of information.
- Standard and Non-standardized Techniques, Biographies, Rating Scale, Case
- Study, Questionnaire, Observation, Interview and Cumulative Records.

References:

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	3	3	-	-
CO2	1	3	3	-	1	1	3	2
CO3	-	3	3	-	-	2	2	1
CO4	-	1	1	3	-	1	-	-

Course: Inclusive Education

Course Code: MED 222   **Credits: 4**

Course Objectives: The students will be able to

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education.
- Understand the nature of difficulties encountered by children.

Course Outcomes:

- To understand the concept and importance of inclusive education.
- To understand the educational approaches and strategies for enrichment of inclusive education.
- To understand the curriculum adaptation and evaluation for children with diverse need.
- To understand the teacher preparation for inclusive education.

Unit I: Introduction, Issues& perspectives of Inclusive Education

- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the contextof Right to Education.
- NCF-2005 and adaptation of teaching learning material

Unit II: Policy Perspective

- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- SSA
- Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- Educational provisions in Person with Disability Act.
- Rehabilitation Council of India Act (1992).
- National Trust Act (1999).
- UN convention on the Rights of Persons with Disabilities.
- Promoting Inclusion Preventing Exclusion
- The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.

UNIT-III: Diversity in the classroom

- Diversity -- Meaning and definition.
- Disability – Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc. in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills andplay material

Unit IV: Teacher Preparation and Inclusive Education

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

References: -

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	1	-	3	3	2	3	1	2
CO2	-	-	3	3	1	3	-	1
CO3	2	3	3	3	1	3	-	-
CO4	1	1	3	1	1	2	3	2

Course Title: Environmental Education

Course Code: MED 223   **Credits: 4**

Course Objectives: - The students will be to

• Understand the relationship between Humans Beings and their Environment.
• develop sensitivity towards Environmental Disaster Management.
• Acquire an understanding of the process of Environmental Education.
• develop skills and competencies as teachers for Management of Environmental Awareness Programmes
• Acquire a critical understanding of the different curriculum transaction and evaluation strategies for environmental education.

Course Outcomes:

- To understand the concept, need and importance of environmental education.
- To understand the concept of environmental crisis and Management.
- To know about the natural disasters.
- To identify and correlate the role of National and International organizations in the management of environment.

Unit- I: Environment, Initiatives for Protection and Disaster Management

- Environment: Meaning & types Natural, Social & Economic environment:
- interdependence & interaction among them, Relationship between Man and Environment
- International Conferences for Environmental Protection:
- Stockholm Conference (1972), Rio Conference (1992) and Johannesburg
- Conference (2002)
- United Nations Environmental Programme (UNEP) –Objectives & Functions
- Environmental Disasters: meaning, natural & manmade disasters and them
- management, Natural Disasters and their Management: Earthquake, Volcano,
- Cyclones, Flood& Drought.
- Management of Pollution as a Manmade Disaster: Causes, effects & control
- Of Air pollution, Water pollution, Land pollution and Sound pollution

UNIT-II: Education for Conservation of Natural Resources and Sustainable Development

- Conservation of Natural Resources: Concept, need and Importance
- Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle,

- Reduce, Replace, Restore, Regenerate, and Reshape.
- Environmental Movements: -Chipko, Silent Valley, Narmada Bachao.
- Role of Environmental Movements in Environmental Conservation
- Role of Education in Conservation of Natural Resources
- Sustainable Development: Meaning & dimensions (natural, social & economic)
- Strategies For Sustainable Development: suggested in Agenda –Guiding Principlesfor Sustainable Development
- Environmental Impact Assessment (EIA) – meaning, steps, principles &
- importance of EIA in Sustainable Development
- Role of Environmental Education in Sustainable Development
- Need of an Inter- disciplinary Approach.

Unit -III: Environmental Education-Need and Scope

- Environmental Education: Meaning, need and scope
- Need of Environmental Education for School Teachers and Teacher Educators
- Guiding Principles of Environmental Education
- Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For
- Teachers and Teacher Educators (2005) given by NCTE.

Unit -IV: Environmental Education- Transaction and Evaluation

- Teaching – Learning Strategies for Environmental Education: Field visits,
- Experimentation, Demonstration, Observation, Group- Discussion, Dramatization
- and Games.
- Evaluation in Environmental Education Use of Observation,
- Self-reporting techniques (attitude scale, interview and questionnaire) and
- Projective Techniques in Environmental Education.
- Training For Environmental Education – (Preparing an Environmental
- Education Teacher), Major components of the Training Programme, Role of
- Central & State Government in Environmental Education
- Role of NGOs in Environmental Education (with reference to two National &
- two Local NGOs)
- Role of Media in Environmental Education – Print Media, Posters, Slides,
- Television, Radio and Computer (Internet)

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POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	2	2	2	1	2	-	-	-
CO2	2	2	2	-	2	-	-	-
CO3	-	1	1	-	1	-	-	-
CO4	-	-	-	-	-	3	-	3

Course Title: Dissertation

Course Code: MED 299   **Credits: 4**

Course Objectives:

The research scholars will be required to write the chapters of their dissertation inthis semester with the required rigor. This semester shall thus be the culmination of the work undertaken in the previous semesters.

Course Outcomes:

- To develop skills to find an appropriate problem
- To formulate solution of the appropriate problem through systematic investigation.
- To familiarize with research methods in education.
- To develop an in-depth understanding of steps in conducting educational research.

POs/COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4
CO1	-	2	2	3	1	-	-	-
CO2	1	1	3	3	-	3	-	-
CO3	-	1	2	3	-	1	-	-
CO4	-	2	3	3	-	2	-	1

COURSE TITLE- SOCIAL WORK & SOCIAL ENTREPRENEURSHIP
CREDITS 2

Course Objectives: -
- To introduce social work to students for a better understanding of society, their problem, and their problem-solving approach.
- To know more about social work methods and their importance along with government programs for society's betterment.
- To make a clear understanding of government policies and planning.
- To engage learners to impart practical knowledge for a better understanding of social work.
- To provide knowledge about Social Entrepreneurship.

Learning Outcomes

Students will:
- Gain insight into the role of social work in society, understanding societal challenges and problem-solving approaches.
- Learn about diverse social work methods, their significance, and their connection to government programs for societal improvement.
- Acquire a clear understanding of policy development, implementation, and its impact on societal well-being.
- Engage in hands-on activities, applying social work principles for practical understanding and skill development.
- Develop an understanding of social entrepreneurship, strategies used, and its role in addressing social challenges.

Unit I – Introduction to Social Work
- Concept and definition of social work
- Role of Social Worker in Education
- Importance of Social Work in Education

Unit II - Methods, Approaches, and Programme of Social Work

- Methods of Social work: working with groups, individuals, and communities
- Multidisciplinary approach in education on the basis of social work.
- Government programs for students

Unit III – Community Development
- Welfare and development of weaker sections
- Rural and urban community development

Unit IV – Social Entrepreneurship
- Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises.
- Social Innovation and Entrepreneurship
- Entrepreneurship development in India

Practical Engagement

- Four activities for Social Awareness.
- Case study of any student, parents, teacher, or any other person related to the education system (Direct or Indirect).

References:
- Band Upadhyay D. 1997 "People's Participation in Planning: Konia Experiment". Economic and Political Weekly. cp. 24. 2450-54.
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- Robert A. Philips Margret Bonefiel Ritesh Sharma, (2011) Social entrepreneurship, the next big business opportunity Global Vision Publishing House, New Delhi,
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COURSE TITLE- SOCIAL WORK & SOCIAL ENTREPRENEURSHIP   **CREDITS- 4**

Course Objectives: -
- To introduce social work to students for a better understanding of society, their problem, and their problem-solving approach.
- To know more about social work methods and their importance along with government programs for society's betterment.
- To make a clear understanding of government policies and planning.
- To engage learners to impart practical knowledge for a better understanding of social work.
- To provide knowledge about Social Entrepreneurship.

Learning Outcomes

Students will:
- Gain insight into the role of social work in society, understanding societal challenges and problem-solving approaches.
- Learn about diverse social work methods, their significance, and their connection to government programs for societal improvement.
- Acquire a clear understanding of policy development, implementation, and its impact on societal well-being.
- Engage in hands-on activities, applying social work principles for practical understanding and skill development.
- Develop an understanding of social entrepreneurship, strategies used, and its role in addressing social challenges.

Module I – Introduction to Social Work
- Concept and definition of social work
- Historical Evolution of Social Work Practice in India
- Values of social work
- Role of Social Worker
- Importance of Social Work in Education

Module II - Methods, Approaches, and Programmes of Social Work

- Methods of Social work: working with groups, individuals, and communities
- Multidisciplinary approach in education on the basis of social work.
- Areas of Social work practice- Health, Education, Disaster Management, and Environment
- Government Initiatives- Unnat Bharat Abhiyan, Swachh Bharat Abhiyan

Module III – Community Development
- Welfare and development of weaker and marginalized sections
- Community participation and organization
- Rural and urban community development
- Models of community organization practice

Module IV – Social Entrepreneurship
- Meaning, definition: Social entrepreneur, social entrepreneurship, social enterprises.
- Characteristics of Social Entrepreneur
- Social Entrepreneur Strategies
- Social Innovation and Entrepreneurship
- Entrepreneurship development in India

Practical Engagement

- Four activities for Social Awareness.
- Case study of any student, parents, teacher, or any other person related to the education system (Direct or Indirect).

References:

- Band Upadhyay D. 1997 "People's Participation in Planning: Konia Experiment". Economic and Political Weekly. cp. 24. 2450-54.
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- DanJd.ar. V. 1. 1994 "Role of Economic Planning in India in the: 1990s & Beyond". Economic and analytical weekly. Vol. 29,   o. 2-U 457- 1464.
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