



॥ सा विद्या या विमुक्तये ॥

स्वामी रामानंद तीर्थ मराठवाडा विद्यापीठ, नांदेड

‘ज्ञानतीर्थ’, विष्णुपुरी, नांदेड - ४३१ ६०६ (महाराष्ट्र राज्य) भारत

SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED

‘Dnyanteerth’, Vishnupuri, Nanded - 431 606 (Maharashtra State) INDIA

Established on 17th September, 1994, Recognized By the UGC U/s 2(f) and 12(B), NAAC Re-accredited with 'B++' grade

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प्रस्तुत विद्यापीठातील संकुल व सर्व
संलग्नित महाविद्यालयातील आंतर
विद्याशाखेमधील एम. एड. या विषयाचा
अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२
पासून लागू करण्याबाबत.

प रि प त्र क

या परिपत्रकान्वये सर्व संबंधितांना कळविण्यात येते की, दिनांक १७ नोव्हेंबर २०२१ रोजीच्या अंतरविद्याशाखेच्या बैठकीतील शिफारसी प्रमाणे **M.Ed.** प्रथम वर्षा च्या अभ्यासक्रमास मा. विद्यापरिषदेच्या मान्यतेच्या आधिन राहून मा. कुलगुरू महोदयांनी मान्यता दिली आहे. त्या नुसार प्रस्तुत विद्यापीठातील संकुलात व सर्व संलग्नित महाविद्यालयातील पदव्युत्तर स्तरावरील **M.Ed.** प्रथम वर्षाचा सुधारित अभ्यासक्रम शैक्षणिक वर्ष २०२१-२२ पासून लागू करण्यात येत आहे.

सदरील परिपत्रक व अभ्यासक्रम प्रस्तुत विद्यापीठाच्या www.srtmun.ac.in या संकेत-स्थळावर उपलब्ध आहेत. तरी सदरील बाब ही सर्व संबंधितांच्या निदर्शनास आणून द्यावी.

‘ज्ञानतीर्थ’ परिसर,

विष्णुपुरी, नांदेड - ४३१ ६०६.

जा.क्र.: शैक्षणिक-१/पदव्युत्तर/एम.एड.प्रथम वर्ष/अभ्यासक्रम/

२०२१-२२/३१४

दिनांक : १४.०२.२०२२.

प्रत माहिती व पुढील कार्यवाहीस्तव :

- १) मा. अधिष्ठाता, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- २) मा. सहयोगी, आंतर विद्याशाखा, प्रस्तुत विद्यापीठ.
- ३) मा. कुलसचिव, यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ४) मा. संचालक, परीक्षा व मूल्यमापन मंडळ यांचे कार्यालय, प्रस्तुत विद्यापीठ.
- ५) मा. प्राचार्य, सर्व संलग्नित समाजकार्य महाविद्यालये, प्रस्तुत विद्यापीठ.
- ६) सिस्टम एक्सपर्ट, शैक्षणिक विभाग, प्रस्तुत विद्यापीठ यांना देवून कळविण्यात येते की, सदरील परिपत्रक विद्यापीठाच्या संकेत स्थळावर प्रकाशित करावे.



स्वाक्षरित / -

सहा.कुलसचिव

शैक्षणिक (१-अभ्यासमंडळ) विभाग



SWAMI RAMANAND TEERTH MARATHWADA UNIVERSITY, NANDED



STRUCTURE AND SYLLABUS

For award of degree

Master of Education

(M.Ed.)

Introduced from Academic Year 2021-22 with Choice Based
Credit System Subject to revise from time to time

w.e.f. 2021-22

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1. Preamble

The Master of Education (M.Ed.) Programme is a two year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. This is mainly to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialization in selected areas, and also develop research capacities leading to specialization in different fields of education.

2. Introduction:

Education has vital responsibility in building emerging society and to locate an individual in it as a constructive, accountable, progressive citizen. In this regard teacher education programs at various levels must be molded in new fashion relevant to the modern context.

Swami Ramanand Teerth Marathwada University, Nanded through its Faculty of Education locating reforms in to practice by modification and updating curriculum. This particular revised syllabus is subjected for post graduate course Master of Education (M.Ed.) in the Faculty of Education from academic year 2009. It will have good prospectus in teacher Education institutions and other Educational organizations. Course structure and syllabus for this is formed with following objectives.

3. The General Objectives of M.Ed.(Master of Education) Program:

- 1) To enable to promote goals of education in response to our constitutional values and national policies in the capacity of Teacher Educator.
- 2) To enable to understand, analyse, evaluate, and criticize changes in education, Philosophical-Social- Economic-Cultural-Psychological concern of Education.
- 3) To prepare professional personnel required for staffing of the Colleges of Education.
- 4) To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational

Research and Educational planning.

- 5) To prepare personnel for various educational services.
- 6) To enable to conduct research in different fields of education.
- 7) Advancement of specialized knowledge and understanding about the philosophical , sociological, Psychological, Historical, Political and Economic perspectives of education
- 8) To develop ability to understand human behaviour and personality, and capability to apply this knowledge and understanding to guide the learners to learn efficiently and effectively
- 9) To develop Worldwide perspective about educational theories and practices to enable the learners to visualize the inter-linkages different educational systems and educational phenomena
- 10) To enhance knowledge of ICTs and their application for empowerment of educational practices and research.
- 11) To enhance knowledge and understanding of Educational Management, Administration, Financing and built up capabilities and skills to effectively work in educational institutions
- 12) To develop research aptitude and skills to advance knowledge in the field of Education
- 13) To enhance awareness and understanding of emerging areas of education and human development like special needs of education, curriculum development, environmental education, vocational education, teacher education, elementary education, measurement and evaluation, value education and human responsibility so as to develop ability to deal with modern educational practices and issues related to education.

4. Program Outcomes (POs):

Program Outcomes (PO) of the M.Ed. degree program of the S.R. T. M. University are given below.

PO1. Professional Capacity Building: Apply the knowledge of Philosophy, Sociology, Psychology Management, and ICT to set the context of teaching profession and advances the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.

PO2. Academic Integrity and Professional Ethics: Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.

PO3. Resilience and cope up with Complex issues: Demonstrate spirit of work in diversified situations and apply knowledge & skills to cope up educational issues in complex situations with appropriate consideration for the rules, norms and the Social, cultural, and environmental context.

PO4. Academic Administration and Management Capacities: Apply the knowledge of Educational administration & management and other allied subjects like Philosophy, Sociology, Psychology etc. in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.

PO5. Continuous Academic Development: Identify own educational needs and requirements, keep academic development and learning in an independent way in the context of change in different aspects of education and teacher education.

PO6. Commitment towards Society and National Goals: Recognize areas of commitment, accountability, constitutional values, and national goals and perform accordingly.

PO7. Sensitivity for Emerging Issues: Apply the knowledge & skills to deal with Issues related to population, environment, gender equality, different literacy, Yoga & Health Education etc. and respond to emerging issues by applying critical, constructive and creative thought process.

PO8. Research and Knowledge Creation: Involve in knowledge dissemination, knowledge creation, research and innovative educational practices related to different stakeholders of education.

PO9. Independent and Team Work Capacities: Perform Function effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.

PO10: Professional Communication Skills: Use diversified tools & technologies of communications and communication Skills to serve the professional purpose and standards expected from classroom to broader zone of educational activities.

5. Duration of the Program

The Program for the M.Ed. Degree in Regular shall be of two academic years. The required minimum working days for teaching –learning will be as per the norms of NCTE and given by University. The Terms and vacations of the course shall be as prescribed by the University from time to time.

6. Eligibility for Admissions:

- a. Candidate seeking admission to the M.Ed. programme should have obtained at least 50 % marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A. B.Ed., B.Sc. B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50 % marks in each) of this University or any other recognized University.

- b. Equivalent to the above mentioned qualification degree of this or other recognized university shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the theory part.
- c. In the case of SC/ST /VJNNT/ OBC/PWD and other notified categories as per direction of Government students this percentage of marks shall be at least 45%. Timely changes will be followed as per Government Rules.
- d. Provisional admission of candidates shall be given based on the criteria and the guidelines issued by the university or recognised Admission Committee and Government in this respect from time to time
- e. The reservations will be given as per the policy and guidelines prescribed by Government and University, subject to revision by the university from time to time.
- f. At the final stage of admission student- teachers must submit an undertaking regarding regular attendance and practical work.

7. Admission procedure

Admission to the eligible candidates shall be as per procedure laid down by the State Government of Maharashtra and University from time to time.

8. Medium:

- a. Medium of Instruction: - The medium of instruction for this course will be Marathi or Hindi or English. Concerned department can make arrangement and is permitted to do so by the University.
- b. Medium of Dissertation: - The students, with preceding permission, have option of medium for the submission of the dissertation as - Marathi, English or Hindi irrespective of the medium of Instruction, but not different from the medium of the Examination.
- c. Medium of Examination:-The medium of the Examination shall be Marathi or Hindi or English.

9. Attendance

- a. A candidate desiring to appear for the M.Ed. examination must attend the College recognized for this purpose.

- b. In each semester in each paper/practical/ activities/seminar a student should put-in at least a minimum 80% attendance, subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second semester shall make good the same in the next year I semester and II semester term as the case may be.
- c. Student shall attend the lectures and undertake activities (Components under each Head) of the course in each semester as prescribed by the University.
- d. In case a student remains absent for a particular component he/she will have to make good the same in subsequent year.

10. Eligibility for appearing M.Ed. examination

1. Student- teachers must be present 80 % for theory classes and practical work.
2. The powers of condonation are given to Principal for 20 % attendance.
3. Student –teachers should complete all practical and other work assigned in each part of syllabus.
4. Student-teachers have to obtain completion certificate of theory & practical work from the principal/ Head of Institute.
5. Unless and until he/she obtains such a certificate, he/she will not be allowed to appear in the university examination.

11. Choice Based Credit System (CBCS):

CBCS is a flexible system of learning that permits students to, Learn at their own choice and pace. Adopt an inter-disciplinary and intra disciplinary approach in learning, and make best use of the expertise of available faculty. The relative importance of subjects of study is quantified in terms of credits.

In CBCS for M.Ed. program of this university carry **100** numbers of credits distributed in two academic years comprising of four semesters. Credits normally

represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as number of contact hours, the course content, teaching methodology, learning expectations, etc.

In each of the courses, credits are assigned on the basis of the number of lectures / tutorials / laboratory work and other forms of learning required for completing the course contents in academic year excluding examination, vacation period from the commencement of course.

The minimum instructional days as worked out by the NCTE for one academic year are 200 working days.

The courses offered in this Programme consist of Core Courses (CC), Elective Courses (EC), Open Elective Courses (OEC), Enhancing Professional Competencies (EPC), Practical Courses (PC), Dissertation and Internship with defined ratio of credits for each. The core courses deal with the discipline specific courses. Elective and Open Elective Courses (EC & OEC) have inter and intra disciplinary nature.

12. The distribution of the courses in a Program:

The total number of minimum credits to complete the program is different for different programs. Out of these:

Core: 75% of total credits of the Program of that particular discipline.

Elective: 25% (including discipline specific subject electives and Open (Generic) Electives). In this the **open electives should be of 8 credits in a two year program** (average of 4 credits each year). It is mandatory that the open electives shall be of outside the parent school i.e. Inter school, however in the schools where distinct programs are being offered (like social sciences, Language, literature & culture studies) up to 4 credits of 8 open credits can be taken as intra school open elective. **This includes Credit Transfer from recognized online courses like SWAYAM//MOOCS/NPTL/Skill oriented courses.**

Credit transfer from other Institutes: Depending on the feasibility and availability a maximum of four credits can be completed by the student in any of the national or reputed academic institutes/ organizations/ industries.

Audit Courses and Additional courses: If the student wishes to go for more number of credits, he can opt additional courses up to maximum of 10% of the total credits of the program depending on the interest of the student and other feasibilities. In general audit courses are of qualitative assessment without grades and additional credits are with grades.

These additional credits shall be reflected on the Marks transcript of the student. .

13. Features of CBCS for M.Ed. are as following

1. Choose electives from a wide range of elective courses offered within faculty including set of different skills.
2. This program with choice based courses is offered within the faculty.
3. The curricula should be unitized.
4. A contact hour is a 60 minute duration a teacher engaged in Lecture, tutorial, practical, field work, discussion etc.
5. Contact hours include all the modes of teaching like lectures / tutorials / practical/ laboratory work / fieldwork/ Internship or other forms which suits to that particular course.
6. In determining the number of hours of instruction required for a course involving laboratory / field-work/practicum/ Internship etc, 2 hours of laboratory / field work is generally considered equivalent to 1 hour of lecture.
7. The credits shall be based on the number of instructional hours per week, generally
8. 1 credit per one hour of instruction in theory and 1 credit for 2 hours of practical/project work/Field work/internship.
9. 'Academic Week' is a unit of six working days during which distribution of work is organized from five to seven contact hours of one hour duration on each day.
10. Four –credit course of theory will be of four clock hours per week.
11. The evaluation will be on Mid Semester Assessment (MSA) and End Semester Assessment (ESA). The final results shall be declared after integration of MSA and ESA.
12. The declaration of result is based on the Grade Point Average (GPA) earned towards the end of each semester and the Cumulative Grade Point Average (CGPA) earned towards the end of the program.
13. Befits of Sports/ NSS etc. Shall be given according to university rules.

14. Mechanics of Credit Calculation:

As per SRTMUN standard for M.Ed.,

- 01Credit= 15 contact hours for theory courses &
30 contact hours for practicum/internal etc.
- 01 credit= 25 marks

Credit Point (P):

Credit point is the value obtained by multiplying the grade point (G) by the credit

$$(C P) = G \times C.$$

Grade Point:

I. Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of credit points (P) earned by a student in various courses taken in a semester by the total number of credits earned by the student in that semester. SGPA shall be rounded off to two decimal places.

II. Cumulative Grade Point Average (CGPA):

‘Cumulative Grade Point Average’ (CGPA) is the value obtained by dividing the sum of credit points in all the courses earned by a student for the entire programme, by the total number of credits. CGPA shall be rounded off to two decimal places. CGPA indicate an overall letter grade (Cumulative Grade) for the entire programme shall be awarded to a student depending on his/her CGPA. The comprehensive academic performance of a student in a programme is equivalent of the letter grade.

Evaluation System

The evaluation will be on Mid Semester Assessment (MSA), End Semester Assessment (ESA). The final results shall be declared after integration of MSA and ESA.

Weightage: 50% for End Semester Assessment (ESA) & 50% for Mid Semester Assessment (MSA)

The declaration of result is based on the grade point average (GPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the end of the program.

15. Examination/Evaluation Rules

The evaluation of the student will be mainly on

1. Mid Semester Assessment (MSA) and
2. End Semester Assessment (ESA).

The ratio of MSA and ESA is 50:50

16. Passing Rules:

The MSA and ESA have different passing heads and Minimum passing: 50% of passing for each course in each head separately.

17. Assessment:

1. **Mid Semester Assessment (MSA):** MSA aims to assess values, skills and knowledge imbibed by students, internal assessment is to be done by the concerned college. **MSA** will

be done on a continuous basis during the year with prescribed assessment components.

2. The components selected for MSA may be Tests, Quiz, Seminars, Assignments, essay, tutorials, term paper, seminar, laboratory work, field work, workshop practice, Comprehensive Viva, Attendance and any other best and innovative assessment practice approved by the Board of Studies.
3. Components of internal evaluation are to have a time frame for completion (by student teachers), and concurrent and continuous evaluation (by teacher educators).
4. The evaluation outcome shall be expressed initially by predetermined marks and latter converted by grades. Minimum Mark for passing in each Paper is 50% for Mid Semester Assessment (**MSA**)
5. **End Semester Assessment (ESA):** This is to be carried out at the end of each Semester by University, and will aim to assess skills and knowledge acquired by the students through classroom instruction, fieldwork, and laboratory work and/or workshop practice. The End Semester Assessment (ESA) is based on written examination. These examinations shall be at the end of each semester.
6. **Integration of MSA and ESA:**
 1. A student failed in MSA shall have to appear for ESA again in that particular paper. In a particular paper if a student failed in internal (MSA), he deemed to be failed in that course and he has to reappear for MSA and ESA irrespective of the marks he got in ESA.
 2. If a student passed in MSA and failed in ESA, the student needs to appear for ESA only in his next attempt and the MSA marks shall be carried.
 3. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in winter/summer season. However the student has to clear the course in the prescribed maximum period for that course.
 4. MSA marks will not change. A student cannot repeat MSA. In case s/he wants to repeat MSA, then s/he can do so only by registering the said course during the semester in which the course is conducted and up to 4 years as the case may be, provided the student was failed in that course.
 5. Students who have failed in a course may reappear for the ESA only twice in the subsequent period.
 6. If student fail to acquire required Credits within four years from admission

period, such student has to acquire Credits with prevailing / revised syllabus at that time.

7. After that, such students will have to seek fresh admission as per the admission rules prevailing at that time.

8. A student cannot register for the second year, if she/he fails to complete 75% credits of the total credits expected to be ordinarily completed within first year (ATKT is 25 %).

9. While marks will be given for all examinations, they will be converted into grades. The end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

18. Assessment and Grade point average:

The system of evaluation will be as follows: Each MSA and ESA will be evaluated in terms of marks. The marks for MSA and ESA will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester.

After the completion of minimum number of credits of program, a student will get a grade sheet with total grades earned and a grade point average.

Table 1: Conversion of marks to grades in credit system

Marks (for papers having weightage of 100 marks)	Marks (for papers having weightage of 50 marks)	Marks (for papers having weightage of 25 marks)	Grade	Grade Points
100-90	50-45	25-23	S	10
89-80	44-40	22-21	O	09
79-70	39-35	20-18	A+	08
69-60	34-30	17-16	A	07
59-55	29-26	15-14	B+	06
54-45	27-23	13-12	B	05
44-40	22-20	11-10	C+	04
39 and Less FC	19--	9--	FC	0 (Fail but Continue)
39 and Less (Internal)	19--	9--	FR	0 (Fail and Repeat the course)

A student who passes the internal tests but fails in Term End Examination of a course shall be given FC grade. Student with FC grade in a course would be granted credit for that course but not the grade for that course and shall have to clear the concerned course within 1.5 year from appearing for first time in the concerned paper, provided the number of courses with FC and FR grades together is 25% or less of the courses of that semester, failing which he/she shall be disqualified for a credit and will have to opt for another credit.

Student who has failed in the internal tests of a course shall be given FR grade and shall have to repeat the concerned course to qualify to appear for term end examination of that course. The grade FC and FR will be taken into consideration while calculating Semester Performance Index (SPI). It shall be replaced only when student clears the course with passing grade within 1.5 year from appearing for first time in the concerned semester.

Grade points earned in each paper shall be calculated as-

Grade points obtained (vide Table 1 above) X Credits for the paper.

The Semester Performance Index (SPI) gives weighted performance index of a semester with reference to the credits of a course.

The SPI shall be calculated as-

$$\text{SPI} = \frac{\text{Total Earned Grade Points (as given above) for the Year}}{\text{Total Credits for the semester}}$$

The total grade point earned in each course shall be calculated as:

Grade point obtained as shown in table -1 X Credits for the Course

Semester Grade Point Average (SGPA): The performance of the student in a semester is indicated by number called SGPA. It shall be calculated as follows:

$$\text{SGPA} = \frac{\text{Total earned grade point for the Year}}{\text{Total credits for the semester}}$$

19. Final result:

The final marks after assessment will be submitted by the respective schools to the controller of Examination for finalization of the results. Up to date assessment of the overall performance of a student from the time of his / her first registration is obtained by calculating a number is called as Cumulative Grade Point Average (CGPA), which is weighted average of the grade points obtained in all courses registered by the student since he / she entered the department.

$$\text{CGPA} = \frac{\text{Total earned grade point for the program (I+II+III+IV semester)}}{\text{Total credits for the Program}}$$

Final Grade: Table -2

CGPA	Grade	
09.00-10.00	S:	Super
08.00-08.99	O:	Outstanding
07.50-07.99	A+:	Excellent
07.00-07.49	A:	Very Good
06.00-06.99	B+:	Good
05.00-05.99	B:	Satisfactory
04.00-04.49	C+:	Pass
00.00-03.99	F:	Fail

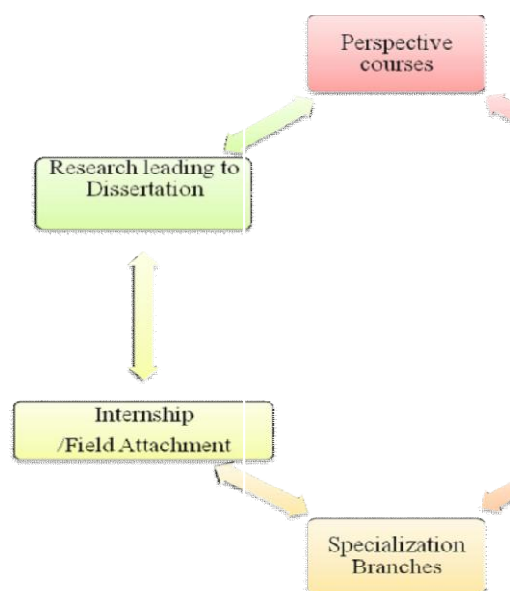
- 'B+' Grade is equivalent to at least 55% of the marks as per circular No. UGC-1298/ [4619] UNI- 4 dated December 11, 1999.
- "A" Grade is equivalent to first class
- If the (C) GPA is higher than the indicated upper limit in the three decimal digit, then higher final grade will be awarded (e.g. a student getting (C)GPA of 3.992 may be awarded 'C+' grade).
- If a student failed to obtain a grade other than F in a course then such a course will not be taken into account for calculating CGPA and overall grade. In fact, all the courses in which a student has passed will be taken into account for calculating the CGPA and overall grade.
- For grade improvement a student has to reappear for End Year Examination (EYE) after the successful completion of the course for a minimum 20 credits. These courses will be from theory courses (CC, PSS, OC).
- A student can appear only once for the Grade Improvement Program only after the successful completion of Degree program and at the end of the next academic year after completion of the Degree and within two years of completion of the Degree.

20. CURRICULAR AREAS:

The programme structure offers a comprehensive coverage of themes and rigorous field engagement with the education and teacher education. It comprises of following broad interrelated curricular areas prescribed by NCTE :-

- I. **Perspectives / Core Courses** : Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies and Curriculum Studies
- II. **Tool Courses**: Basic and Advance level education research, academic writing and communication skills, Education Technology and ICT, Self Development (Gender & Society, Inclusive Education, Mental & Physical well-being through modalities like Yoga.
- III. **Teacher Education Courses**: these are linked with the field internship.
- IV. **Specialization Branches**: one of the School stage (Elementary/Secondary) and cluster of electives in thematic areas pertinent to that stage. Specialization branches are offered in the form elective courses in each semester of the program
- V. **Internship/Field attachment** : Internship/Field attachment in (i) Teacher Education Institution and (ii) the area of Specialization in education
- VI. **Research leading to specialization**: related to specialization/core courses.

All the curricular areas include theoretical inputs along with the practical work from an interdisciplinary perspective.



The course structure designed according to themes and areas prescribed by NCTE is given below.

21. Program Structure:

Sr. No.	Courses	Semester I	Semester II	Semester III	Semester IV
1	Core Courses	3 * 4 = 12	3 * 4 = 12	3 * 4 = 12	3 * 4 = 12
2	Elective Courses	1 * 4 = 4	1 * 4 = 4	1 * 4 = 4	1 * 4 = 4
A	Total Credits	16	16	16	16
3	Open Elective	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
B	Total Credits	02	02	02	02
4	Dissertation & Viva voce		1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
5	Internship	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02	1 * 2 = 02
6	Communication, Academic & Expository Writing	1 * 2 = 02			
7	Self Development		1 * 2 = 02		
C	Total Credits	04	06	04	04
D	Practical and Field study	03	01	03	03
	Total Credits (A+B+C+D)	25	25	25	25

* (No. of courses* No. of Credits* No. of Semesters)= Total Credits

A. Theory courses (4*4*4)	= 64
B. Open Elective courses (1* 2*4)	= 08
C. Dissertation and viva voce (1*2*3)	= 06
Internship (1* 2*4)	= 08
Academic writing etc. (1* 2*1)	=02
D. Practical and Field Study (1*3*1+1*1*1)	=10

Total Credits (A+B+C+D) =100

Structure of Program

Semester I

Code	Courses	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC101	Psychology of Learning & Development	2	2	4
MEDCC102	Philosophy of Education	2	2	4
MEDTC103	Introduction to Research Method	2	2	4
MEDEC104	Elective Courses: 1. Educational Management & Administration 2. Women's Education 3. Non-formal Education	2	2	4
MEDOE105	Open Elective courses (One from other schools of campus)* MOOCs recognized by University/ Swayam courses/ Lesson Observation & Seminar**	1	1	2
MEDSC106	Communication, Academic & Expository Writing (ISB) ***	1	1	2
MEDSC107	Internship		02	2
MEDSC108	Practical and Field study		03	3
	Total	10	15	25

* Open Elective courses are available for campus schools only.

** ESA & MSA will be responsibility of the school / college

* **To be completed in Inter Semester Break (ISB)

Semester II

Code	Course	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC201	Sociology of Education	2	2	4
MEDCC202	Educational Studies	2	2	4
MEDCC203	Elementary Level School Education	2	2	4
MEDTC204	Tool Courses : (One from given list) 1. Educational Technology 2. Inclusive Education 3. Educational Measurement and Evaluation	2	2	4
MEDOE205	Open Elective courses (One from other schools of campus)* /MOOCs recognized by University/ Swayam courses/ Action Research**	1	1	2
MEDSC206	Dissertation Work		2	2
MEDSC207	Internship in TEI (ISB) ***		2	2
MEDSC208	Practical and Field study		3	2
	Total	09	16	25

* Open Elective courses are available for campus schools only.

** ESA & MSA will be responsibility of the school / college

* **To be completed in Inter Semester Break (ISB)

Total Credits: Semester I (25)+ Semester II (25) = **50 Credits**

Semester III

Code	Courses	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC301	History Political Economy	2	2	4
MEDCC302	Teacher Education	2	2	4
MEDTC303	(One course from given list) 1. Research Methods (Advanced) 2. Advanced Analytical Techniques in Educational Research 3. Mixed Methods and Designing Educational Research 4. Research and Publication Ethics	2	2	4
MEDEC304	Elective Courses: 1. Educational Guidance and Counseling 2. Innovation , Creativity & Experiments in Education 3. Language Education 4. Social Science Education	2	2	4
MEDOE305	Open Elective courses (One from other schools of campus)* MOOCs recognized by University/ SWAYAM courses/ Lesson Observation & Seminar**	1	1	2
MEDSC306	Dissertation Work		2	2
MEDSC307	Internship		02	02
MEDSC308	Practical and Field study		03	03
	Total	9	1 6	25

* Open Elective courses are available for campus schools only.

** ESA & MSA will be responsibility of the school / college

* **To be completed in Inter Semester Break (ISB)

Semester IV

Code	Course	ESA (Credits)	MSA (Credits)	Total Credits
MEDCC401	Technology Enabled Education	2	2	4
MEDCC402	Curriculum Studies	2	2	4
MEDCC403	Secondary Level School Education	2	2	4
MEDEC404	Tool Courses : (One from given list) 1. Comparative Education 2. Rural Development and Education 3. Science and Mathematics Education 4. Environmental Education	2	2	4
MEDOE405	Open Elective courses (One from other schools of campus)* /MOOCs recognized by University/ Swayam courses/ Action Research**	1	1	2
MEDSC406	Dissertation Work & viva-voce	1	1	2
MEDSC407	Internship in TEI (ISB) ***		2	2
MEDSC408	Practical and Field study		3	2
	Total	10	15	25

* Open Elective courses are available for campus schools only.

** ESA & MSA will be responsibility of the school / college

* **To be completed in Inter Semester Break (ISB)

Total Credits: Semester III (25)+ Semester IV (25) = **50 Credits**

22. Detail Course Content:

Semester I

Course code: MEDCC101

PSYCHOLOGY OF LEARNING AND DEVELOPMENT:

Objectives:

On completion of this course the students will be able to:

- Understand the framework for how children learn critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- Visualize multiple dimensions and stages of learner's development and their implications on learning
- Understand the group dynamics
- Learn the factors affecting learner's environment and assessment
- Conceptualize a framework for understanding and evaluating teaching-learning situations as well as the method of analyzing and reflecting upon learning episodes
- Understand theories of Intelligence and Creativity.
- Understand the concept of Individual Differences
- Describe the relation amongst Teaching, Psychology and Education

Course Outcomes:

- CO1.** Student will be able to i) understand the nature and scope of Psychology, ii) relates theories to educational process iii) use methods of Psychology and iv) implements theories and principles to teaching-learning process
- CO2.** Student will be able to i) understand concept of learning and levels of learning, ii) understand theories learning iii) use approaches of learning iv) implements constructivist approach in learning
- CO3.** . Student will be able to i) understand the process of human development, ii) relates theories of human development to educational process iii) understands individual differences and personality theories iv) implements theories for educational purpose
- CO4.** Student will be able to i) understand the concept of mental health and hygiene , ii) understand the concept of adjustment, intelligence and creativity iii) use the methods of measurement of intelligence and creativity iv) Relates the Intelligence, creativity, adjustment to educational practices
- CO5.** Student will be able to i) understand the concept of Group dynamics and Social Cognition , ii) understand group dynamics in classroom climate iii) Understand factors related to group dynamics and social cognition iv) implements knowledge of group dynamics educational process

MODULE I: RELATION OF EDUCATION AND PSYCHOLOGY.

Instruction (Referencing):

Content	Mode of Transaction (08hrs)
1. Nature and scope of Educational Psychology. Relevance of Educational Psychology for theory and practice of education. 2. School of Psychology. 3. Methods of Educational Psychology- observation , experimental , differential: longitudinal and cross sectional	Lecture, discussions and Documentary studies
4. Scope and recent trends in Educational Psychology. 5. Education implication of Psychology to Education	

MODULE II: FRAMEWORK FOR LEARNING PROCESS

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
1. Learning- Concept, Levels of Learning 2. Factors influencing learning. 3. Relation between Learning and motivation. 4. Theories of Learning. 5. Implications of theories of learning in education. 6. Transfer of Learning and its implication for interdisciplinary approach 7. Learning styles – concept, its implications to teaching. 8. Approaches to learning: Behavioral approaches, Cognitive approaches and Social learning approaches 9. Relation between Constructivism and learning 10. Learning in the classroom, individual differences in acquisition and performance -educational implications.	Lecture, reflective discussion in small groups and presentations

MODULE III: LEARNERS' DEVELOPMENT, INDIVIDUAL DIFFERENCES & PERSONALITY

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none"> 1. Concept of human development , stages , dimensions, principals of development, stages of development and their relative role, characteristics and problems. 2. Theories human of development. <ol style="list-style-type: none"> a) Piaget's Cognitive development. b) Bruner Theory c) Erikson's Psycho-social development d) Factors influencing development 3. Individual difference <ol style="list-style-type: none"> a) concept of intra and inter differences b) Role of heredity and environment for individual differences. 4. Personality <ol style="list-style-type: none"> a) Concept of personality & Factors influencing personality b) Types of Personality c) Type and Trait Theory of Personality d) Measurement of personality. 5. Indian concept of development & Personality 	Lecture, Documentary studies , observation based seminars and presentations

MODULE: IV: LEARNING ASSESSMENT AND PSYCHOLOGICAL MEASUREMENTS

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<p>A. Mental health and hygiene</p> <ol style="list-style-type: none"> 1. Concept of mental health and hygiene. 2. Difference between mental health and hygiene 3. Process of adjustment. 4. Principles of mental hygiene. <p>B. Intelligence & Creativity</p> <ol style="list-style-type: none"> 1. Theories of intelligence by – Guilford J.P. , Gardener, Sternberg. 2. Types and Measurement of intelligence- verbal, non-verbal, individual and group. 3. Nature of intelligence- emotional intelligence, social intelligence and their measurement 5. Creativity- concept, factors , process of creativity and its measurement 	Lecture, Documentary studies , observation based seminars, case studies and presentations

MODULE V: GROUP DYNAMICS AND SOCIAL COGNITION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<p>A. Group dynamics</p> <ol style="list-style-type: none">1. Concept of group dynamics2. Types of group3. Sociometric grouping4. Social emotional climate of the classroom, influence of teacher characteristics and their role in learning <p>B. Social Cognition</p> <ol style="list-style-type: none">a) The nature of social cognition, Attachment and bonding as a process, temperament, development of security and its role in learningb) Media , Social cognition and its relation to learningc) Development of friendships and relationships, peer Participations and its role in learningd) Implications of Social Psychology to Educational processes	Lecture, Documentary studies , reflective discussions

PRACTICUM (Training & Creation):

1. Conducting case study on one student who has difficulties in learning in primary years.
2. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
3. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
4. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
5. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
6. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
7. Analysis of a case of maladjusted adolescent learner.

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Semester-I
Course code: MEDCC102

PHILOSOPHY OF EDUCATION

Prerequisites of the course

1. Student has studied concepts involved in education, process of education and educational thoughts contributed by various philosophies, and educational thinkers at graduate level.

Outline of the Course:

Philosophy of Education is one of the core courses in education. It provides the knowledge of theories and perspectives in Philosophy which have contributed the different aspects of education as aims & objective, curriculum, teaching-learning methods, role of teacher, evaluation etc. hence, the initial module covers the definitions, nature and functions of Philosophy. Second module includes branches of Philosophy, their relation to education and various concepts and process in educational context. Third and fourth modules have covered major Philosophical schools in Eastern and Western perspectives and their implications for education. The fifth module includes the study of great educational thinker and their views about the concept of man, development and educational process. The assessment of the course includes tests, assignments, practical work and end written examination at the end of semester.

Objectives of the Course: To enable the students to:

1. Understand the nature of Philosophy and Philosophy of Education
2. Critically analyze Eastern and Western Schools of Philosophy
3. Understand the implications of Eastern and Western Schools of Philosophy to Education
4. Critically analyze and appreciate the Thoughts of Great Thinkers with reference to Concept of Man and his
5. Development, Aims of Education, Curriculum, Teaching and Learning and Role of the Teacher

Course Outcomes:

CO1 : Student will be able to i) demonstrate understanding of concept, scope and significance of Philosophy ii) understand nature & functions of Philosophy iii) Understand the concept, scope, functions and significance of Philosophy of Education iv) Demonstrate the implications of nature and functions of Philosophy

in educational context.

CO2 : Student will be able to i) demonstrate understanding of branches of Philosophy ii) explain relation amongst branches of Philosophy and education iii) Understand the concepts related to educational processes and critically analyse them iv) Demonstrate the implications of branches of Philosophy in educational context.

CO3 : Student will be able to i) demonstrate understanding of eastern schools of Philosophy ii) compare eastern schools of Philosophy and education iii) Understand the contributions of eastern schools of Philosophy to education iv) Critically evaluate the eastern schools of philosophies and their implications to education.

CO4 : Student will be able to i) demonstrate understanding of western schools of Philosophy ii) compare western schools of Philosophy and education iii) Understand the contributions of western schools of Philosophy to education iv) Critically evaluate the western schools of philosophies and their implications to education.

CO5 : Student will be able to i) demonstrate understanding of concept of Man and his development of educational thinkers ii) explain the context and significance of concept of man , his development proposed by different educational thinkers iii) Understand the relevance of ideas of different thinkers regarding concept man and his development to education iv) Critically evaluate the concept of man and his development proposed by different thinkers and their implications to education.

MODULE: I: PHILOSOPHY AND PHILOSOPHY OF EDUCATION: NATURE ANDFUNCTIONS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Philosophy- Meaning, Scope, Need and Importance Philosophy of Education – Meaning, Scope, Need and Importance Nature of Philosophy of Education –A Directive Discipline, A Liberal Discipline and an activity Functions of Philosophy – Speculative, Normative and Analytical Recent development in the field of Philosophy of Education	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: BRANCHES OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Major Branches of Philosophy - Metaphysics, Epistemology and Axiology (1hr.) Relationship of Metaphysics, Epistemology, Axiology and Education (1hr.) Critical understanding of concept of discipline, schooling, curriculum, syllabus, text books, assessment, teaching- learning process etc, and their relation with Philosophical perspectives. (6 hrs) Research in Philosophy of Education : Characteristics, Significance, areas and methodological issues (2 hrs)	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: EASTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction(12hrs)
Critical Analysis of Eastern Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education. a) Upanishad b) Jain c) Buddhist d) Islam e) Vision derived from synthesis of different schools Research in Philosophy of Education in the context of Eastern Schools of Philosophy	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
Critical Analysis of Western Schools of Philosophy with reference to Metaphysics, Epistemology and Axiology and their implications to Education Schools: a) Idealism b) Naturalism c) Realism d) Pragmatism e) Reconstructionism f) Existentialism g) Essentialism h) Vision derived from synthesis of different schools -Open, Flexible or Prescriptive nature i) Research in Philosophy of Education in the context western Schools of Philosophy	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (16 hrs)
Critical Analysis and Appraisal of Thoughts of different Thinkers : a) Swami Vivekananda b) Rabindranath Tagore c) Sri Aurobindo d) Mahatma Gandhi e) Plato and f) John Dewey g) Dr. A.P.J. Abdul Kalam with reference to i) Concept of Man and his Development ii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher iii) Studies on Educational thinkers iv) Status of research in Educational Philosophy in Indian Context	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Prepare scrap book on Educational Philosophies and their impact on Education.
2. Write a paper on one of the contemporary educational issues and how the educational philosophy may help to cope up the issue.
3. Conducting discussions and debates on different philosophical schools and their role for contemporary issues
4. Preparing own statement of Philosophy of Education.
5. Presentation on critical analysis of different educational thinkers (not included in above modules)

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Semester-I Tool Courses

Course code: **MEDCC103**

INTRODUCTION TO RESEARCH

Objectives: On completion of this course, the students will be able to:

1. Describe the nature, purpose, scope, areas, and types of research in education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study
4. Conduct a literature search and develop a research proposal
5. Explain a sampling design appropriate for a research study
6. Explain tool, design and procedure for collection of data
7. Explain the importance of documentation and dissemination of researches in education

Course Outcomes:

Students will be able

- CO1.** To understand basic concepts involved in educational research
- CO2.** To apply the various methods to research problems in the field of education
- CO3.** To use different methods of sampling and methods of data collection
- CO4.** To analyse the different data involved in the research and interpret it.
- CO5.** To prepare different forms of research reports

MODULE: I: RESEARCH IN EDUCATION: CONCEPTUAL ISSUES

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Meaning, purpose and areas of educational research2. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics3. Identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research4. Formulation of Hypotheses5. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

MODULE: II: METHODS OF RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none">1. Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co relational research; necessary conditions for causation2. Techniques of control: matching, holding the extraneous variable constant and statistical control3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory4. Nature of experimental research, variables in experimental research -independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables5. 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 design6. Quasi-experimental designs: nonequivalent comparison group design, and time-series design Internal and external validity of results in experimental research7. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (08 hrs)
<p>Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples</p> <p>Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling</p> <p>Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case</p> <p>Determining the sample size when using random sampling</p>	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

MODULE: IV: METHODS OF DATA COLLECTION:

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none"> 1. Tests, inventories and scales: types and construction and uses identifying a tool using reliability and validity information 2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires 3. Interview: types, characteristics and applicability, guidelines for conducting interviews 4. Qualitative process and quantitative process, Observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion 5. Secondary (existing) data: sources 	<p>Lecture, Documentary studies , reflective discussion in small groups and presentations</p>

MODULE: V : DESCRIPTIVE ANALYSIS OF QUANTITATIVE DATA

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ol style="list-style-type: none">1. Data types: Nominal, Ordinal, Interval and Ratio scale, data levels: individual and group Graphical representation of data2. Description and comparison of groups: measures of central tendencies and dispersion,3. Assumptions, uses and interpretation Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications4. Relative positions : percentile rank z-scores.5. Examining relationships: Scatter plots and their interpretation product moment, rank, bi serial, point-biserial, tetra-choric, partial and multiple correlations	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Development of a research proposal on an identified research problem
2. Preparation, try out and finalization of a tool
3. Identification of variables of a research study and their classification in terms of functions and level of measurement
4. Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Review of research report
8. Visit to various libraries for reviews
9. Visit to other Research centers to study the previous researches

10. Preparation of questionnaire for micro-level educational survey.
11. Preparation of interview schedule for micro- level educational survey.

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Course code : MEDEC 104-1

EDUCATIONAL MANAGEMENT AND ADMINISTRATION

Objectives of Paper:

1. To help the students to understand the concepts, principles processes and techniques of management of education scientifically.
2. To acquaint the students with some management skills required in the educational environment.
3. To enable the students to apply the concepts, techniques and processes of management to the situations in education.
4. To orient the students with the procedures of supervision and inspection and bring about improvement in the field of education.

MODULE: I: CONCEPT AND MEANING OF EDUCATIONAL MANAGEMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Educational Management: Concept, Nature, importance2. Trends in management (concept, Nature and importance) :<ol style="list-style-type: none">i. Human Resource Managementii. Performance Appraisaliii. Time Management	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: CONCEPT AND MEANING OF EDUCATIONAL ADMINISTRATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Development of Modern Concept of Educational Administration from 1900 to Present-day.2. Administration as a process3. Administration as a bureaucracy4. Meeting the Psychological needs of employees, systems approach5. Administration such as (a) Decision making, (b) PERT	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: STRUCTURAL FRAMEWORK OF EDUCATIONAL MANAGEMENT IN INDIA

Instruction (Referencing):

Content	Mode of Transaction (15hrs)
<ol style="list-style-type: none">1. Agencies of educational Management – U.G.C., NCERT, NIEPA, CABE, NCTE, IGNOU (Genesis, objectives, functions and role)2. Management of Schools : Role of headmaster in planning of school activities3. Staff development programmes4. Role of teachers in school management and administration	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: PROCESS OF MANAGEMENT

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none">1. Planning : Meaning and Nature, Approaches to Educational Planning , Perspective Planning , Institutional Planning2. Organization : Concept, structure, Factors affecting organizationalstructure , theory Organization,3. Leadership : Meaning and Nature , Theories of Leadership, Styles of Leadership , measurements of Leadership	Lecture, Documentary studies , reflective discussion in smallgroups and presentations

MODULE: V: EDUCATIONAL SUPERVISION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Supervision : Meaning and Nature , Functions, Supervision (as a service, as a process , as functions, as educational leadership)2. Modern supervision3. Supervisory programme : Planning, Organization and Implementation	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Assignment/term paper on selected theme from the course.
2. A study of the functioning contribution of a VEC/SMC/PTA.
3. Study of conflict resolution studies adopted by Heads in two schools.
4. Panel discussion on corporate punishment in schools.
5. Prepare a plan for the mobilization of different types of resources for a school form the community.

REFERENCES:

- Alfonso. R.J, Firth, G.R., Neville, R.E (1977) *Instructional Supervision*, - A Behavioural System: Boston – Allyn and Bacon, Inc.
- Anthony, N.F. (1981) *Management competencies and Incompetence's* Canada: Addison Wesley Publishing Company, Inc.
- Arnole, H.J and Feldman, D.C. (1988) *Organizational Behaviour*, New York: McGraw – Hill Book Company
- Burton, W.H. and Brueckner, L.J (1955) *Supervision – A Social Process*, U.S.A Appleton Century Crofts, Inc.
- Desai, D and Other (1970) *School Management and Change*, Baroda: M.S University.
- Drunker, F.B (1985) *Management – Tasks, Responsibilities and Practices*, New Delhi: Allied Publishers Pvt. Ltd.
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- Etzioni, A. (1972) *Modern Organisation*, New Jersey: Prentice Hall Inc.
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- Flippo, E.B (1884) *Personnel Management*. New York: McGraw Hill, Inc.

Course code: **MEDED104-2**
WOMEN'S EDUCATION

Objectives of Paper:

1. To know the expected roles (political, social and economic) of Indian Women in developing countries including India.
2. To acquaint with the types and modes of preparation needed for them in playing such roles
3. Effectively and efficiently in tune with the Constitutional directives.
4. To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organizations like ILO.

MODULE: I: Background and status

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Problems of women face in developing countries including India.2. Literacy percentage of women inadequate nutrition and technology existing against women etc.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: Historical Development of Women's Education

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Historical perspective of Women's Education in India Early, Colonial and Modern Periods2. Government initiatives and schemes , objective significance and evaluation	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: Pioneers of Women's Education in India

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none">• Raja Ram Mohun Roy,• Mahatma Jyotirao Phule and Savitribai Phule• Maharaja Sayajirao Gaikwad• Periyar EV Ramaswamy• Dr. Bhimrao Ramji Ambedkar• Maharshi Dhondo Keshav Karve	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: NATIONAL PERSPECTIVE PLAN FOR WOMEN'S EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Role of UGC, MHRD, 2. National policy of education- 1968, 1986, 2020 3. Constitutional Provision; 4. Committees and Commissions on Women's Education-	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: Research in Women's education

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
1. Needed direction in educational research: access to education, and retention, apathy at home, child labor, early child marriage continuance of out-dated laws, and positive attitude towards girl's education. 2. Areas of research : Women empowerment through education , issues of working women , Status of women (urban & rural) contributors of women empowerment and education	Lecture, Documentary studies , reflective discussion in smallgroups and presentations

PRACTICUM (Training & Creation)

6. Assignment/term paper on selected theme from the course.
7. A study of the functioning contribution of a various agencies
8. Panel discussion on women education related topics.
9. Prepare a plan for the mobilization of different types of resources for a women empowerment form the community.
10. Analysis of reports of government agencies.

REFERENCES:

Agarwal, S. (2011). Women in India. Jaipur: Aadi Publications.

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh: Ethic Community Development Organization (ECDO).

Arunachalam, Jaya, Kalapagam, U. (2006). Development and Empowerment-

Rural Women in India. New Delhi: Rawat Publications.

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The Minerva Associates.

Jagdale, S.B. (2013). Issues of governance in social work education in India, University News, 51(31), 14-17.

Kapoor, M. (1986) Women and Family Life Education in India. Jaipur: Printwell Publications.

Sinha, Rajani (2004). Status of Women and Economic Development - Some Econometric Evidence. Jaipur: RBSA Publishers.

Sperling G and Winthrop R. (2015). What Works in Girls' Education, Evidence for the World's Best Investment. Brookings Institution Press.

OPEN ELECTIVE COURSES:

Semester I

Course Code: MEDOE 105

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2 credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they should register for examination and credit transfer scheme of UGC

OR

Students have to observe lessons in schools during the practice teaching lessons of B.Ed. students for their respective methods in B.Ed. course (10 for each method)

Open Elective Courses (Each for 2 Credits)

Open elective courses enlisted below are offered by School of Educational Sciences for students of other programs at campus schools

1. Microlearning Didactics
 2. Media, Culture and Education
 3. Social Media and Education
 4. Learning Analytics
 5. Data Science for Education
 6. Environmental Studies and Education
 7. Yoga and Stress Management
 8. Spiritual Practices, Mental Health and Life skills
 9. Life Skills Education
 10. Value Education and Professional Skills
 11. Microlearning Skills
- Learning Skills in Knowledge Society

INTER SEMESTER BREAK ACTIVITIES

Inter semester Break activities will be as per NCTE Guidelines.

Semester-II

Course Code: MEDCC201

SOCIOLOGY OF EDUCATION

Objectives: On completion of this course, the students will be able to:

1. Understand relationship between society and education
2. Develop the understanding of Sociology of Education
3. Understand the role of new technologies in the changing social content
4. Understand the changing nature of society and Education in 21st Century
5. Enable the role of Education in sustainable development and creating a culture of peace

Course Outcomes:

- CO1. Understand the relationship between society and education
- CO2. Apply the principals of sociology of education in learning process.
- CO3. Understand the role of new technology in the changing social content.
- CO4. Understand and analyze the changing nature of society and education in 21st century.
- CO5. Acquire the knowledge about the role of education in sustainable development.

MODULE: I: SOCIOLOGY AND SOCIOLOGY OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Educational Sociology : Meaning, Nature, Scope of Educational Sociology2. Relationship between Sociology and Education with special reference to aims of Education , method & curriculum3. Education as a sub System of Society, as a social system. Social structure and social mobility: Impact on educational process.4. Process of Socialization and Acculturation of the child- critical Appraisal of the role of school, parents, peer group and community.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: EDUCATION AND SOCIETY

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Education as a process in the social system: structural functional school, symbolic interaction.2. Education as a process of Socialization concept and agencies of socialization3. Social organization and social groups : concept, nature and characteristics4. Liberalization, privatization and globalization5. Social control : Concept and role of education in the process of social control	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: THE CHANGING NATURE OF SOCIETY AND EDUCATION IN 21ST CENTURY

Instruction (Referencing):

Content	Mode of Transaction (14hrs)
<ol style="list-style-type: none">1. Impact of Science & Technology on society and education2. Modernity post modernity : Concept of modernity and post modernity3. Role of Education under modernity and post modernity4. Social change and development through social networking5. Learning Society : Concept, Characteristics and role of Education6. Education of Global Citizenship : Meaning and nature of global citizenship, Role of Education in global citizenship	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: CONTEMPERORY ISSUES AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (014 hrs)
<p>Education for sustainable development:</p> <ol style="list-style-type: none">1. Concept, need, aims, curriculum. Teaching-Learning and role of the teacher, need of an interdisciplinary approach <p>Education for Gender Equity:</p> <ol style="list-style-type: none">1. Need and importance with special reference to India2. Role of Education in women empowerment. <p>Human Right Education:</p> <ol style="list-style-type: none">1. Concept, need, Role of Education with reference to human rights2. Concept of right based schools. <p>Education for peace :</p> <ol style="list-style-type: none">1. Concept and need of peace and peace education2. Role of Education, Role of Education in developing a culture of peace	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: CONCEPT OF MAN, DEVELOPMENT AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Critical Analysis and Appraisal of Thoughts of different Thinkers : Mahatma Phule, Maharaja Sayajirao Gaikwad ,Chhatrapati Shahu Maharaj, Dr. B.R. Ambedkar, Karmveer Bhaurao Patil and Dr. J. P. Naik with reference to<ol style="list-style-type: none">i) Concept of Social Development and Social Justiceii) Aims of Education, Curriculum, Teaching and Learning , Role of the Teacher	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Prepare scrap book on Perspectives of Educational Sociologies and their impact on Education.
2. Presentation on critical analysis of educational thoughts of different social thinkers(not included in above modules)
3. Conducting discussions and debates on education, schooling of people from different socio-economic background and their role for contemporary issues
4. Preparing own statement of socio cultural perspective of Education.

REFERENCES

References:

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- Berger, P. L., & Luckmann, T. (1967). *The Social Construction of Reality*. Allene Lane: The Penguin Press (Set Book).
- Bhattacharya & Srinivas. (1962). *Society and Education*. Calcutta: Academic Publishers.
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- Chitnis, S. (1974). *Sociology of Education: A trend report in a survey of Research in Sociology and Social Anthropology by ICSSR. Vol. II*, p. 166-232. Bombay: Popular Prakashan (ICSSR).
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- Cox, W. L., & Mercer, B. E. (1961). *Education in Democracy*. New York: Mc Graw Hill.
- Donald A. H., & Joel, E. G. (1967). *On Education – Sociological Perspectives*. New York: John Wiley and Sons Inc.
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- Freedman, B. (1967). *The College Experience*. San Fransisco: Jossey-Bass Inc.
- Harris, E. S. (1965). *Challenge and Change in American Education*. California :Mc Cutchan Publishing Corporation.
- Levitas, M. (1974). *Marxist perspectives in the sociology of education*. London: Routledge & Kangan Paul.

- Morris, I. (1978). *The Sociology of Education - An introduction*. London: William Cloves Limited.
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- Nisbet, R. A. (1967). *The Sociological Tradition*. London: Heinemann.
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- Ruhela, S. P. (1969). *Social determinants of Educability in India*. New Delhi:Jain Brothers Publishers.
- Schlechty, P. C. (1976). *Teaching and Social Behaviour*. USA: Allyn and Bacon, Inc.
- Shah, B. V. (1965). *Sociology of Education - An attempt at definition and scope*. *Sociological Bulletin*, XIV (2), p. 65.
- Shukla, S. (1963). *The Context of Education in Developing Societies*. Delhi:CIE.
- Sieber, S. D., & Wilder, D. E. (1973). *The School of Society*. New York: TheFree Press.
- Sprott, U. (1958). *Human Groups*. UK: Pelican Books.
- Swift, D. F. (1970). *Basic readings in sociology of education*. London: Routledge & Kegan Paul.
- Thirtha, T. (1974). *Education and Society*. Banglore: Centre for EducationalSociology.
- Tyler, W. (1977). *The Sociology of Educational Inequality*. London: Methuenand Co. Ltd.
- West, E. G. (1965). *Education and the State*. London: The Institute of Economic Affairs Ltd.

Course code: MEDCC202

EDUCATIONAL STUDIES

Objectives of the Course:

On completion of this course, the students will be able to:

1. Understand and appreciate the theoretical development in Education in their proper perspectives
2. Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
3. Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. Analyze the social and the cultural dimensions of education and the issues related.
5. Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.

Course Outcomes

- CO1.** Read critically for argument and demonstrate their understanding of scholarly literature, particularly within their Area of Emphasis
- CO2.** Demonstrate understanding of the assumptions and principles underlying common education research methods
- CO3.** Adapt and apply skills, theories, or methods gained in one course or scholarly discipline to another
- CO4.** Demonstrate coherent understanding of the salient contemporary issues and challenges in education
- CO5.** Connect theory to real world and Approach education issues from multiple perspectives

MODULE: I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE

Instruction (Referencing):

Content	Mode of Transaction (10 Hrs)
<ol style="list-style-type: none">1. Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.2. Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc, and their linkage to pedagogy and practices.3. School education: Contemporary challenges4. Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE II : EPISTEMOLOGICAL BASIS OF EDUCATIONAL STUDIES

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Epistemological perspectives, categories of Knowledge and Education2. Procedure of bridging gap in the process of knowledgeconstruction between:<ol style="list-style-type: none">a) Content knowledge and Pedagogy knowledgeb) School knowledge and out of the school knowledgec) Experiential knowledge and empirical knowledged) Knowledge on action and reflection on outcome of actione) Theoretical knowledge and practical knowledgef) Universal knowledge and contextual knowledge.3. Role of different subjects in the faculty of education inbridging the above mentioned gaps	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE

Instruction (Referencing):

Content	Mode of Transaction(10 hrs)
<ol style="list-style-type: none">1. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.2. Contribution of science and technology to education and challenges ahead.3. Axiological issues in education: role of peace and other values, aesthetics in education.4. Dynamic relationship of education with the political process.5. Interrelation between education and development.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction(15 hrs)
<ol style="list-style-type: none">1. Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict2. Social purpose of Education; Understanding Indian society with reference multicultural and multilingual classrooms; Educational challenges of a multicultural and a multilingual society3. Role of Education in addressing the technological culture, privatization and globalization.4. Interrelationship between education and sustainable development5. Equality in Educational opportunity- critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality; Right to Education	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: NEED FOR A VISION OF SCHOOL EDUCATION AND TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decisions, teaching-learning process and pedagogy for different stages of education, overall development of the children, assessment, school and classroom environment, pedagogy, role of the teachers, discipline and participatory management, etc.2. Analysis and synthesis of different Philosophical schools of thought, thoughts of great educators like Gandhiji, Tagore, Shri Aurobindo, J. Krishnamurthi, John Dewey, Paulo Friere, etc;3. The multiple contexts in which the schools are functioning; emerging dimensions of school and teacher education;4. Linkage between education and other development sectors.5. The complex process related to the role of educational transformation in national development in the rights of the child.6. Concepts of quality and excellence in education- it's relation to quality of life.	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo/JohnDewey/J. Krishnamurthy etc. and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
- Assignments based on self-study on identified themes such as policy perspectives andstatus of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar.
- Visit to a rural/tribal school, observation of activities and preparation of a reflectivediary and interaction in a group.

REFERENCES

- Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London, s
- Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt.Ltd., London.
- Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanague (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
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- Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London. Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
- Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7

Course code: MEDCC203

ELEMENTRY LEVEL SCHOOL EDUCATION

Course Objectives

On completion of this course, the students will be able to:

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

Course Outcomes

- CO1.** Compare the Indian Elementary education system in Pre & Post Independent period and Constitutional provisions for elementary education
- CO2.** Analyses the development process of Elementary Education and assess the outcomes of elementary education.
- CO3.** Understand the role of various programs for enhancing elementary education
- CO4.** Analyses & compare various programs for enhancing elementary education
- CO5.** Understand the management structure of elementary education on various levels.

MODULE: I: HISTORICAL PERSPECTIVES ON ELEMENTARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">✓ Elementary Education in Pre - Independent India✓ Elementary Education in Post-Independent India✓ Constitutional Provisions for Elementary Education✓ Programmes UEE (Universalization of Elementary Education)<ul style="list-style-type: none">• OBB (Operation Black Board)• MDM (Mid-day Meal Programme)• DPEP (District Primary Education Programme)• SSA-Sarv Shiksha Abhiyan	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: II: CURRICULUM, PEDAGOGY AND ASSESSMENT

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">✓ Developing of Curriculum at Elementary Education (NCF-2009)✓ Pedagogies on Elementary Education✓ Assessment of Learning Outcomes at Elementary Education	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III– PROGRAMS FOR ENHANCING ELEMENTRY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">✓ Perspective Planning and Annual Planning✓ Civil Work✓ Teacher's Training/Capacity Building✓ Programmes for Out of School Children✓ Integrated Education for Disabled (IED)✓ Programmes for Girls' Education<ul style="list-style-type: none">• KGBV (Kasturba Gandhi Balika Vidyalaya)• NPEGEL (National Programme for Education of Girls at Elementary Level)✓ MIS (Management Information System)✓ Teacher Support System✓ Community Participation	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV MANAGEMENT STRUCTURES AT DIFFERENT LEVEL

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">✓ National✓ State✓ District (including Municipal Corporation)✓ Block✓ Cluster✓ School	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: ISSUES, CHALLENGES AND RESEARCHES IN ELEMENTARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (14 hrs)
<ul style="list-style-type: none">• Major Issues and Challenges in UEE• Drop out of students• Migration of parents• Making education assessable to remote areas• Availability of Subject Specialized teachers• Recent Researches in Elementary Education	

PRACTICUM (Training & Creation)

The students may undertake any one of the following activities:

- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Survey of status of teachers of elementary level.

REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD.
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- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
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- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (2001): Convention on the Right of the child. New Delhi.
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- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Elective Courses:
Course Code : **MEDTC 204-1**
EDUCATIONAL TECHNOLOGY

Objective Course:

On completion of this course, the students will be able to:

1. Understand the nature and scope of educational technology and also about the various forms of technology
2. Understand the systems approach to Education and communication theories and modes of communication
3. Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media
4. Develop basic skills in the production of different types of instructional material
5. Know the recent innovations and future perspectives of Education Technology.

Course Outcomes

- CO1.** Understand the key components of ET with respect to education
- CO2.** Understand the change the nature of education, challenges and Identify affordable ET equipments
- CO3.** Describe the key concepts of ET with Categories knowledge and skill
- CO4.** Understand the ET and its applications in teaching-learning
- CO5.** Understand the Instructional design & development and Innovations in ET

MODULE: I: NATURE AND SCOPE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Educational Technology-concept, Characteristics, Scope and approaches (ET of Education and ET in Education) 2. Forms of Educational Technology: teaching technology, instructional technology and behavior technology; 3. Approaches of educational technology: Hardware and Software; 4. Role of ET in education, advantages and disadvantages of ET 5. Major institutions of educational technology in India	Lecture reflective discussion in small groups and presentations

MODULE: II: COMMUNICATION PROCESS

Content	Mode of Transaction (10 hrs)
1. Communication : Concept, Characteristics, Process, Components 2. Communication in classroom teaching, levels of teaching (Memory, Understanding and Reflective) 3. Effectiveness of Communication, Barriers and problems in Communication.	Lecture, Documentary studies , reflective discussion in small groups and presentations

4. Mass Media : Concept , types and applications in education	
5. Communication Skills : Listening, Speaking, Reading and Writing for educational purpose	

MODULE: III: INSTRUCTIONAL DESIGN

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none"> 1. Instructional Design: Concept, Views. Process and stages of Development of Instructional Design. 2. Instructional Design : system approach and Multimedia Approach 3. Models of Instructional Design 4. Self Learning Material : Concept, Characteristics, types and development 	Lecture, reflective discussion in small groups and presentations

MODULE: IV: AUDIO VISUAL MEDIA IN EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (16 hrs)
<ol style="list-style-type: none"> 1. Audio-visual media – meaning, importance and various forms. 2. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices 3. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television in education, Teleconferencing, Video Conferencing. 4. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education. 	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: V: NEW HORIZONS OF EDUCATIONAL TECHNOLOGY

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ol style="list-style-type: none"> 1. Development of ET in India 2. Recent innovations in the area of ET and its future with reference to education. 3. Challenges and issues involved in adopting innovations in ET 4. Open Education and ET : 5. Changing Role of Teacher and ET 	Lecture, Documentary studies , reflective discussion in small groups and presentations

RACTICUM (Training & Creation)

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Writing a script for media production.
3. Critical analysis of an instructional system based on components of systems approach
4. Critical analysis of the different instructional designs based on the various instructional design models.
5. Preparation of a trend report on researches on instructional design.
6. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content. Design intervention programme of educational technology in the current practices of teacher training programmes in India

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Course code MEDTC -204-2

INCLUSIVE EDUCATION

Objectives

To enable students to:

- Understand the concept and nature of Inclusive Education.
- Understand the modes and approaches of Inclusive Education and approaches of Identification for Special children.
- Understand the meaning, characteristics, types, causes educational programmes, prevention and rehabilitation of various types of special children.

MODULE: I: CONCEPT AND NATURE OF INCLUSIVE EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Objectives, types, historical perspective, Inclusive education 2. Researches in Inclusive Education	Lecture, reflective discussion in small groups and presentations

MODULE: II: EDUCATION OF MENTALLY RETARDED

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
1. Characteristics of the retarded 2. Educable mentally retarded 3. Teaching strategies 4. Enrichment programmes 5. Remedial programmes 6. Etiology and prevention 7. Mental hygiene as remediation	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: EDUCATION OF THE IMPAIRED & HANDICAPPED

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Impairments: Visual and Hearing, characteristics, degree of impairment, etiology and prevention 2. Orthopaedically Handicapped: types of handicap, characteristics 3. Educational programmes for impaired and orthopaedically handicapped	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: EDUCATION OF THE GIFTED, CREATIVE AND DISABLED CHILDREN

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
1. characteristics 2. identification process 3. educational programmes	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EDUCATION OF JUVENILE DELINQUENTS

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
1. characteristics 2. problems of alcoholion, drug addiction 3. anti-social and character disorder 4. educational programmes for Rehabilitation	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices towards social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

6. Visit to any local Special School and Report.
7. A Survey of Special Children included in Regular Schools – Local Primary Schools or Secondary Schools and Report.
8. Visit to any local Special School and report.
9. Conduct of Two case studies (from Special Schools or Remand home) and report.

REFERENCES

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- Reddy, L. G., Ramar R, & Kusuma A. (2000). *Education of Children with Special Needs*. New Delhi : Discovery Publishing House.

MEDTC 204-3
EDUCATIONAL MEASUREMENT & EVALUATION

Objectives of the course:

To enable the student to:

1. Get acquainted with the basic concepts and practices adopted in educational measurement and educational evaluation
2. Understand the relationship between measurement and evaluation
3. To understand various taxonomies of educational objective
4. Get acquainted with various reforms in examination system

Course Outcomes:

- CO1.** Student will be able to understand concept and process of educational measurement and evaluation
- CO2.** Student will be able to understand taxonomies of educational evaluation
- CO3.** Student will be able to design tools of educational measurement and evaluation
- CO4.** Student will be able to apply the principles and methods of evaluation to learning and education.
- CO5.** Student will be able to understand and evaluate reforms in examination .

MODULE: I: EDUCATIONAL MEASUREMENT AND EDUCATIONAL EVALUATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Meaning and concept of Educational Measurement 2. Historical background of measurement 3. Educational Evaluation - Concept, process, principles and types 4. Relationship among measurement, assessment and evaluation	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: TAXONOMIES OF EDUCATIONAL OBJECTIVES

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Domains of Evaluation: Cognitive, Affective and Psychomotor Taxonomies of educational objectives in different domains	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: MODULE: III: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Validity, Reliability, Objectivity, Adequacy, Usability, discriminating power, Norms2. Reliability - methods of establishing reliability, factors affecting, interpretation and improving reliability3. 3. Validity - Types, Factors affecting, interpretation and improving validity	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: EVALUATION OF LEARNING

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Diagnosis and Remediation of Learning Difficulties2. Nature and Characteristics of good diagnosis3. Diagnostic Test – meaning, purpose planning, administration and interpretation4. Remedial Instruction – meaning, principles, and organization5. Techniques in Evaluating Learning and Development6. (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EXAMINATION REFORMS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Concept, need and importance 2. Grading, Marking and Credit System 3. Semester System 4. Question Bank 5. Continuous Internal Assessment 6. Moderation and revaluation 7. Online Examination	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Prepare a question bank of 25 questions at different levels and types for anyone paper of B.Ed. or M.Ed. Course.
50
2. Study of online examination system through visit to computer Institute.
3. Measure attitude /interest /personality of five students at any level (School/B.Ed./M.Ed.)with the readymade test or inventory and interpret the results.
4. Prepare administer and assess an achievement test for one Unit at B.Ed or M.Ed level and equivalence the results (within the group and against a standard)

REFERENCES

- Blood, Don and Budd, William, (1972). Educational Measurement and Evaluation. New York :Harper and Row Publishers.
- Chavan, C.P.S., (1993). Emerging Trends in Educational Evaluation. New Delhi :Common wealthPublishers.
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- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics.Bombay : Sheth Publishers.
- Ebel, Robert and Frisble, David (2003). Essentials of Educational Measurements. New Delhi :Prentice Hall of India.
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Harper, Edwin and Harper, Erika (2003). Preparing Objective Examinations : A Handbook for Teachers, Students, and Examiners, New Delhi : Prentice Hall of India.

Martuza, Victor (1977). Applying Norm - Referenced and criterion – Referenced Measurement in Education. Boston : Ptillyn and Bacon Tnc.

Mehrens, William and Lehmann, Irvin (1972). Measurement and Evaluation in Education and Psychology. New York : Holt, Rinehart.

OPEN ELECTIVE

Semester II

Corse Code : MEDOE 205

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2 credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they should register for examination and credit transfer scheme of UGC

OR

Students have to conduct Action Research on any educational problem of their own choice after consultation with a supervisor teacher appointed by college.

Open Elective Courses (Each for 2 Credits)

Open elective courses enlisted below are offered by School of Educational Sciences for students of other programs at campus schools

12. Microlearning Didactics
13. Media, Culture and Education
14. Social Media and Education
15. Learning Analytics
16. Data Science for Education
17. Environmental Studies and Education
18. Yoga and Stress Management
19. Spiritual Practices, Mental Health and Life skills
20. Life Skills Education
21. Value Education and Professional Skills
22. Microlearning Skills
23. Learning Skills in Knowledge Society

Semester III

Course code
MEDCC301

HISTORY –POLITICAL -ECONOMY

Objectives:

- To enable the students to develop knowledge and understanding of the history of education
- To enable the students to understand the historical foundation of education as manifest in the historical documents such as the reports of different commissions and committees
- To acquaint the students with the different aspects of growth of the national system of education
- To acquaint the students with the educational development at different levels as well as some special aspects of it
- To acquaint the students with role of politics in education
- To acquaint students with role of education in economic development

Course Outcomes:

- CO1.** Classify & Compare the characteristics of education system in the various era of Indian education.
- CO2.** Understand the history of Education.
- CO3.** Analyse & compare the different aspects of growth of the national system of education.
- CO4.** Analyse & compare the different aspects of growth of the national system of education.
- CO5.** Analyse the role of politics in education and the role of education in economic development

MODULE: I: HISTORICAL DEVELOPMENT OF INDIAN EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
1. Need and importance of History of Education. 2. Education in Ancient India. 3. Education in Medieval India. 4. Discontentment against western system of education. 5. National Educational Movement 6. Basic Education Movement	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: ELEMENTARY AND SECONDARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (115 hrs)
<p>A. Elementary Education</p> <ul style="list-style-type: none">a. Development of elementary educationb. Recommendation of different committees and commissions.c. Efforts to introduce compulsion : Gokhale's attempt; introduction of compulsory primary education in the State of Baroda,d. Issues in Elementary education. <p>B. Secondary Education</p> <ul style="list-style-type: none">a) Recommendations of different committees and commissions on Secondary educationb) Issues in Secondary education.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE:III: HIGHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">1. Origin of modern universities in India.2. Types of University in India: State University, Central University, Unitary University, Affiliated University, Deemed University3. Expansion and progress of higher education: University Grants Commission; Recommendations of different Committees and Commissions; Distance education; Higher education under the current plan.4. Problems of Higher Education: Language; Students' unrest; job-oriented curricula; linkage of university with environment, privatization, fee structure, shortage of teachers	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: POLITICS IN EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Education policy-making and the politics of educational reforms2. Politicisation of Education: Curriculum, , transaction of curriculum, teachers union, Recruitment3. Globalisation and politics of Education	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: EDUCATION AND ECONOMIC DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Role of Education in Economic Development2. Education as an Investment3. Returns/Benefits from Educational Investment4. Manpower approach for Educational planning	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Prepare scrap book on education in ancient period and medieval period
2. Presentation on critical analysis of education system in ancient period and medieval period
3. Collect information regarding the education institutions in medieval period.
4. Collect information and make presentation on different types of universities.

REFERENCES

- Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
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- Naik, J.P.(1965) Educational Planning in India. Bombay :Allied Publishers .
- Naik, J.P. (1965) Elementary Education in India (The Unfinished Business) Bombay: Asia Publishing House.
- 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.
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- Saiyuddin, K.G.(1962) Problems of Educational Reconstruction. Bombay:AsiaPublishing House.
- Sharma,S.(2005) History and Development of Higher Education in free India. Jaipur;ABD Publishers.
- Shrimali, K.L.(1961) Problems of Education in India. New Delhi: Publications DivisionGovt. of India.
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Course Code MEDEC-302
TEACHER EDUCATION

Course Objectives :

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

Course Outcomes

CO1. The student will be able to understand the perspectives and practices of teacher education.

CO2. The student will be able to understand the different organizations and agencies of teacher education and describe their role, functions

CO3. The student will be able to understand general structure of teacher education in India.

CO4. The student will be able to analyze the factors affecting the quality of in and pre-service teacher education program in India.

CO5. The student will be able to understand the paradigms and practices for research in teacher education

MODULE: I- PERSPECTIVES AND POLICY ON TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15hrs)
Teacher Development – Concept, Factors influencing teacher development – personal, contextual. Teacher Expertise – Berliner’s stages of development of a teacher. Approaches to teacher development – self-directed development cooperative or collegial development, change-oriented staff development. National and state policies on teacher education review Different organisations and agencies involved in teacher education – their roles, functions and networking	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II- STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Structure of teacher education system in India – its merits and limitations Universalisation of Secondary Education and its implications for teacher education at the secondary level Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes Vertical mobility of a school teacher - avenues Professional development of teachers and teacher educators – present practices and Avenues Systemic factors influencing the quality of pre and in-service education of secondary school teachers	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III- RESEARCH IN TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Paradigms for research on teaching – Gage, Doyle and Shulman. Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV- PROBLEMS AND ISSUES IN TEACHER EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes, Sufficiency of subject matter knowledge for teaching at the senior secondary level, Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation Issues related to enhancing teacher competence, commitment and teacher performance Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
2. Select any one current practice in teacher education and trace the background of its formulation as a policy.
3. A review of researches in any one area of research in teacher education and write the policy implications
4. A review of a research article in teacher education and write implications for practitioner

REFERENCES :

- J. S. Raput & Walia, K. (2002). *Teacher Education in India*. Sterling Publishers Private Limited: New Delhi.
- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21st Century Publications
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Kothari, R. G. and Patel, J, B (2011). *In-service Teacher Education: Training programme for Primary Teachers*. Germany:VDM Verlag Publisher.

Lomax, D.E. (1973). *The Education of Teachers in Britain*. London : Johnwiley and Sons.

Mangla, S. (2002). *Teacher Education- Trends and Strategies*. New Delhi: Sage Publishers.

Mukerji, S.N. (1968). *Education of Teachers in India (vol. 1 and II)*. New Delhi: Sultan Chandand Co.

National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers*. New Delhi: Member Secretary, National Council for Teacher Education.

National Curriculum Framework for School Education (2000) NCERT:

J.J. offset Printers.

Course Code : MEDCC303 -01

RESEARCH METHODS (ADVANCED)

On completion of this course, the students will be able to:

1. Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
examine relationship between and among different types of variables of a research study
explain or predict values of a dependent variable based on the values of one or more independent variables
2. Estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data
3. Use appropriate procedures to analyze qualitative data
4. Demonstrate competence in the use of statistical packages for analysis of data

MODULE: I: TECHNIQUES OF QUALITATIVE DATA

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none">✓ Content Analysis✓ Classification✓ Categorization✓ Triangulation✓ Frequency and Percentage Analysis✓ Trend Analysis✓ Use of computer in qualitative data analysis	Lecture, reflective discussion in small groups and presentations

MODULE: II: INFERENCE ANALYSIS OF QUANTITATIVE DATA-1

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ol style="list-style-type: none">1. Estimation of a parameter-Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean2. Testing of hypotheses-null and alternative hypotheses, directional alternative hypotheses, testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples: Proportions, means (including small samples) and variances	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III- INFERENCE ANALYSIS OF QUANTITATIVE DATA-2

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses Non-parametric statistics: assumptions and Chi-square	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV- DATA ANALYSIS IN MIXED RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: COMPUTER FOR DATA ANALYSIS AND PREPARATION OF RESEARCH REPORT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Use of Computer for data analysis- Knowledge of different types of software for statistical analysis, use for preparing research report, EXCEL	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. A critical assessment of statistical techniques used in a research report.
2. Preparation of graphic designs of data obtained in a research study.
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
4. Analysis of data using Statistical Packages.
5. Study of statistical analysis used in various researches
6. Prepare one research paper
7. Four research report evaluation
8. Attend two conferences

REFERENCES:

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGrawHill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston:
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- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
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- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

Course Code: MEDCC303 -02

ADVANCED ANALYTICAL TECHNIQUES IN EDUCATIONAL RESEARCH

Course Outcomes:

On completion of this course, the students will be able to:

1. To understand different concepts, approaches and techniques involved in dataanalysis process by using different software
2. To understand different software – their functions and applications foreducational research
3. To apply different software for analysis of qualitative and quantitative datainvolved in educational research and interpret the results
4. To enable for decision making in educational data analysis and hypotheses testing using differentsoftware
5. To understand the process of report writing and presentation

Course Outcomes:

- CO1 Student will be able to understand different concepts, approaches and techniques involved in data analysis process by using different software
- CO2 Student will be able to understand different software – their functions andapplications for educational research
- CO3 Student will be able to apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results
- CO4 Student will be able to decision making in educational data analysis and hypotheses testingusing different software
- CO5 Student will be able to understand the process of report writing and presentation

MODULE: I: DATA: CONCEPTS AND TYPES

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ul style="list-style-type: none">✓ Introduction to Data and Types of data✓ Qualitative Data -concept and forms✓ Qualitative Data – Significance and applications✓ Qualitative Data Analysis-techniques✓ Quantitative data – concept, Characteristics and significance✓ Levels of measurement	Lecture, reflective discussion in small groups and presentations

MODULE: II: DATA ANALYSIS SOFTWARE-I

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">✓ Data Analysis: Concept purpose and Limitations✓ Data Analysis software – Concept, Characteristics and significance✓ Types of Software- open source and paid, online-offline -characteristics, functions, significance, applications and significance	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: III-DATA ANALYSIS SOFTWARE-II

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">✓ Spreadsheets- introduction, features and functions✓ Working with spreadsheets✓ Statistical Function – concept, characteristics and applications✓ Logical Function – concept, characteristics and applications	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: IV- DATA ANALYSIS SOFTWARE -III

Instruction (Referencing):

Content	Mode of Transaction (18 hrs)
Descriptive statistics – using different software like spreadsheets, SPSS, PSPP, StatistiXL, online calculators Inferential Statistics -using spreadsheets, SPSS, PSPP, StatistiXL, online calculators Data Mining Software for Qualitative and Quantitative analysis -introduction, features , types and applications	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: REPORTING DATA ANALYSIS

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
Ethical practices-and policies regarding use of software for educational research Antiplagiarism software -types, significance and limitations Research report -principles and structure Evaluation of research reports	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. A critical assessment of statistical techniques used in a research report.
2. Preparation of graphic designs of data obtained in a research study.
3. Selectionand description of appropriate statistical technique(s) for answering a research question or for testing of a given hypothesis.
4. Analysis of data using Statistical Packages.
5. Study of statistical analysis software used in various researches

REFERENCES:

Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGrawHill.
Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston:
Allyn & Bacon. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks,

CA: Sage.

Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.

Huck, S.W. (2007).

Reading Statistics and research. Boston: Allyn & Bacon.

Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harperand Row.

Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.

Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.

VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

Course Code: MEDCC303-03
MIXED METHODS AND DESIGNING IN EDUCATIONAL RESEARCH

Course Outcomes:

On completion of this course, the students will be able to:

1. To understand different concepts, approaches and techniques involved in data analysis process in mixed methods and designing in Educational Research
2. To understand different methods and approaches – their functions and applications for educational research
3. To apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results
4. To enable for decision making in educational data analysis and hypotheses testing using different software
5. To understand the process of report writing and presentation

Course Outcomes:

- CO1 Student will be able to understand different concepts, approaches and techniques involved in mixed methods and designing in Educational Research
- CO2 Student will be able to understand different methods and approaches – their functions and applications for educational research
- CO3 Student will be able to apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results
- CO4 Student will be able to decision making in educational data analysis and hypotheses testing using different software
- CO5 Student will be able to understand the process of report writing and presentation

MODULE I: MIXED METHODS: CONCEPTS AND APPLICATIONS

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ul style="list-style-type: none">✓ Mixed Methods : Meaning, Characteristics and Types✓ Approaches of Mixed Methods✓ Significance and Applications of Mixed methods✓ Research Designs for Mixed methods✓ Writing research proposal for mixed methods	Lecture, reflective discussion in small groups and presentations

MODULE II: DATA COLLECTION AND ANALYSIS IN MIXED RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none"> ✓ Sampling Frames and Designs ✓ Experimental Designs and Data Collection ✓ Data Collection tools and techniques used in Mixed methods ✓ Data reduction, data display, conclusion drawing and Verification, corroborating, establishing credibility. 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE III: TECHNIQUES OF QUALITATIVE DATA

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Meaning, Nature , Process and Significance of following techniques <ul style="list-style-type: none"> ✓ Content Analysis ✓ Classification ✓ Categorization ✓ Triangulation ✓ Frequency and Percentage Analysis ✓ Trend Analysis 	Lecture, reflective discussion in small groups and presentations

MODULE IV: DATA ANALYSIS SOFTWARE

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none"> ✓ Data Analysis: Concept purpose and Limitations ✓ Data Analysis software – Concept, Characteristics and significance ✓ Types of Software- open source and paid, online-offline - characteristics, functions, significance, applications and significance ✓ Use of computer in qualitative data analysis 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V: REPORTING DATA ANALYSIS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none"> ✓ Ethical practices-and policies regarding use of software for educational research ✓ Antiplagiarism software -types, significance and limitations ✓ Research report -principles and structure ✓ Evaluation of research reports 	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

6. A critical assessment of statistical techniques used in a mixed method based research report.
7. Preparation of graphic designs of data obtained in a research study.
8. Selection and description of appropriate statistical technique(s) for answering a research question or for testing of a given hypothesis.
9. Analysis of data using Statistical Packages.
10. Critical assessment of research publications related to mixed methods approach

REFERENCES:

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGrawHill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harperand Row.
- Siegel, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.

Course Code: MEDCC303- 04
RESEARCH AND PUBLICATION ETHICS

Course Outcomes:

On completion of this course, the students will be able to:

1. To understand different concepts, approaches and theories involved in research publication and ethics
2. To understand different software – their functions and applications for educational research and publication
3. To apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results
4. To enable for decision making in educational data analysis and hypotheses testing using different software
5. To understand the process of report writing and presentation

Course Outcomes:

- CO1 Student will be able to understand different concepts, approaches and techniques involved in data analysis process by using different software
- CO2 Student will be able to understand different software – their functions and applications for educational research
- CO3 Student will be able to apply different software for analysis of qualitative and quantitative data involved in educational research and interpret the results
- CO4 Student will be able to decision making in educational data analysis and hypotheses testing using different software
- CO5 Student will be able to understand the process of report writing and presentation

MODULE: I: PHILOSOPHY AND ETHICS

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
1. Introduction to philosophy: definition, nature and scope, concept, branches 2. Ethics: Definition, moral philosophy, nature of moral judgments and reactions	Lecture, reflective discussion in small groups and presentations

MODULE: II: SCIENTIFIC CONDUCT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Ethics with respect to science and research 2. Intellectual honesty and research integrity 3. Scientific misconducts: Falsification, Fabrication and Plagiarism (FFP) 4. Redundant publications, Duplicate and overlapping publications, salami slicing 5. Selective reporting and misrepresentation of data	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III- PUBLICATION ETHICS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Publication ethics: definition, introduction and importance 2. Best practices/ Standards setting initiatives and guidelines: COPE, WAME, etc. 3. Conflicts of interest 4. Publication misconduct: Definition, concept, problems that lead to unethical behaviour and vice versa, types 5. Violation of publication ethics, authorship and contributorship. 6. Identification of publication misconduct, complaints and appeals 7. Predatory publishers and Journals	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV- OPEN ACCESS PUBLISHING

Instruction (referencing):

Content	Mode of Transaction (18 hrs)
1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder/ Journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggested, etc.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: DATABASES, SOFTWARE TOOLS AND RESEARCH METRICS

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
A. Databases 1. Indexing databases 2. Citation databases: Web of Science, Scopus, tec. B. Software tools Use of Plagiarism software like Turnitin, Urkund and other open source software tools C. Research Metrics 1. Impact Factor of journal as per Journal citation Report, SNIP, SJR, IPP, Cite Score 2. Metrics: h-index, G index, i10 index, altmetrics	Lecture, Documentary studies, reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. A critical assessment of a research report.
2. Comparative study of author guidelines of widely recognized journals
3. Writing report on research metrics of different journals related to educational research
4. Prepare an anti-plagiarism checking report using free tools .
5. A critical assessment of research papers in terms of scientific conduct.

REFERENCES:

Beall, J. (2012). Predatory publishers are corrupting open access. Nature, 489(7415), 179-179. <https://doi.org/10.1038/489179a>

Bird, A. (2006). Philosophy of Science. Routledge.

Chaddah, P. (2018). Ethics in Competitive Research: Do not get Scooped; do not get Plagiarized. ISBN: 978-938748086

Indian National Science Academy (INSA) (2019). Ethics in Science Education, Research and Governance. ISBN: 978-81-939482-1-7. http://www.insaindia.res.in/pdf/Ethics_Book.pdf

MacIntyre, Alasdair (1967). A Short History of Ethics. London.

National Academy of Sciences, National Academy of Engineering and Institute of Medicine (2009). On Being a Scientist: A Guide to Responsible Conduct in Research: Third Edition. National Academies Press.

Resnik, D.B. (2011). What is Ethics in Research & Why is it Important. National Institute of Environmental Health Sciences, 1-10. Retrieved from <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>

Course Code : MEDEC304-01

EDUCATIONAL GUIDANCE AND COUNSELING

Objectives

On completion of this course the students will be able to:

1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance

Course Outcomes

- CO1.** Understand the meaning, nature and scope of counseling
- CO2.** Appreciate the need for and goals of counseling
- CO3.** Analyze the relationship between guidance and counseling
- CO4.** Understand the concept and process of counseling in group situation
- CO5.** Recognize the different areas of counseling

MODULE: I: UNDERSTANDING EDUCATIONAL AND CAREER GUIDANCE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ol style="list-style-type: none">1. Meaning and Definitions2. Need for guidance3. Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization4. Scope of guidance programme5. Needs for Guidance at various levels of education/schooling6. School Guidance: a collaborative effort of school and community7. Organisation of Guidance programmes in schools,8. Career development needs of the students9. Career development process; factors affecting career development	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: TYPES OF GUIDANCE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Types of Guidance: Educational, Vocational/Career and Personal Individual guidance and group guidance; advantages of group guidance Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: ESSENTIAL SERVICES IN EDUCATIONAL GUIDANCE

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Types of guidance services: orientation, information, counseling, placement, Follow-up, and research & evaluation 2. Resources required for organizing guidance services 3. School guidance committee: constitution, roles and functions 4. Placement services 5. Research and evaluation services 6. Place of guidance in school curriculum-need 7. Role of principal and teachers in school guidance programmes.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: UNDERSTANDING COUNSELING KNOWLEDGE ANALYSIS:

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Meaning & nature of counseling 2. Scope of counseling 3. Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health 4. Relationship between guidance and counseling 5. Place of counseling in the total guidance programme 6. Stages of the counseling process	Lecture, Documentary studies , reflective discussion in small groups and presentations

7. Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.	
8. Skills and qualities of an effective counselor	
9. Professional ethics	

MODULE: V: TYPES AND AREAS OF COUNSELING

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
1. Uses of group process in counseling 2. Process of group counseling 3. Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups 4. Peer counseling: Its concept and the relevance to the Indian situation. 5. Steps and skills in group counseling process	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM

1. Prepare two case studies regarding various factors of personality
2. Organising counselling programs for School and College students
3. Preparation of Instructional material regarding educational guidance and counselling
4. Organise a programme for mental health and report the outcomes

REFERENCES:

Baron, Robert A, (2003). psychological (3rd ed). New Delhi, 110092 : Prentice Hall of India.

Baron, Robert A, (2003). Social psychology (10th ed). New Delhi : Prentice Hall of India .

Berk,Laura E, (2003). Child Development (6th ed). New Delhi : Prentice Hall of India

Benjamin, W.B., (1985). Hand book of Human Intelligence:Theories, Measurement and Application John, London : Wiley of Sons Inc.

Beveridge, WIB, (1980). Seeds of Creativity London : Heinemann Educational Book Ltd.

Chauhan, S.S., (1983). Psychology of Adolescence. New Delhi: Allied Publication.

Dandapani, S.,(2000). Textbook of Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd., 434/4B, Ansari road, Daryaganj, 110092.

Devas, R.P., Jaya N. (1984). A Text Book on Child Development. Bombay :McMillan India Ltd.

Fisher, Ronald j. (1982). Social Psychology, An Applied Approach. New York :St. Martins Press.

Hilgad, E.R. And Bower, G.H., (1977). Theories of Learning. New Delhi :Prentice Hall of India Ltd.

Jangira, N.K., etal (1991). Functional Assessment Guide. New Delhi : NCERT.

Kuppuswami, B. (1967). An Introduction to Social Psychology. Bombay : Asia Publishing House.

Martin, garry and Pear, Joseph (2003) .Behaviour modification : what it is and How to do it (7th Ed.). New Delhi: Prentice Hall of India . 110 092.

Royer, James & Feldman, Robert (1984). Educational Psychology. New York :Alfred A . Knopf Inc.

Skinner, Charies E., (2003). Educational Psychology (4th Ed) . New Delhi :Prentice Hall of India, 110 092 .

Shriwasthav, Prakash G.N., (1987). Recent Trends in Educational Psychology.

Course code: MEDEC304-03
LANGUAGE EDUCATION

Objectives of the Course: To enable the students to:

- To understand of the nature and functions language education.
- To acquaint the students to the traditions of Language education.
- To acquaint the students with pedagogies of language learning.
- To understand various problems such as contextual, curriculum, teacher preparation etc. of language education in India.

Course Outcomes:

CO1: Student will be able to understand of the nature, sanctions and the implications of planning for teaching language/languages.

CO2: Student will be able to understand the psychology of language learning.

CO3: Student will be able to understand in the pedagogy of language learning.

CO4: Student will be able to understand problems in language education in India.

MODULE: I: LANGUAGE LEARNING -CONCEPTUAL FRAMEWORK

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Language acquisition and language learning: factors affecting language learning.• Language Learning and Mother Tongue, Language Learning as a Process of Socialisation• Linguistic, psychological and social processes involved in learning of languages.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: CURRICULUM OF LANGUAGE EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Bases of Curriculum Development: Philosophical and sociological.• Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: POLICY PERSPECTIVE IN LANGUAGE EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12hrs)
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<ul style="list-style-type: none"> • Bi- lingualism and multi- lingualism:- multi lingualism as a resource. • Language Education policies: Historical Perspectives, Three Language Formula and related problems. • Issues and challenges of Language Education in contemporary India. 	Lecture, Documentary studies , reflective discussion in smallgroups and presentations
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MODULE: IV: PEDAGOGY OF LANGUAGE TEACHING

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none"> • Developing the language curriculum and the syllabus, Need & Methods of teaching languages (L1, L2, L3) in school curriculum. • Innovative techniques for teaching grammar, reading comprehension, written expression, note-making, differential assignments, and online learning. • Teaching language for creativity 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: LANGUAGE EDUCATION-MAJOR CONCERNS

Instruction (Referencing):

Content	Mode of Transaction (16 hrs)
<ul style="list-style-type: none"> • Pre-service and In-service Language Education programmes in India. • Research in Language Education-trends and gaps. • Use of Technology in Language Education 	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

6. Preparation of vocabulary test for L1/L2/L3 at Primary /Secondary level
7. Survey the language Competency of school children and writings its report.
8. Visit to Language Laboratory and writing its report
9. Preparation of two content enriched lesson –Plan by using various sources.

REFERENCES

- Braden, K (2006). Task Based Language Education: From Theory to Practice. Cambridge University Press.
- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- Martinovic, Tic (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
- Osherson, N Daniel & Howard Lasnik (1990). Language an Introduction to Cognitive Science: - Vol.1, Massachusetts Institute of Technology, USA.
- Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender.

Walter de' Gruyter GmbH & Co. KG, Berlin.
Schiffrin, Deborah. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
Wilkinson, Andrew. (1971). The Foundations of Language. Oxford University Press: London.
Perez Milan's, M (2013) urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography. New York &London: Rutledge.
Gao, yuesong (andy), (2010). Strategic language learning Multilingual matters Canada.2010.

Course code MEDEC 304-04
SOCIAL SCIENCES EDUCATION

Objectives of Paper:

1. To enhance the learners' understanding of new perspectives in Social Sciences education by developing a world view of the practices in the area.
2. To acquaint the learner with the latest educational thinking about Social Sciences education.
3. To develop the skills needed for the devising Social Sciences curriculum for schools and for developing support materials and literature for curriculum transaction.
4. To develop the ability and skills for evaluating the range of outcomes in Social Sciences education.
5. To use of research findings in Social Sciences education for improving practices related to Social Sciences education.

MODULE: I: NATURE OF SOCIAL SCIENCES AND SOCIAL SCIENCES EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Meaning, Nature, Characteristics and Limitations of Social Sciences• Philosophy of Social Sciences :<ul style="list-style-type: none">• Social Sciences Education: Concept, Need and Scope and aims• Subjects studied under social sciences like Economics, Geography, Civics and History: their significance, nature and interrelations• Interdisciplinary Nature of Social Sciences	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: TEACHING OF SOCIAL SCIENCES

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none">• Aims & Objectives of Social Sciences Education at Primary, Secondary and Higher Education level• Pedagogical principles of Social Sciences teaching, Methods, models and strategies for teaching of General and Specific Social Sciences.• Innovative Teaching Social Sciences: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, online learning , multimedia approach.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE III: SOCIAL SCIENCES: STRUCTURE, CURRICULUM AND EVALUATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Structure of General Social Sciences as a Subject of Study• Curriculum & Text books of Social Sciences at School Level with reference to Content Cum Methodology• Content Analysis and Content Enrichment of Social Sciences at School level• Co curricular activities for value addition of Social Sciences Education• Evaluation of Social Sciences learning related to cognitive, affective and psychomotor domain: tools and techniques	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE IV: TEACHER EDUCATION FOR SOCIAL SCIENCES TEACHER

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none">• Curriculum of Social Sciences Methodology in teacher education program at various level• Practice teaching, lesson guidance and supervision of Social Sciences teaching• Behaviour modification of student teacher as a Social Sciences teacher: Inculcation of skills, methods and attitude• Qualities of Social Sciences teacher- cognitive, affective and Psychomotor	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V : RESEARCHES IN SOCIAL SCIENCES EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Research in Social Sciences Education: Need & Importance• Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Social Sciences at School Level• Present status of evaluation of Social Sciences teaching.• Institutions/Organisations Involved in Social Sciences Education &	Lecture, Documentary studies , reflective discussion in small groups and presentations

Research: NCERT, Tata Institute of Fundamental Research, University departments and NGOs.	
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PRACTICUM (Training & Creation)

1. Planning a lesson using any one model of teaching.
2. Preparation of 20 higher order questions on any one unit of Social Sciences at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Social Sciences Education.
4. Visits to Institutes related to Social Sciences Education.

REFERENCES:

Ahmed, Neaz. (2007). Research Methods in Social Sciences. Sylhet, Bangladesh: Ethic Community Development Organization (ECDO).

Bhatnagar, G.S. (1972). Education and Social, Change. Calcutta: The Minerva Associates.

Jagdale, S.B. (2013). Issues of governance in social work education in India, University News, 51(31), 14-17.

Singh, R.P. (2006). Teaching of History, surya publication.

Saxena, N.R.. Mishra, B.K., Mohanis, R.K. (2006) Teaching of social science, surya publication.

Varma O.P. & Vedanayagan E.G.-Geography Teaching, sterling publishers, Jallander

OPEN ELECTIVE COURSES:

Semester III

Corse Code: MEDOE 305

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they shouldregister for examination and credit transfer scheme of UGC

OR

Students have to observe lessons in schools during the practice teaching lessons of B.Ed. students fortheir respective methods in B.Ed. course (10 for each method)

Open Elective Courses (Each for 2 Credits)

Open elective courses enlisted below are offered by School of Educational Sciences for students of other programs at campus schools

24. Microlearning Didactics
25. Media, Culture and Education
26. Social Media and Education
27. Learning Analytics
28. Data Science for Education
29. Environmental Studies and Education
30. Yoga and Stress Management
31. Spiritual Practices, Mental Health and Life skills
32. Life Skills Education
33. Value Education and Professional Skills
34. Microlearning Skills

Learning Skills in Knowledge Society

INTER SEMESTER BREAK ACTIVITIES

Inter semester Break activities will be as per NCTE Guidelines.

SEMESTER IV

Course Code: MEDCC 401 TECHNOLOGY ENABLED EDUCATION

Course Objectives

To enable the student to:

1. Understand the ICT and its relevance with education.
2. Understand the concepts associated with e-learning.
3. Understand the technical aspects of e-content design.
4. Understand the ICT and Multimedia.
5. Understand the applications of ICT to Education Research.

Course Outcomes

- CO1.** Understand the key components of ICT with respect to education
CO2. Understand the change in the nature of learner and Identify student centred ICT tools
CO3. Describe the key concepts of LMS, e-content and e-learning platforms
CO4. Understand and uses of multimedia and its components
CO5. Understand and uses applications of ICT for purpose of educational research

MODULE: I: ICT AND EDUCATION CONCEPT AND MEANING OF EDUCATION MANAGEMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
ICT; Meaning, Concept, Need and Importance, advantages, disadvantages and uses w.r.t. Education, Paradigm shift in Education due to ICT, challenges in integration ICT at various levels, Affordable ICT equipped Classroom, Basics of internet.	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: II: ICT AND STUDENTS CENTER LEARNING

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
E-learning, Elements of e-learning, Techno pedagogy skills and e-pedagogy e-Content and e-Books, Virtual Classroom and virtual University- merits and limitations Characteristics of the e-Learner, Knowledge, skills and attitude requirements of the e- educator, e-tutor e-Moderator Design content for role based learning, situated based learning, scenario based learning. Flipped learning, Blended learning, Open learning, Open curriculum etc.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: LEARNING MANAGEMENT SYSTEM & INITIATIVES BY INDIAN GOVERNMENT

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Introduction to Learning Management Systems Open Educational Recourses & Search engines MOOC: Concept, Need and importance MOOC Platforms: SWAYAM, Coursera, Canvas, Edx, UDACITY, Xuetang X, Miriada X etc. ICT initiative by government of India: competencies defined in the national policy on ICT in school education, Learning strands, NPTEL, SWAYAM, SWAYAMPRAKASH, E-PG PATHSHALA, National Academic Depository, GIAN, National Digital Library of India, ARPIT etc. Webinar platforms	Lecture, reflective discussion in small groups and presentations

MODULE: IV: ICT AND EDUCATIONAL MULTIMEDIA

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Multimedia: Meaning, Concept Nature Components of Multimedia Multimedia Development Team Theories of Multimedia Principles of Multimedia	Lecture, Documentary studies, reflective discussion in small groups and presentations

MODULE: V: ICT FOR EDUCATIONAL RESEARCH

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Application of ICT for Research problem identification, Review of literature, Tool designing and Data collection, Data analysis and presentation, Report writing and publication Plagiarism policy & its software's Free Research Softwares: Scopus, Mendeley, Scientific writing softwares, Microsoft office, Scilab etc.	Lecture, Documentary studies, reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Lecture cum demonstration and hands-on-experiences on the preparation of e-content.
2. Visit to local institute where the e-learning is in practice.

3. Successfully complete any one online course during the semester.
4. Data analysis with the help of any one application software.
5. Organization of webinar as a host and presentation of report.

REFERENCES:

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- Beaudin, L., & Hadden, C. (2004). Developing technopedagogical skills in preservice teachers. In Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2004, 492-498. Norfolk,VA: Association for the Advancement of Computing in Education. Retrieved from <http://www.innovateonline.info/index.php?view=article&id=36>
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- Leon, A & Leon, M.(1999). *Fundamentals of Information Technology*. Vikas Publishing House Pvt. Ltd.
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- Phillips. R (1997). *Interactive Multimedia*. Konan page. Rosenberg, M.J. (2001). *e-learning*. McGraw Hill.
- T.M. Shrinivasan (2002). *Use of Computers and Multimedia in Education*. Avishkar Publishers.
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- Wassila Naamani Mehanna (2004) *e-Pedagogy: the pedagogies of e-learning*. Research in Learning Technology, Vol. 12, No. 3, DOI: 10.1080/0968776042000259582.
- Welcome to MOOC.org (2019) Retrieved from <https://www.mooc.org/>

Course code MEDCC402

CURRICULUM STUDIES

Objectives: On completion of this course, the students will be able to:

- Understand the concept, nature, components and factors affecting on the curriculum.
- Augment with the approached and models of curriculum
- Analyze any curriculum with respect to context, issues and factors.
- Evaluate any curriculum.
- Understand the process of curriculum development.

Course Outcomes:

- CO1.** Understand component, leads and relationship of curriculum.
- CO2.** Identify and explain factors considered in curriculum.
- CO3.** Understand the critical issues in the development of curriculum.
- CO4.** Understand the agents of curriculum evaluation
- CO5.** Understand curriculum mapping and research areas in curriculum

MODULE: I: CURRICULUM-CONCEPT, NATURE AND COMPONENTS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Curriculum - meaning, concept, nature 2. Components of curriculum. 3. Levels of curriculum-Global, National, State, regional 4. Relation among Curriculum, Syllabus, Text-book & Learning Environment.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: CURRICULUM CONSTRICTION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
1. Factors to be Considered in Curriculum -Social, Political, Economic 2. Sociocultural, multicultural contexts and curriculum constriction 3. Critical issues in curriculum constriction- environment gender, inclusive, value 1. Principles of curriculum construction. 2. Hidden curriculum	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: III: DEVELOPMENT OF CURRICULUM

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Setting of goals, Aims and objectives.2. Selection of knowledge and organization of learning experiences , content & Learning Resources3. Approaches of curriculum construction4. Models of curriculum development5. Curricular engagement and integration with real life	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: IV: EVALUATION OF CURRICULUM AND CURRICULUM

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Transaction of curriculum2. Continual evaluation of curriculum3. Feedback from Learner, Teacher, Administration for & society.4. Review & Revision of curriculum5. Curriculum mapping	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: V: RESEARCH AREAS IN CURRICULUM

Instruction (Referencing):

Content	Mode of Transaction (20 hrs)
<p>Critical Studies in Curriculum and Pedagogy:</p> <ol style="list-style-type: none">1. Educational phenomena in and out of schools related to socio-economic-cultural-political-philosophical-historical perspectives <p>Learning Schools and Innovations:</p> <ol style="list-style-type: none">1. Instruction in different setting,2. Development of learning resources,3. Evaluation and assessment4. Learning of different subject areas. <p>Teaching and Teacher Education:</p> <ol style="list-style-type: none">1. Study of teaching and teacher learning across the curriculum.2. Teachers' beliefs, attitude and perspectives	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Analyze how curriculum is culturally, politically, and economically situated.
2. Compare global and international dimensions of curriculum studies involving multicultural education
3. An essay on your reflections on curriculum studies involving critical theory or post structuralism
4. Critical analysis of a curriculum with respect to any one--gender sensitivity, language across the curriculum, integration of formal and hidden curricula
5. Meta analysis of existing researches on curriculum at different level.

REFERENCES

- Aggrawal, J. C., & Gupta, S. (2005). *Curriculum Development*. New Delhi: Shipra Publisher.
- Alaxander, W. M., & Saylor, J. G. (1966). *Curriculum Planning for modern schools*. New York: Holt, Rinhart and Winston Inc.
- Balrara, M. (1999). *Principles of Curriculum Renewal*. New Delhi: Kanishka Publishers.
- Candra, A. (1977). *Curriculum Development and Evaluation in education*. New Delhi: Sterling Publishers.
- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools of Baroda*. Baroda: Sadhana Press.
- Hassrin, M. (2004). *Curriculum Planning for elementary education*. New Delhi: Anmol Publishers.
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- Macdonald, B., & Walker, R. (1976). *Changing the Curriculum*. Britain: Pitman Press.
- Musgrave, P. W. (1974). *Contemporary studies in the Curriculum*. Australia: Angus and Robertson Publishers.
- Nigam, B. K., & Khan, I. M. (1993). *Evaluation and research in Curriculum Construction*. New Delhi: Kaniska Publishers.
- Rajput, J. S. (2004). *Encyclopedia of Indian Education*. New Delhi: NCERT.
- Satyanarayan, P.V. (2004). *Curriculum development and management*. New Delhi: DPH.
- Sharma, R. (2002). *Modern methods of Curriculum Organisation*. Jaipur: Book Enclave.
- Sharma, S. R. (1999). *Issues in Curriculum Administration*. New Delhi: Pearl Publishing House.
- Socket, H. (1976). *Designing the Curriculum*. Britain: Pitman Press.
- Srivastava, H. S. (2006). *Curriculum and methods of teaching*. New Delhi: Shipra Publishers.
- Tata, H. (1962). *Curriculum development theory & practice*. New York: Harcourt, Brace & World Inc.

Course Code : MEDCC403

SECONDARY AND SENIOR SECONDARY EDUCATION

Objectives

On completion of this course, the students will be able to:

1. To enable students to understand the Organization of Curriculum in Secondary and Senior Secondary Education
2. To enable students to understand the importance of Co-curricular activities in Secondary and Senior Secondary Education
3. To enable students to gain an understanding of Evaluation at Secondary and Senior Secondary Education
4. To enable students to know the New Trends and Innovation in Secondary and Senior Secondary Education
5. To enable students to know the status and role of teachers in Secondary and Senior Secondary Education

Course Outcomes :

1. Understand the aims and objectives , status, recruitment, qualifications and role of Teacher in Secondary and Senior Secondary Education
2. Understand the Indian Secondary education system in Pre & Post Independent period,
3. Sort out the Problems and Issues in Curriculum Development at secondary and Senior Secondary education.
4. Understand the importance of Co-Curricular Activities in Secondary and Senior Secondary Education , Organize and manage Co-Curricular Activities.
5. Understand the Purposes, Nature, Types & Issues in the Evaluation at Secondary and Senior Secondary Education.

MODULE: I: ORGANIZATION OF CURRICULUM IN SECONDARY AND SENIOR SECONDARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">✓ Aims and objectives of Education at Secondary and Senior Secondary level✓ Secondary and Secondary level education in India Pre-independent period✓ Secondary and Secondary level education in India post-independent period✓ Main features and components of secondary and senior secondary school curriculum✓ Curriculum and Text Book development✓ Problems and Issues in Curriculum Development at secondary and Senior Secondary education.	

MODULE: II: CO-CURRICULAR ACTIVITIES IN SECONDARY AND SENIOR SECONDARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10hrs)
<ul style="list-style-type: none">✓ Place of Co-Curricular Activities in Secondary and Senior Secondary Education✓ Objectives of Co-Curricular Activities;✓ Principles underlying the Organization of Co-Curricular Activities✓ Type of Co-Curricular Activities✓ Management of Co-Curricular Activities✓ Place of Co-curricular activities in CCE	

MODULE: III– EVALUATION AT SECONDARY AND SENIOR SECONDARY EDUCATION

Instruction(Referencing):

Content	Mode of Transaction (12 hrs)
<ul style="list-style-type: none">✓ Purposes of Evaluation at Secondary and Senior Secondary Education✓ Nature of Evaluation at Secondary and Senior Secondary Education✓ Types of Evaluation at Secondary and Senior Secondary Education✓ Issues and Problems in the Evaluation at Secondary and Senior Secondary Education	

MODULE IV : NEW TRENDS AND INNOVATION IN SECONDARY AND SENIOR SECONDARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (16 hrs)
<ul style="list-style-type: none"> ✓ Universalization of Secondary and Senior Secondary Education: Need, Challenges and Actions. ✓ Rashtriya Madhamik Shiksha Abhiyan (RMSA)- Objectives and Functioning ✓ Innovations in Teaching learning at Secondary and Senior Secondary Education- Blend of ICT, Competency Based teaching, Project based learning ✓ Innovation in examinations: Innovations in Board Examinations, Continuous and comprehensive evaluation, Use of ICT in Examination, Semester System, Grading, Open Book Examination, On-line Examination, No Examination ✓ Research in Secondary and Senior Secondary Education 	

MODULE: V: TEACHERS IN SECONDARY AND SENIOR SECONDARY EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none"> ✓ Status of Teachers in Secondary and Senior Secondary Education: Recruitment, Qualifications and present position. ✓ Role of Teacher in Secondary and Senior Secondary Education ✓ Teacher motivation –factors affecting teacher motivation; teacher role performance, role conflict, accountability. ✓ Education of Teachers: Pre-service Education and in-service education of teachers. ✓ Issues and problems with the Teachers in Secondary and Senior Secondary Education 	

PRACTICUM (Training & Creation)

The students may undertake any one of the following activities:

- Visit the text book
- board and study the working of it.
- Analyse the curriculum of secondary and Senior Secondary schools and suggest the changes in it
- Conduct a debate on issues in curriculum development
- Ask students to prepare a list of co-curricular activities to be conducted at secondary and Senior Secondary schools and ask them to conduct one and prepare a report
- Visit schools and study the evaluation system followed by at secondary and Senior Secondary schools and given your suggestions
- Ask students to prepare presentations on UEE, RMSA, innovations in evaluation
- Ask student to suggest one innovation which can be thought of at secondary and Senior Secondary schools
- Prepare innovative lesson plan in your subject area and make a presentation of same
- Study the status of at secondary and Senior Secondary school teachers
- Visit schools and resource centers and study the problems faced by at secondary and Senior Secondary school teachers and make a presentation

REFERENCES:

- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I. Government of India (1986) National Policy on Education, New Delhi, MHRD. Government of India (1987) Programme of Action, New Delhi: MHRD. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi National Curriculum Framework (NCF)-2005 NCERT, New Delhi. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications. Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

Course code MEDEC 304-01
COMPARATIVE EDUCATION

Course Outcomes:

1. To acquaint the student with concept, scope, Need, History and development of Comparative Education.
2. To acquaint the student with the methods of Comparative Education
3. To study the Problems of Education in World perspective
4. To understand the factors and forces influencing practice of Education.
5. To create awareness and develop understanding of system of Education in developing and developed countries
6. To develop the sense of international understanding

MODULE: I: INTRODUCTION TO COMPARATIVE EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">1. Concept and scope of Comparative Education2. Background & Development of Comparative Education.3. Aims & Purpose of Comparative Education.4. Current trends and practices in Comparatives Education.	Lecture, Documentary studies , reflective discussionin small groups and presentations

MODULE: II: APPROACHES AND METHODS IN COMPARATIVE EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ol style="list-style-type: none">a) Methods in Comparative Education Description Interpretation Juxtaposition Comparisonb) Approaches of Comparative Education Systematic Area Studies Approach Problem approach Scientific method Historical Approach	Lecture, Documentary studies , reflective discussionin small groups and presentations

MODULE III: FACTORS RELATED TO DEVELOPMENT OF EDUCATION SYSTEM

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Philosophical & Religious Socio-cultural & Economical Geographical & Political Lingual & Technological	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE IV: COMPARATIVE STUDY OF EDUCATIONAL SYSTEMS

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Structure, Aims & Administration. Primary Education: USA, Finland, Japan and India Secondary Education: USA, Russia and India Higher Education & Vocational Education: UK, France, and India Teacher Education: Japan, Finland, and India	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V: EDUCATIONAL PROBLEMS AND WORLD PERSPECTIVE

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Universalization of Education Women Education Teacher Education and Teachers' Status Education of Exceptional Children Technical & Vocational Education Role of International Agencies	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

Studies the effect of any one of the following factors on educational atmosphere in one of the schools with students have visited. (Linguistic, Technological , Scientific , Historical , Sociological)

REFERENCES:

- Aggarwal and Biswas: Comparative Education Arya Book Depot, Delhi.
- Altbach, P.G. Trends in Comparative Education. In: Comparative Education Review, 35(3)
- Bereday, George Z. F. Comparative method in education. New York. Holt, 1964 Reinhart & Winston, 1964.
- Brain Holmes; Comparative Education: Some considerations of method- Unwin Education Book, Boston.
- Chaube and Chaube., Comparative Education 4. Comparative Education Research –Approaches and Methods edt Mark Bray et.al.
- Comparative Education with Special Reference to Elementary Education, C. Naseema & V K Jibin. Shipra Publications, 2013, ISBN: 8175416904, 9788175416901.
- Comparative Education: A Comparative Study of Educational Systems, Yogendra K. Sharm, Kanishka Publishers, 2004, 9788173916120

Comparative Education: Exploring Issues in International Context by Patricia K. Kubow and Paul R. Fossum (11 January 2006).

Comparative Education: The Construction of a Field (CERC Studies in Comparative Education) by Maria Manzon (7 July 2011).

Comparative Education: The Dialectic of the Global and the Local by Robert F. Arnove and Carlos Alberto Torres (13 September 2007).

Comparative Education: A Study of Educational Factors and Traditions, Nicholas Hans, Routledge, 2011 - Education, Volume 4.

Geoffery Wilford : Choice and Wquity in Education- Cassells, London.

Govinda, R. India Education Report- NIEPA, 2002.

Hans, Nicholas: Comparative Education Routeledge and Kagan Paul, London, 1990.

Human Development Report in South Asia 2000- the Gender Question OUP, 2002.

International and Comparative Education (Ice Magazine): Issue 1: Volume 1 by Stephen Griffin (27 January 2011)

International Handbook of Comparative Education (Springer International Handbooks of Education) by Robert Cowen and Andreas M. Kazamias (26 August 2009).

International Handbook of Comparative Education, Robert Cowen; Andreas M. Kazamias, ISBN: 9781402064036.

Public Report on basic Education in India – Probe Team OUP, 1999.

T S Sodhi, Textbook of Comparative Education, sixth Edition, Vikas Publishing House.

Course code MEDEC 304-02
RURAL DEVELOPMENT EDUCATION

Course Objectives:

1. To understand the concept of rural development and Education.
2. To grasp the significance of rural development and education.
3. to understand the nature and scope of rural development and education in Indian Context
4. To understand the problems of rural society and role of education.
5. To understand the international effort and environment.

MODULE: I: CONCEPT, NATURE AND PERSPECTIVES

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Meaning, Definition and Importance of Rural Development Role of Education in Rural Development Perspectives of rural development Experiments and Education : Mahatma Gandhi, Rabindrantah Tagore and A. P. J. Abdul Kalam	Lecture, Documentary studies, reflective discussionin small groups and presentations

MODULE: II: SOCIOLOGY OF RURAL DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Social Structure, institutions in Rural Society Socio –Cultural Life in Rural Society Political Institutions and their role Status of Education in Rural Society Socio-Economic problems related to caste, religion, superstitions, poverty, demographic dynamics, health, exploitation and oppressed classes and social groups etc. Social reforms, education and rural development	Lecture, Documentary studies , reflective discussionin small groups and presentations

MODULE III: RURAL ECONOMY AND DEVELOPMENT INTITATIVES

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Status of Indian Rural Economic Development, Types of Rural Economy, Role of Agriculture in Rural Economy, Small Scale Industries and Land Reform Policies. Problems of Rural Society : Infrastructure & Basic Amenities , unemployment , Lack of Awareness about various state developmental initiatives Policies and Schemes of Rural Development : NABARD, MGNREGA, Skill India Programme, Start-up India programme etc.	Lecture, Documentary studies , reflective discussionin small groups and presentations

MODULE IV: INDEGENOUS KNOWLEDGE AND RURAL DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Relating Indigenous Knowledge to rural Development and Education Environmental Education and Rural Development Indian Tradition of Knowledge (Ancient, medieval and Modern) Colonial construction of Knowledge and its impact on rural development Experiments in rural development and education	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V : POLICY, PLANNING AND DEVELOPMENT

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Policy formulation in India (Pre & post Independence) Policy analysis- Educational, Social & Economical policy Approaches to Social and Economic Planning in India with Reference to Education, Health and Employment Role of Government and NGOs	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Study of policies of rural development and education
2. Case-studies from the nearby villages
3. Project-work- related to rural development and education

REFERENCES:

- Dhama, O.P & Bhatnagar O.P (1987), Education and Communication for Development, Oxford and IBH Publishing co. Ltd : New Delhi.
- Dahama, O.P (1987), Foundation of Education, Philosophy and Sociology of Education, Atma Ram Publication: New Delhi.
- James, G.E (1986), Investing in Rural Extension, Strategies and Goal, Applied Science Publisher: New York.
- Logan, J.P. (1961), Extension Teaching Methods in Extension Education in Community Development, Directorate of Extension: New Delhi.
- Rolling, N (1988), Extension Science, Cambridge University Press: New York.
- Chandra, Arvind and A. Shah (1989). Non-Formal Education for All. Sterling Publishers Pvt. Ltd.: New Delhi.
- Desai, A.R.(1978) : Rural Sociology in India, Popular Prakashan Pvt. Ltd. : Mumabai
- Srinivas, M.N. (1967): Social Change in Modern India (Hindi). Rajkamal Prakasan : New Delhi
- Madan, G.R. (1983): India_s Changing Villages. Print House, Lucknow.

Course code MEDEC 304-02
SCIENCE AND MATHEMATICS EDUCATION

Course Objectives:

6. To enhance the learners' understanding of new perspectives in Science and Mathematics education by developing a world view of the practices in the area.
7. To acquaint the learner with the latest educational thinking about Science and Mathematics education.
8. To develop the skills needed for the devising Science and Mathematics curriculum for schools and for developing support materials and literature for curriculum transaction.
9. To develop the ability and skills for evaluating the range of outcomes in Science and Mathematics education.
10. To use of research findings in Science and Mathematics education for improving practices related to Science and Mathematics education.

MODULE: I: NATURE OF SCIENCE AND MATHEMATICS AND SCIENCE AND MATHEMATICS EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Meaning, Nature, Characteristics and Limitations of Science and Mathematics• Philosophy of Science and Mathematics :<ul style="list-style-type: none">• Science and Mathematics Education: Concept, Need and Scope and aims• Subjects studied under Science and Mathematics like Physics, Chemistry, Biology, Geometry, Algebra, etc. and their significance, nature and interrelations• Interdisciplinary Nature of Science and Mathematics	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: TEACHING OF SCIENCE AND MATHEMATICS

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none">• Aims & Objectives of Science and Mathematics Education at Primary, Secondary and Higher Education level• Pedagogical principles of Science and Mathematics teaching, Methods, models and strategies for teaching of General and Specific	Lecture, Documentary studies , reflective discussion in small groups and

Social Sciences. • Innovative Teaching Social Sciences: Brain Storming, Group Discussion & Panel Discussion, Project, models of Teaching, online learning , multimedia approach.	presentations
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MODULE III: SOCIAL SCIENCES: STRUCTURE, CURRICULUM AND EVALUATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none"> • Structure of General Science and Mathematics as a Subject of Study • Curriculum & Text books of Science and Mathematics at School Level with reference to Content Cum Methodology • Content Analysis and Content Enrichment of Science and Mathematics at School level • Co curricular activities for value addition of Science and Mathematics Education • Evaluation of Science and Mathematics learning related to cognitive, affective and psychomotor domain: tools and techniques 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE IV: TEACHER EDUCATION FOR SCIENCE AND MATHEMATICS TEACHER

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
<ul style="list-style-type: none"> • Curriculum of Science and Mathematics Methodology in teacher education program at various level • Practice teaching, lesson guidance and supervision of Science and Mathematics teaching • Behaviour modification of student teacher as a Science and Mathematics teacher: Inculcation of skills, methods and attitude • Qualities of Science and Mathematics teacher- cognitive, affective and Psychomotor 	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V : RESEARCHES IN SCIENCE AND MATHEMATICS EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
<ul style="list-style-type: none">• Research in Science and Mathematics Education: Need & Importance• Researches related to Curriculum, Syllabus & Text Books, teaching –learning process, evaluation and teachers of Science and Mathematics at School Level• Present status of evaluation of Science and Mathematics teaching.• Institutions/Organisations Involved in Science and Mathematics Education & Research: NCERT, Tata Institute of Fundamental Research, University departments and NGOs.	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Planning a lesson using any one model of teaching.
2. Preparation of 20 higher order questions on any one unit of Science and Mathematics at Upper Primary and Secondary level.
3. Review of Minimum five Researches in Science and Mathematics Education.
4. Visits to Institutes related to Science and Mathematics Education.

REFERENCES:

- Nasir, N.S., Rosebery, A., Warren, B., & Lee, C.D. (2006). Learning as a Cultural Process: Achieving Equity Through Diversity. In R.K. Sawyer (Ed.), The Cambridge Handbook of the Learning Sciences (pp. 489-504). Cambridge, UK: Cambridge University Press.
- Bang, M. Learning and Culture. Institute for Science + Math Innovation, p.1-3. • Wilcox, Kruse, & Clough (Sept, 2015). Teaching Science Through Inquiry: Seven Common Myths About This Time-Honored Approach. The Science Teacher, p.62-67.
- Bransford, J.D., Brown, A.L., Cocking, R.R. (2000). How People Learn. National Academies Press, Washington D.C.; p. 3-27
- Woodson, Jacqueline (2016). South Carolina. In: This Land Is Our Land, New York Times Magazine, November 20, 2016.
- Nasir, N.S. Race, Identity, and Equity in Education. The180 Podcast, Turnaround for Children, 1/8/2020 (<https://www.podbean.com/ew/pbmqcee-ce6a63>)

Course code MEDEC 304-04
ENVIRONMENTAL EDUCATION

Course Objectives:

1. To understand the concept of environment ecology and Education.
2. To grasp the significance of environmental education. 3. To understand the nature and scope of environmental education with regard to Indian policies.
4. To have faith in conservation of bio-diversity and understand population and environment.
5. To understand the international effort and environment.

MODULE: I: INTRODUCTION TO ENVIRONMENTAL EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Meaning and scope – Importance of Environmental Education - incorporating E.E at various levels- Primary, Secondary and Higher Secondary levels. Education about environment: Environment and Ecological factors – climate; Ecosystem – Structure and functions - Major ecosystems – aquatic and terrestrial system - Energy and its flow in ecosystem.	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE: II: ENVIRONMENT, DEVELOPMENT AND EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Understanding Development in the context of Environment and Role of Education Notion of Development as continued social, political and economic progress; Significance of ‘well-being’ of the global community Addressing the real and complex issues of Development; Their relationship to the natural and social systems Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE III: EDUCATIONAL ISSUES AND CHALLENGES

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Study of policy documents pertaining to environment; Policy Formulation and Analysis vis-à-vis development concerns Significance and scope of environmental issues at the global, national & local levels in school curriculum Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE IV: ENVIRONMENTAL PROBLEMS AND ROLE OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (15 hrs)
Environmental problems and protection Environmental pollution and its consequences – Air pollution, water pollution, land pollution, nuclear pollution, Ozone depletions - Urbanization and its impacts on environment - Deforestation and its impacts on environment – Ways of protecting, Management of Environment, Preserving and Restoring of environment. Role of Education in addressing and handling environmental problems	Lecture, Documentary studies , reflective discussion in small groups and presentations

MODULE V : ENVIRONMENTAL AWARENESS AND ROLE OF EDUCATION

Instruction (Referencing):

Content	Mode of Transaction (10 hrs)
Environmental Awareness – Environmental problems of India - Environmental ethics and Laws in India- Nature conservation education movement – Social forestry scheme. Conservation of biodiversity :Meanings and need conservation of natural resources – soil, forest, water and wildlife In-situ conservation Role of Education, Curricular and Co curricular Programs for Environmental Awareness	Lecture, Documentary studies , reflective discussion in small groups and presentations

PRACTICUM (Training & Creation)

1. Analysis of relevant documents depicting voices of concern for environment
2. Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
3. Project-work- Dealing with any one topic related to issues of environment in the school curriculum

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OPEN ELECTIVE COURSES

Semester IV

Corse Code: MEDOE 405

Students have to opt one open elective course offered by campus schools of the university other than M.Ed. Program

OR

Students have to opt one university recognized course offered in the form of MOOCs of minimum 2 credits

OR

Students have to opt one course of minimum 2 credits from SWAYAM courses and they should register for examination and credit transfer scheme of UGC

OR

Students have to observe lessons in schools during the practice teaching lessons of B.Ed. students for their respective methods in B.Ed. course (10 for each method)

Open Elective Courses (Each for 2 Credits)

Open elective courses enlisted below are offered by School of Educational Sciences for students of other programs at campus schools

1. Microlearning Didactics
 2. Media, Culture and Education
 3. Social Media and Education
 4. Learning Analytics
 5. Data Science for Education
 6. Environmental Studies and Education
 7. Yoga and Stress Management
 8. Spiritual Practices, Mental Health and Life skills
 9. Life Skills Education
 10. Value Education and Professional Skills
 11. Microlearning Skills
- Learning Skills in Knowledge Society

INTER SEMESTER BREAK ACTIVITIES

Inter semester Break activities will be as per NCTE Guidelines.

23. Paper Pattern:

FACULTY OF INTERDISCIPLINARY STUDIES

Examination (Winter/Summer –Year)

M.Ed. (CBCS)

Semester:

TITLE OF THE COURSE

Marks: 50

Time: 02 hours

NB:

- i. *Question no. 1 is compulsory*
- ii. *Off the remaining solve any four*
- iii. *All questions carry equal marks*

Q. No.	Marks	Instruction	Level of Questions
1	10	Write short notes on (any Four) a) b) c) d) e)	Knowledge and understanding
2	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Application, Analysis, Synthesis, Evaluation etc.
3	10		
4	10		
5	10		
6	10	Long question (Discuss, Evaluate, Comment, justify etc.)	Application, Analysis, Synthesis, Evaluation etc.
7	10		
8	10	Write notes on (any two) a) b) c) d)	Analysis, Critical understanding, Evaluative