GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY

University School of Education

Guru Gobind Singh Indraprastha University

Master of Education
(Two Years Programme)

Scheme & Syllabus
(Session 2015-16 onwards)

Curriculum Framework and Scheme of Examination

From Session 2015 onwards

(A) Credit Distribution in M.Ed.

Semester I	Semester II	Semester III	Semester IV	Total Credits
16	16	20	16	68
*****	Inter Semester Break (ISB)-I=2 Credits	Inter Semester Break (ISB)-II=6 Credits	Inter Semester Break (ISB)-III=4 Credits	12
			Total Credits	80

*For a course of 4 credits the splitting is Two Lectures (2L), One Tutorial (1T) and One Practical (1P).

(B) -1: M.Ed. Curriculum (Two Years)

S. No.	Major Components	Areas Covered	Description	Credits
1(i)	Common Core (Theory + Practicum)	Perspectives	Philosophy/Socio/Psy. of Education , Education Studies, Curriculum Studies	24
(ii)		Tools	Basic & Advanced level Ed. Research, Academic writing & Communication skills,ET-ICT, Self Development	12
(iii)		Teacher Education (TE) Courses	Linked with field/internship in a TE institution	8
			Total Credits	**44**

(B)-2: M.Ed. Curriculum (Two Years)

S. No.	Major Components	Areas Covered	Description	Credits
2(i)	Specializations (Theory + Practicum)	Courses in School Stage Specific Specializations • Elementary level & • Secondary School level	• Core Courses • Specializations (any one)	20
(ii)	Internship	In TE institution related to specialization	(i) TE institution (4 credits) (ii) Specialization area (4 credits)	8
(iii)	Research (leading to Dissertation)	Related to specialization	• ISB-I (2 credits) *ISB-II (2 credits) *Semester IV (4 credits)	8
			Total Credits	**36**

(C) -1:Semester – I (August to Dec.)

Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
1	MED 601	Educational Psychology	3
2	MED 603	Historical and Political Perspectives of Education	3
3	MED 605	Educational Studies	3
4	MED 607	Research Methodology in Education	3
		Total Credits	**12**
	Course Code of Practical Course	**Title of the Practical Course**	**Credits**

	MED 651	Educational Psychology	**1**
5			
6	MED 653	Historical and Political Perspectives of Education	**1**
7	MED 655	Educational Studies	**1**
8	MED 657	Research Methodology in Education	**1**
9	MED659	Communication & Expository Writing	1
10	MED661	Self-Development	1
		Total credits	**6**

(C)-2: Semester – II (January to May)

Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
1	MED 602	Philosophical Foundations of Education	3
2	MED 604	Sociology of Education	3
3	MED 606	Curriculum Studies in Education	3
4	MED 608	Teacher Education	3
		Total Credits	**12**
	Course Code of Practical Course	**Title of the Practical Course**	
5	MED 652	Philosophical Foundations of Education	1
6	MED 654	Sociology of Education	1
7	MED 656	Curriculum Studies in Education	1
8	MED 658	Teacher Education	1
9	MED660	Dissertation	2
10	MED662	Internship in TEI	4
		Total credits	**10**

(C)-3: Semester – III (August to Dec.   )

Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
1.		**Specialization Courses- I (any one of the following)**	**3**
1 (a)	MED701	Elementary Education in India: Administration and Management	
1 (b)	MED703	Aspects, Planning & Management at Secondary & Senior Secondary level.	
2		**Specialization Courses- II (any one of the following)**	**3**
2 (a)	MED705	Issues & Curricular Concerns at Elementary level	
2 (b)	MED707	Issues & Curricular Concerns at Secondary & Senior Secondary level	
		Compulsory Courses	
3	MED709	Advance Research Methods	**3**
4	MED711	In- Service Teacher Education in India	**3**
		Total Credits	**12**
	Course Code of Practical Course	**Title of the Practical Course**	
5 (a)	MED751	Elementary Education in India: Administration and Management	**1**
5 (b)	MED753	Aspects, Planning & Management at Secondary & Senior Secondary level	**1**
6(a)	MED755	Issues & Curricular Concerns at Elementary level	**1**
6(b)	MED757	Issues & Curricular Concerns at Secondary & Senior Secondary level	**1**
7	MED759	Advance Research Methods	**1**
8	MED 761	In- Service Teacher Education in India	**1**
9	MED763	Internship in School	**4**
10	MED765	Dissertation	2
11	MED767	Academic Writing	2
		Total credits	**14**

(C)-4: Semester – IV (January 2017 to May 2017)

S. No.	Course Code of Theory Course	Title of the Theory Course	Credits
1		**Compulsory Course**	3
	MED702	Advance Curriculum Theory	
2		**Specialization –III** **(any one of the following)**	3
2(a)	MED704	Policy, Planning and Financing of Education	
2(b)	MED706	Education Policy, Planning and Financing of Education at Secondary and Senior Secondary level	
2(c)	MED708	Issues, Planning and Policies of Elementary Education	
3		**Specialization- IV** **(any one of the following)**	3
3(a)	MED710	Education Management and Planning at Secondary level	
3(b)	MED712	Towards Academic Leadership at Secondary School level	
3(c)	MED714	Information and Communication Technology in Education	
3(d)	MED716	Inclusive Education	
3(e)	MED718	Peace Education	
3(f)	MED720	Human Rights and Education	
3(g)	MED722	Educational Technology	
3(h)	MED724	Issues and Challenges in Secondary Education	
3(i)	MED726	Contemporary Concerns in Elementary Education	
3(j)	MED728	Environmental Education	
3(k)	MED730	Educational, Vocational Guidance and Counselling	

3(l)	MED732	Educational Administration	
3(m)	MED734	Supporting Education of Students from Disabilities and Disadvantaged Groups	
3(n)	MED736	Value Education	
3(o)	MED738	Educational Evaluation	
3(p)	MED740	Science Education	
3(q)	MED742	Language Education	
3(r)	MED744	Social Science Education	
3(s)	MED746	Business Education	
3(t)	MED748	Gender Studies	
	Course Code of Practical Course	**Title of the Practical Course**	
4	MED752	Advance Curriculum Theory	1
5(a)	MED754	Policy, Planning and Financing of Education	1 for each of the following
5(b)	MED756	Education Policy, Planning and Financing of Education at Secondary and Senior Secondary level	-do-
5(c)	MED758	Issues, Planning and Policies of Elementary Education	-do-
6	MED760	Education Management and Planning at Secondary level	1 for each of the following
7	MED762	Towards Academic Leadership at Secondary School level	-do-
8	MED764	Information and Communication Technology in	-do-

		Education	
9	MED766	Inclusive Education	-do-
10	MED768	Peace Education	-do-
11	MED770	Human Rights and Education	-do-
12	MED772	Educational Technology	-do-
13	MED774	Issues and Challenges in Secondary Education	-do-
14	MED776	Contemporary Concerns in Elementary Education	-do-
15	MED778	Environmental Education	-do-
16	MED780	Educational, Vocational Guidance and Counselling	-do-
17	MED782	Educational Administration	-do-
18	MED784	Supporting Education of Students from Disabilities and Disadvantaged Groups	-do-
19	MED786	Value Education	-do-
20	MED788	Educational Evaluation	-do-
21	MED790	Science Education	-do-
22	MED792	Language Education	-do-
23	MED794	Social Science Education	-do-
24	MED796	Business Education	-do-
25	MED798	Gender Studies	-do-

		Compulsory Course Work	
26	MED 800	Dissertation	4
		Total Credits	**16**

(D) Split of Credits

S.N	Course	Sem. I	Sem.II	Sem.III	Sem.IV	Total Credits
1	Perspective Courses		3 courses X 4C=12	3 courses X 4C=12		24
2	Tool Courses	*1 course X 4 C=4 * 2 courses X 1C=2 (ISB-I)		1 course X 2C=2		08
3	TE Courses		1 course X 4C=4	1 course X 4C=4		08
4	Specializations			2 courses X 4 C=8	3 courses X 4C =12	20
5	Dissertation/Research		1 courseX2 C=2 (ISB-II)	*1 courseX4 C=4 * 1 courseX2C=2 (ISB-III)		08
6	Internship		1course X4 C=4 (ISB-II)	1 course X 4C=4(ISB-III)		08

(E) Scheme of Examinations:

S.N.	Sem. I	Sem. II	Sem.III	Sem. IV
1	4 Courses X 100=400 marks	4 Courses X 100=400 marks	4 Courses X 100=400 marks	3 Courses X 100=300 marks
2	6 Practicals X 100 =600 marks	6 Practicals X 100=600 marks	7 Practicals X 100 =700 marks	4 Practicals

				x 100=400 marks
3	Total =1000 marks (a)	Total=1000 marks (b)	Total =1100 marks (c)	Total=700 marks (d)
4	Grand Total: (a)+(b)+(c)+(d)=3800 marks			

(F) M.Ed. Curriculum (Two Years)

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

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

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

Semester I

Course Title: Educational Psychology
Course Code:MED601   **Credits: 3 (2L +1T)**

Objectives: The students will be able to

- understand the relevance of psychological perspective of education.
- get acquainted with the process of assessment of personality.
- understand the dynamics of intelligence and learning.

Unit I: Psychological perspective of education

-Nature, meaning and scope of Educational Psychology, Methods of Psychology, Experimental, Clinical and Differential.

-Human Development: Concept, principles, sequential stages of development with special reference to Adolescence, factors influencing development and their relative roles, general characteristics.

-Problems of Indian Adolescent including Delinquency: theories and remedial steps.

Unit II: Relevance of Psychological Principles to Pedagogical Interventions

-Concept and nature of personality.
-Role of heredity and environment in the development of Personality.
-Theories of personality with special references to developmental and factor-analytical approaches.
-Assessment of Personality: subjective, objective, and projective methods.
-Personality Inventories.
-Psychology of Adjustment: integrative and disintegrative adjustment; causes of disintegration and their control.

Unit III: Psychology of Learning and Intelligence

- Learner and Learning:
  (a) Nature, meaning and scope

  (b) Approaches to learning: Behaviouristic, Cognitive, Humanistic and Neuropsychological.

  (c) Constructivism and Learning, learning styles and their relevance to learning.
  (d) Role and Function of Educational Technology for effective learning.

Unit IV:

-Salient features of Pavlov's, Skinner's, Gestalt and Hebb's theories of learning.
-Detailed study of:
(a) The Social Cognitive Theory with special reference to Bandura, Dollard and Miller.
(b) The Information Processing Theory with special reference to Norman, Ausubel and Bruner.
(c) Piaget's Genetic Epistemological Approach to Cognitive Development.
(d) Gardner's Multiple Intelligence Theory.
-The role of environment-related factors in the development of intelligence.
-Measurement of Intelligence.
-Implications of Intelligence Testing.
-Ethical issues in psychological testing.

References:

- Ausubel. & Robinson F.G. (1969). School learning-An Introduction to Educational Psychology, New York, Holt, Rinehart & Winston Inc.

- Bany and Johnson (1964). Classroom Group Behavior, New York, the MacMillan Co.

- Bernard, H.W. (1972). Psychology of learning & Teaching, New York, McGraw-Hill Company Third Edition.

- Bigge, M.L. Hunt M.P. (1962). Psychological Foundations of Education, New York, Harper & Brothers, Publish.

- Deese, James & Holse (1967). The Psychology of learning New York, McGraw – Hill Book

- Fontane, David (1981). Psychology for Teachers, London, McMillan Press Ltd.

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- Hayes, J.R. (1978). Cognitive Psychology: Thinking and creating. Homewood, Illinis: The Dorsey Press.

- Henson K.T. & Eller B.F. (1999). Educational Psychology for Effective Teaching. Wadsworth, Publishing Co. Belmont (U.S.A.).

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- Pringle, M.K. Verma V.P. (1974). Advances in Educational Psychology, LONDON,Press Ltd. University of Lon.

- Salvin R.E. (1997). Educational Psychology (Theory & Practice): London, Allan & Bacon.

- Santrock John W. (2001). Educational Psychology, McGraw Hill (International Edition) Boston.

- Travers Robert M.W. (1973). Educational Psychology, New York, the McMillan Co.

- Wads Worth B.J. (1989). Piaget's Theory of Cognitive and Affective Development, New York, Longman Incorporated Fourth Edition.
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Course Title: Educational Psychology
Course Code: MED652   **Credit: 1**

Practicum (any one of the following):

- Administration & interpretation of an individual (performance) & group test of intelligence.

- Administration and interpretation of a personality or adjustment inventory and an anxiety scale.

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Course Title: Historical and Political Perspectives of Education

Course Code: MED603   **Credits:3 (2L +1T)**

Objectives: The students will be able to:
• understand the pre-independence and post-independence development of education in India.
• understand the factors from historical perspective that contributed to present education system.
• explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
• understand that development of Education is influenced by political forces of the time.
• acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations.

Unit I: Historical perspectives of education in India till 1854

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

-Education under the East India Company up to 1854, with special reference to the motives of the Company.

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

Unit II: Indian Education in 20th Century

The growth of Education from 1901 to 1947, with reference to important landmarks(educational policies, Saddler Commission, Sargent Plan-their features, implications and impact on political, social and economic life) highlighting the British designs and bringing out the inter-relationship between education and political, social and economic life of the people.
-The growth of Education from 1947 onwards, with special reference to the reports of the University Education Commission, the Secondary Education

Commission, the Education Commission: 1964-66, and the National Policy on Education 1986 and its review Committees.

-A critical study of the problems related to the following:

   i.   Vocational Education
   ii. Adult Education
   iii. Professional Education
   iv. Women Education
   v.   Education for Marginalized

Unit III: Political Perspectives of Education:

- Colonial concept of Education & its implications for Current Educational   Studies.

- State and Education.

- Provision of Equal Opportunity of Education to woman, Scheduled Castes, Scheduled Tribes & Other Disadvantaged sections including Disabled Children.

- Recent political developments and its impact on Indian Education System.

- International agencies such as UNESCO, World Bank, funding bodies etc. and   their role in education.

Unit IV: Constitutional provisions regarding education

- The Preamble to the Indian Constitution with its implications for education**.**

- Implications of Justice, Liberty & Equality in Education.

- Directive Principles of State Policies & Education (Part IV of Indian Constitution).

- Fundamental Rights with special emphasis on Right to Education, Article 21A along with impediments in the path of implementation of RTE.

References:
• Aggarwal, J.C. (2004) Development of Education System in India. New Delhi: Shipra.
• Aggarwal, J.C. (2004) Modern Indian Education. New Delhi: Shipra.
• Sharma, R L. (2006) Comprehensive History of Modern Education. New Delhi: Cyber Tech Publications.

• Report of the Education Commission (1964-66) Education and National Development. New Delhi: NCERT.

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• Report of the Secondary Education Commission (1952-53) Ministry of Education and Social Welfare. New Delhi: Government of India.

• Report of the University Education Commission (1948-49) Ministry of Education Government of India.

• Banerjee, J.P. (1979) Education in India: Past, Present, Future. Calcutta: Gupta and Co (Pvt.) Ltd.

• Basu, A.N. (1947) Education in Modern India. Calcutta: Orient Book Co.
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• 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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• Shrimali, K.L. (1961) Problems of Education in India. New Delhi: Publications Division Govt. of India.

• Shrimali, K.L. (1965) Education in Changing India. Bombay:Asia Publishing House.

• Singh, B.P. (1990). Aims of Education in India. New Delhi: Ajanta Publication.
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Course Title: Historical and Political Perspectives of Education

Course Code: MED653   **Credit:1**

Practicum (any one of the following):
• Review of related literature to justify the role of Historical/Political foundations of education in shaping of education.
• Writing an analytical paper on one topic to perform one activity on the topics/ activities decided by the concerned teacher. The student teacher will present the report in class.
• Writing an assignment on educational development in ancient India after classroom discussion.
• Research on two or three educational policies/ approaches/practices used in other countries but not in India with special focus on the problems in their implementation.

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Course Title: Educational Studies

Course Code: MED605   **Credits: 3 (2L+ 1T)**

Objectives: *The students will be able to:*

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

- Evaluate education policy vis-a -vis causes in education and find scope to accommodate new principles, knowledge and values.

Unit I: Meaning of Education

- Derivation of the term education- Indian & Western views.

- Meaning of Education- as a process and product.

- Education as a continuous reconstruction of experiences

- Education as acquisition of knowledge & skills.

-Education as a disciplinary, inter disciplinary and multi disciplinary field.

Unit II: Aims of Education

-Conservative and creative functions of education, education as methodical socialization, education as a means of socialization, education as a means of social change.

- Aim of Education- social & individual aims of education.

- Moral & Character building as aims of education.

- Views of some eminent educators such as Mahatma Gandhi, Vivekananda, Aurbindo, John Dewey, Paulo Freire etc. on moral & Character Building.

- Aims of Education as recommended by Indian education commission (1964-66), NPE (1986), & NCF (2005).

Unit III: Factors influencing aims of Education

- Factors determining aims of Education- religion &*dharma understanding the concept and relevance of the purusharthas: (i) dharma, (ii) artha, (iii) kama & (iv) moksha*

-Islamic/Christian concept of education.

- Factors influencing aims of education.

- Influence of schools of philosophies on aims of education.

- Influence of Pragmatism on aims of education.

Unit IV: Functions of Education

- Functions of Education towards (i) the individual, (ii) society (iii) nation(iv) & global.

- Achieving Social & National Integration- social & National services, international understanding.

-Development of appropriate language policies, ascertaining the process of modernization.

-cultivating social, moral & spiritual values.

References:

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

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Course Title: Educational Studies

Course Code: MED655   **Credit:1**

Practicum (any one of the following):
• To compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
 • Comparative study of educational contribution of Indian and western educationists
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Course Title: Research Methodology in Education

Course Code: MED607   **Credits: 3(2L+1T)**

Objectives: The students will be able to

- Get familiarized with the basic terms of research methodology.

- Develop understanding of concept of research in general and educational research in particular.

- Develop understanding of distinctive features of qualitative and quantitative research paradigms.

- Acquaint the students with respect to different techniques of research.

- Enable students to understand the dynamics of different research methods

- Understand the application of statistical techniques in Educational Research.

Unit I: Elements of Research

Nature of research: fundamental, applied and action.

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

Unit II: Research Methods

-Sampling and Research Tool, Survey, Case Study, Experimental method etc.

-Use of technology in conducting research.
-Skills required for conducting research.
-Sources of research data: primary and secondary sources (interdisciplinary approach).
-Sampling techniques: concept, random sampling, random tables, purposive sampling, stratified random sampling, need, probability and non-probability samples, sampling errors and their control.
-Population and sample: concept and need, probability and non-probability sampling, sampling error.
-Tools and techniques of data collection: observation, interview, questionnaire, rating scale, inventory, check list, content analysis. Reliability and validity of tools.
-Case study method: advantages and limitations.
-Anecdotal method/research.
-Participatory research.

Unit III: Research Process

-Formulating research proposal: identification of a research problem
-Review of related research, research questions, objectives and literature
-Formulation of hypotheses

-Research design and procedure
-Data analysis techniques
-Time scheduling
-Cauterization, Writing, Evaluating and Reviewing research reports and papers.

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

-Tabulation and graphical representation of data; Measures of Central Tendency and Variability; Percentiles and Percentile Ranks.

-Normal probability curve- its important properties and simple applications. Correlation and regression: product moments and rank difference co-efficient of correlation, regression equations.

-Inferential statistics: sampling distributions, hypotheses testing.
-Significance of sample statics: mean and coefficient of co- relation.
-Frequency comparison: chi-square test, t test, F test and ANOVA (one way analysis only).
-Analysis and interpretation of data, computer application (use of computer in statistical analysis).

References:

• Best, John W. & James Kahn Research in Education (1986) 5th Edition New York, Prentice Hall,

• Borg, Walter R. (1981) Applying Educational Research: A practical guide for teachers, New York Longman.

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• Turney, B.L. & George Robb (1971) Research in Education, Replinois, Dryde.

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Course Title: Research Methodology in Education

Course Code: MED657   **Credit: 1**

Practicum (Any one of the following):

- Reviewing a research paper, an M.Ed./M.Phil. Dissertation and a chapter from a research textbook.

- Formulating a research proposal as part of the course requirements.
- Selecting and/ or developing a need-based research tool or schedule for a technique.
- Writing and presenting assignments and papers and participation in discussion.

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Course Title: Communication and Expository Writing

Course Code: MED659   **Credit: 1P**

Objectives: The students will be able to:

- Listen, converse, speak, present and explain ideas in groups and before an audience.

- Use ICT in effective communication.
- Understand about writing skills and enhance their expository writing skills.
- Implement their knowledge of communication in classroom discussion and in daily life.
- Use virtual spaces for e-learning/blended learning.

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

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

Practicum (any one of the following):
• Workshop on establishing Language lab.
• Workshop on Development of Expository Writing skills.
• Workshop on Communication skills.

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

References:
- www.ugc.ac.in
- www.ncte-india.org
- www.ngu.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I
- HNGU Handbook-II
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Course Title: Self-Development
Course Code: MED661   **Credit: 1P**

Objectives: The students will be able to:

- Understand what they are and what they want to be?

- Take responsibility for self- development, self-exploration and self-evolution.

- know oneself and through that knowing surroundings(including human and other living
- Beings.
- Recognize one's relation with every individual unit in existence and fulfilling the expectations and needs.
- Know human conduct, human character and to live accordingly.
- Develop skills essential for self appraisal.
- Appreciate relations, co-existence and harmony.

Course Content:-

-Themes such as gender, society and education, differently challenged abilities, psycho-social dimensions of exclusion and inclusive education.

-Concept of integrated personality and processes of its harmonious development.

-Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.

-Happiness, harmony: within me and with, others: society, nature, existence.

 Realization, understanding, desiring, thinking, *Shanti, Santosh, Anand.*

 Prosperity.

- Human Values:

- *Swatantrata*

- *Swarajya*

- *Moksha*

- Concept *of self: Self-concept and self-esteem*

- Understanding and analysis of your own Strength, Scope for development,weakness,threats: constructiveutilization towards self development.

-Concept of intelligence (multiple intelligence),emotional intelligence, spiritual intelligence.

-Prayer, Meditation (as anti dote to stress management)& Mental Piece.

-Interaction with theatre personality/musician/artist.

-Conducting theatre workshop

-Maslow's Need Hierarchy Theory and Self-actualization.

Practicum (any one of the following):

• Workshop on self-development mechanism.

• Workshop on corporate living.

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Semester II

Course Title: Philosophical Foundations of Education

Course Code: MED602   **Credits: 3(2L+1T)**

Objectives: The students will be able to

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

Unit I: Philosophy of Education- Its nature and function

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

Unit II: Epistemology of Education

- Knowledge-Its meaning, nature, limits, origin, , types.

- Methods of acquiring valid knowledge with respect to analytical, dialectical & scientific approaches.

- Methods of acquiring valid knowledge with respect to Nyaya & Yoga.

Unit III: Recent Philosophical approaches to Education

-Realism
- Logical Positivism
-Existentialism
-Phenomenology
-Humanism
-Critique of the Scientific Method in the context of Education
-Thinkers and their contributions to Education: Vivekananda, M.K Gandhi Aurobindo Ghose,Jiddu Krishnamurti, J.P. Naik,B.R Ambedkar ,Madan Mohan Malviya, Immanuel Kant,Jean Paul Sartre,Henry Giroux, Israel Scheffler, David Carr.

Unit IV: Metaphysics and Education

- Concept of human nature and its relation with society.
- Impact of philosophical suppositions on education made by some prominent schools of Indian philosophies viz Vedanta & Sankhaya.
- A critical comparison of Indian& Western Schools of philosophies with respect to metaphysical implications of education.

References:

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• Brubacher (1950) Modern Philosophies of Education, McGraw Hill Book Co. New York

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• Navratham R. (1958): New frontiers in east-west Philosophies of Education Orient,Bombay.

• Park Joe (1968) Selected readings in the Philosophy of Education, The Macmillan Co. London.
• Ross J. (1977) Groundwork of Educational Theory, Oxford University Press, Calcutta.Readings by Aurobindo, JP Naik, David Carr, Sartre

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Course Title: Philosophical Foundations of Education

Course Code: MED652   **Credit: 1**

Practicum (Any one of the following):

•   Reflections on any two writings of:(chose any two of the following: Vivekananda, Aurobindo Ghose, J.Krishnamurti, J.P. Naik , David Carr, Jean-Paul, Sartre, Israel Scheffler, Henry Giroux,Immanuel Kant
•   Reflections on the Educational Philosophy of any philosopher of your choice

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Course Title: Sociology of Education

Course Code: MED604   **Credits: 3 (2L+1T)**

Objectives: The students will be able to

   •   understand the social nature of education.
   •   realize the need of studying education with sociological perspectives.
   •   understand the relationship of different social institutions with education.
   •   understand the role of education and change.
   •   understand the relationship of education and national development.
   •   understand the social foundation of education.
   •   understand the role of school in creating and fostering the socialization process.

Unit I: Education and Sociology

-Need to understand education with sociological perspectives.
-Concept of educational sociology and sociology of education.
-Scope of sociology of education.
-Sociological perspective.
-Education, Culture and Socialization.

-Education as a sub system of social system.

Unit II: Education and Social Structure

-Concept of social unity,unity and diversity of caste, class, religion, human language, gender in society with specific reference to Indian society with respect to living together.

-Education for social unification .

-Concept of social equity and justice.

-Concept of Equality of Educational Opportunity.

-Relationship of education and social justice.

-Concept of inclusive education, inclusive schools and inclusive class rooms.

Unit III: Education, National Integration and International Understanding

- Education and politics.

-Education and India as a India as a nation state.

-Education and globalization.

- Core values of Indian constitution and its inculcation.

Unit IV: Education and Social Change
-Concept of: social change, social development, sustainable development, economic development.
-Education as a means of social change: scope and limitations.
-Modernization and post-modernization, liberalization-privatization-globalization (LPG).
-Education for empowerment.

References:
•Ambasht, N.K.(1971).A Critical Study of Tribal Education. New Delhi: S. Chand & Company.

•Gore M.S. (1967**)** Papers in the Sociology: Education in India, NCERT, New Delhi.

•Gore M.S. (1994**)** Indian Education: Structure & Process Rawat Publications, New Delhi.
• Ruhela S.P. (1970) Sociological Foundation of Education in Contemporary India, Dhanpat Rai, Delhi.

• Shepard Jon M. (1981)Sociology, West Publishing Co.St. Paul.

• Shukla Sureshchandra (1985)Sociological Perspectives in Education A Reader, Chanakya Publication, Delhi.

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Course Title: Sociology of Education

Course Code: MED654   **Credit:1**

Practicum (any one of the following):

•   Study of the concerns of the implementation of the RTE Act.
Critical study of any social problem vis-a-vis the role of education

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Course Title: Curriculum Studies in Education

Course Code: MED606   **Credits: 3(2L+1T)**

Objectives: The students will be able to

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

Unit I: Curriculum-Meaning and Foundations

-Concept of Curriculum, syllabus/courses of study, domains of curriculum, curriculum objectives, course content, teaching learning experiences, evaluation.

-Curriculum as a field of study and its evolution

-Foundations of the curriculum: philosophical, sociological, psychological, and historical.

-Societal needs and the Curriculum

-Types of Curriculum with special reference to Hidden Curriculum.

-Social reconstructions curriculum: purpose, characteristics, role of teacher Humanistic Curriculum: Purpose, Characteristics, Role Teacher and Implications for Pedagogical practice, the class room.

-Curriculum change (Determinants and the role of a teacher)

Unit II: Curriculum Planning and Designing

-Curricula objectives: Sources and Formulation.

-Curriculum Planning Framework: Need and Relevance

-Brief overview of Curriculum Planning Frameworks in India with reference to NCFSE-2000, NCF-2005 and NCFTE 2009.

-Approaches to Curriculum Development-Subject centred, Learner centred, Community centred.

-Principles of Curriculum Development

Unit III: Curriculum Transaction

-Concept of instruction, instructional design and instructional media.

-Role of Communication in Effective Curriculum Transactions (Verbal and Non Verbal)

-Qualitative and Competences of a Teacher to engage as a critical Pedagogue.

-Factors influencing Curriculum Transaction

-Approaches for Curriculum Transaction: Collaborative Learning, Cooperative Learning, Team Teaching.

-Need and Role of Challenge and Feedback in effective Curriculum Transaction

Unit IV: Assessment and Evaluation:

-Curriculum Evaluation: Concept and Purpose

-Types: Formative and Summative

-Norm-referenced and Criterion -referenced.

-Continuous Comprehensive Evaluation

-Transparency and Objectivity in Evaluation

Techniques of Curriculum Assessment and Evaluation

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

References:
Dewey, J. (1966). The Child and the Curriculum. The University of Chicago
Press.

• Diamond Robert M. (1986) Designing and Improving Courses in Higher Education:
A Systematic Approach, California, Jossey-Bass Inc. Publication.

• Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory).
New York. Teacher College Press.

• Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

• Reddy, B. (2007): Principles of curriculum planning and development.

• NCERT (2000). National Curriculum Framework for School Education, NCERT,
New Delhi.

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Marg, New Delhi.

• Arora, G.L. (1984): Reflections on Curriculum. NCERT.

• Dewey, John (1966). The Child and the Curriculum. The University of Chicago
Press.

• McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy
and Action Research. Routledge. U.K.

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Course Title: Curriculum Studies in Education

Course Code: MED656   **Credit:1**

Practicum (any one of the following):

•   Critical Review of original documents i.e. National Curriculum Frameworks
    developed by NCERT (NCF-2000 and 2005) /NCFTE 2009, NPE-1986 (modified

version 1992) POA on NPE-1986, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
- Prepare a rubric for evaluation of workshop/ seminar/one microteaching skill.
- Evaluation of a text book.

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Course Title: Teacher Education
Course Code: MED608   **Credits: 3(2L+1T)**

Objectives: The students will be able to

- get sensitised to the aims and development of teacher education in India.
- develop an understanding of the teacher education curriculum in India.
- acquaint with the competencies essential for a teacher for effective transaction.
- get equipped with the skills to become effective and efficient teachers and teacher-educators.

Unit I: Teacher Education in India: Historical Perspective

-Teacher Education – Concept, aims and scope; Need and significance of Teacher Education, Aims & Objectives of Teacher Education at various levels.

-Teacher Education in Ancient, Medieval and Modern India.

-Teacher Education in the Post-Independence Period

-Approaches to Teacher Education

-Recent Trends in Teacher Education and present scenario.

Unit II: Teacher Education Programmes and Institutions in India

-Teacher Education Programmes in India.

-Institutions and Agencies of Teacher Education   its monitoring and implementation.

-Centrally Sponsored Schemes in Teacher Education-IASE, DIETs etc.

-Pre-service and In-service Teacher Education in India: Need, concept, objectives and techniques.

Unit III: Teacher Education Curriculum and Transaction

-Analysis of Teacher Education Curriculum at different stages Pre-primary, Elementary, Secondary and Higher Education: Approaches to Teacher Education–consecutive and integrated.

-Qualities of a good teacher- teaching skills.

-Competency-based teacher education: Quality assurance in teacher education.

-Initial and Continuing Education of Teachers and Teacher Educators.

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

-Open and Distance Learning: Need, Scope, Types and Characteristics.

- Use of Training Technology and Media& ICT in teacher education.

-Innovative Programmes for continuous professional development of school teachers

-Research in Teacher Education and scope of Action Research in teacher education.

-New development in teacher education: study of futuristic, innovations, experiments and researches in teacher education.

References:

•Desai D.M.: New directions in the Education of Indian teachers Baroda, M.S. University 1971.

• Gupta Arun K.: Teacher Education: Current & Prospects New Delhi, Sterling Publications 1984.

• India, Ministry of Education; Report of the Education Commission (1964-66) Education & Nationaldevelopment New Delhi publication division 1966.

• Jangira N.K.: Teacher training & teachereffectiveness an experience in teacher, behaviour New Delhi, National Publishing House, 1979.

• Khan Mohd. Sharif: Teacher education in India &abroad New Delhi, Ashish Publishing House 1983.

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• NCF 2000, NCF 2005-NCERT Publication, New Delhi.

• NCFTE-2009-NCTE Publication, New Delhi.

• Regional colleges of: New dimensions in teachers Education, New Delhi, NCERT.

• Uday Shankar: Education of Indian Teachers, New Delhi, Sterling publishers, 1984.

• UNESCO: Regional office for Education in Asia, Bangkok, Exploring, New dimensionsin Teacher Education, Bangkok, UNESCO, 1976:

• UNESCO: A System approach to teaching & learning procedures a guide for teacherEducators, Paris: UNESCO, 1981.

• Upasani N.K.: Effective college Teaching, Mumbai S.N.D.T Women's University, 1988.

• Upasani N.K.: Planning for better learning Mumbai, S.N.D.T. Women's University, 1988.

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Course Title: Teacher Education

Course Code: MED658   **Credit:1**

Practicum (any one of the following) :

- A survey of research in Teacher Education conducted during last two years on school teachers, or on higher education teachers, or on teacher educators.

- Preparation of facilitative resource materials in school education (on any teaching unit).

- A work study project related to teacher education, problems and improvement possibilities.

- Examining teaching competency and effectiveness of prospective teachers with reference to teaching methods and skills used.

- Preparing a" Peer Group Observation Performa", administer it and evaluate teaching materials and skills. Give feedback and suggestions for improvement.

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Course Title: Dissertation

Course Code: MED 660   **Credits: 2P**

Dissertation

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

- Students are expected to take up a research based project on an area of interest which is associated with optional/specialization course or challenges faced /recent needs and trends.

- Identification of the problem and its statement.

- Preparation of Synopsis/Research Proposal.

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Course Title: Internship in Teacher Education Institutions

Course Code: MED 662   **Credits: 4P**

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

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

Learning Outcomes: The students will be able to
- Internalize the working of teacher training institution.
- Develop insight into the working of institution.
- Create an interface of theory and practice.

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

Activities	Marks
1. Mode of transaction, giving suggestive plan for improvement.	5
2. Observation of day-to-day activities of the institution and report of an in- depth study of any two activities.	4
3.Participation and organization of Co-curriculum activities a. Cultural b. Literacy c. Games & sports d. Shramdan.	8
4. Teaching work Five periods in any one compulsory paper of TEI and five periods in methodology of teaching.	10
5.Observation & supervision of five lessons in teaching subjects	5
6. Selecting two students and mentoring on psychology, social, academics and perspective, prepare a report.	8
7.Prepare reflective journal	5
8. 5 critical review with suggestions of lesson plan diaries, including supervisor's remarks	5

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

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Semester III

Specialization Courses I:

Course Title: Elementary Education in India: Administration and Management

Course Code: MED 701   **Credits: 3(2L+1T)**

Objectives of the Course

- To sensitise the student teachers with the need and relevance of Elementary Education as a basic foundation stage.
- To reflect on the various concerns of Elementary Education including Access, Enrolment, Retention & Achievement
- To gain insight into factors promoting the Universalisation of Elementary Education
- To develop a critical outlook towards measures taken for the achievement of quality at the Elementary Education stage
- To appreciate the significance of policies and programmes launched for Universalisation of Elementary Education.

Unit-I Elementary Education: Concept and Provisions

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

Unit-II Programmes and Initiatives to achieve UEE in India

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

Unit- III Elementary Education in School: Issues and Concerns

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

Unit- IV Elementary Education: Research and Innovation

- Launch of Innovative Programmes to strengthen Elementary Education: Hoshangabad Vigyan Project,B. El. Ed. Programme, D. El. Ed.Laadli scheme
- Financing of Education in India (Centre- State Relationship , Mobilisation of Resources) : Perspective from Research   Findings

Critical Action Research Areas in School and the Classroom with respect to Elementary Education.

References:

•Celin Richards (1984). The Study of Elementary 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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•Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.

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•Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

•UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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Course Title: Elementary Education in India: Administration and Management

Course Code: MED 751   **Credit:1**

Practicum (any one of the following)

- Visit any two elementary schools and find out innovative teaching methodologies. Prepare a detailed report.

- After surveying a Govt. & private school, prepare a report on how the nation and state agencies are really working for their betterment?

- Prepare a status report on elementary education in a chosen state or district with reference to classroom process, enrolment,

- Retention/participation, dropout and learning achievement

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning out comes in any subject

- Design an instructional plan of a unit in a subject at elementary level

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Course Title: Aspects, Planning & Management at Secondary & Senior Secondary Level

Course Code: MED 703   **Credits: 3(2L+1T)**

Objectives: The students will be able to:
- acquaint themselves with the need, scope and purpose of educational planning in terms of national and community needs.
- determine and implement objectives of planning on the basis of individual needs of the students.
- develop the skills in planning and implementing conventional administrative procedures.
- develop the skills and attitudes to utilise human energy in getting the maximum work done.
- understand the recommendations of different education commissions regarding secondary education commissions.
- know different programmes and policies for realising the constitutional obligations related to secondary education in India.
- develop an idea about the structure of secondary education in India

Unit I: Introduction to Secondary & Senior Secondary Education
   - Meaning, aims, objective of secondary & Senior Secondary education

   - Purpose, function & Indigenous system of Secondary education.

   - Secondary Education in India – Historical Perspective, pre and post-independence.

   - Constitutional Provisions and centre-state relationship in India.

   - Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986,

NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.

- **Constitutional provisions** related to secondary education.

Unit II: Institution Planning
- Concept, scope and nature of Institution Planning

- Need and importance of Institution Planning

- Types of Institution Planning

- Evaluation of Institutional Planning.

-Difference between inspection and supervision.

Unit III: Principles and techniques of Educational Planning
- Formulation of aims and objectives.

- Methods and techniques of planning.

- Approaches to Educational Planning: Social demand approach, Man-power approach, Rate of Return of Investment approach.

- Concepts: Optimal analysis, Input and output, Marginal analysis, Programming, Target and control figures, Tools for Planning,

- New approach to planning: Planning, Adoption, Execution

Unit IV: Educational Management
- Meaning, Concept and need for management at secondary to senior secondary school level.

- Management at Nation: MHRD, CABE, NCERT

- State, District, Sub-district level.

- Management of educational Institution at secondary school level.

-Type of Management, Effective management, Co-ordination, Supervision & Inspection.

-TQM in Education and Educational Administration

-Recent Trends in Research and Innovation in the field of Educational Management.

References:

• Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi

• Govt. of India (1953) Report of Secondary Education Commission, New Delhi

• Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

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• Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

• Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

• Mohanty Jagannatu , (1990), "Educational Administration, supervision and school Management ,Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110027

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Course Title: Aspects, Planning & Management at Secondary & Senior Secondary Level

Course Code: MED 753   **Credit:1**

Practicum (any one of the following):
• To prepare a report with the help of documents/reports on major obstacles and challenges in universalization of secondary education.

• To study the annual report of RMSA/NCERT or any Govt. agency to identify issues of secondary education in India.

• To prepare a blue print of Process of Institution Planning in India.

• To prepare an annual school calendar for secondary/senior secondary school.

•To prepare a hypothetical institutional plan.

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Specialization Courses II:

Course Title: Issues and Curricular Concerns at Elementary level

Course Code: MED 705   **Credits: 3(2L+1T)**

Objectives: The students will be able to:

- Understand various schemes & programmes of Govt. for elementary education.
- Study effective practices with various curriculum transaction strategies.
- Find out research trends in elementary education.
- Select and use appropriate assessment practice to meet the needs of the students.
- Practice continuous assessment of students for all round development.
- Understand how various aspects of education are measured, evaluated interpreted and their results are recorded to help learners.
- Understand the concept of quality education at elementary level.
- understand different programmes and agencies for ensuring the quality of elementary education in India
- develop an idea about the structure of elementary education in India
- Reflect upon different issues, concerns and problems of elementary education in India.
- Understand principles, aims and features of elementary school curriculum.

Unit I:-Issues & concerns of Elementary Education

- Major quality dimensions of elementary education and Quality monitoring tools.

- Quality issues at upper elementary stage: - teacher qualification, competency, subject specific deployment in schools, training needs of teachers, classroom based support and supervision issues. Minimum Level of Learning, Quality Assurance.

- Alternative Strategies for achieving UEE and implementing RTE act.

- Dialect, drop out, socio-economic issues, inclusive education.

- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and improvement of the System; building accountability

Unit II: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum

- Joyful learning, Teachers and Pedagogical Attributes

- Research in curriculum

- Life skill education & creativity

- Analysis of Elementary Education Curriculum

- Role of I.C.T.

- Research Trends in Elementary Education

Unit III- Type of schools & Pedagogy

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

- Type of school & their contribution to society

- Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

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

- Innovative Educational Programmes in India

Unit IV:-Assessment Process

- Pupil Assessment Techniques

- National Expert Group on Assessment in Elementary Education (NEGAEE)

- Concept of Evaluation & CCE

- Types of evaluation

- Diagnostic & remedial teaching

- Student records

- Cumulative records

- Progress reports, grading system, class school, School Grading.

References:

• Aggerwal, J.C, (2005) "The Progress of Education in free India, "Man Singh Arya book Depot, 30 Naiwala. Karol Bagh, New Delhi-110005

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• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

• Report of the Education Commission (1964-66).

• Report of the National Commission on Teachers (1983-85).

• National Curriculum Framework on school education, NCERT (2005).

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Course Title: Issues and Curricular Concerns at Elementary level

Course Code: MED 755   **Credit: 1**

Practicum (any one of the following):

- Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.
- Make an Evaluation of assessment process in any school and write about its merit and demerits.
- To prepare a critical review on schemes and programmes to achieve UEE in the state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- Find out the best learning engagement method of elementary level student, after school visit.
- Prepare a report after analysing the innovative educational programmes in India Visit DIET of the district to review on types and trends of research,

actual practices in the institution and prepare a report on variation, between national or international trend (if any).

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Course Title: Issues & Curricular Concerns at Secondary & Senior Secondary level

Course Code: MED 707   **Credits: 3 (2L+1T)**

Objectives: The student will be able to:
- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Identify critical issues related to universalization of secondary education.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Understand the concept of quality education at secondary school level.
- understand different programmes and agencies for ensuring the quality of secondary education in India
- Reflect upon different issues, concerns and problems of secondary education in India.
- Understand principles, aims and features of secondary school curriculum.
- Examine the present school curriculum.
- Analyse the present evaluation system at secondary school level.

UNIT I: Quality in secondary Education
- Concepts, indicators of quality, setting standards for performance.
- Continuous professional development of teachers.

-Teacher selection test CTAT,SAT etc. and in-service programme

-Privatization of secondary education.

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

UNIT-II Issues & Concerns

- Challenges related to Universalization of Secondary Education, RMSA.

- Problems and Strategies of Alternative Schooling at Secondary school Stage.

-Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities

-Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems

-Type of schools and their contribution to society.

- Issues of quality in secondary and senior secondary education.

- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Unit III: - Teachers and Curriculum Transaction Strategies

- Thematic & Constructivism base of curriculum

-Joyful learning, Teachers and Pedagogical Attributes

- Research in curriculum

- Life skill education & creativity

- Analysis of Elementary Education Curriculum • Role of I.C.T.

- Research Trends in Elementary Education.

- Critical appraisal of present Secondary School curriculum in the state.

-ICT, Blended learning.

UNIT IV: Assessment and evaluation in secondary school level. -Meaning

nature and functions of evaluation & assessment, difference between assessment

and evaluation, testing, appraisal and examination, Types of assessment formative, diagnostic and summative assessment.

- New trends in evaluation – grading, internal assessment, semester system, CCE, On Demand Examination System.

-Critical appraisal of the present evaluation system at secondary school level.

References:

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• NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

•NIOS: On Demand Examination System(2003).

• Report of the Education Commission (1964-66).

• Report of the National Commission on Teachers (1983-85).

• National Curriculum Frameworks for Teacher education, 2009

• National Curriculum Framework on school education, NCERT (2005).

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Course Title: Issues & Curricular Concerns at Secondary & Senior Secondary level

Course Code: MED 757   **Credit: 1**

Practicum (any one of the following):

• Critical review on education management system of secondary school education -.

•Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

•Evaluation of assessment process in any school and write about its merit and demerits.

•Visit IASE of the district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)

• Visit secondary teachers training in the district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)

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Course Title: Advance Research Methods

Course Code: MED 709   **Credits:3 (2L+1T)**

Objectives: The student will be able to:
- Understand concept, Characteristics & Themes of Qualitative& Quantitative Research.
- Examine different types of qualitative& quantitative research and their characteristics.
- Examine the concept of Qualitative& Quantitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative& Quantitative Research.
- Design a framework or outline of Qualitative& Quantitative Research.
- Investigate appropriate methods of data analysis.
- explain the processes of Qualitative& Quantitative Research
- Explain the planning the research project of Qualitative& Quantitative Research.

Unit I: Introduction to Qualitative Research
-Meaning, concept and types of Qualitative Research.

- Qualitative Research: Characteristics, issues, concerns & major approaches

- Relevance of Qualitative Research in education.

- Qualitative Research in education: Retrospect and prospect.

-Themes of Qualitative Research & research question.

-Ethnographic Approaches in Qualitative Research

Unit II: Qualitative Research- Approaches & Data analysis

-Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory Ethnography: Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory. Participatory Research.

-Content & Trend analysis: Meaning, concept, assumption, and steps.

- Phenomenology& Historical Research: Meaning, concept, assumption, and steps.

- Issues of reliability and validity of Discourse analysis.

-Coding of qualitative data – Axial coding, Selective coding

-Participant Observation, Case Study as methods of Qualitative Research

- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method analogies, meta-analysis & Triangulation of data.

Unit III: Introduction to Quantitative Research

- Quantitative Research: Meaning, concept, steps and characteristics.

- Nature, scope and trends of quantitative research

- Relevance of Quantitative Research in education.

- Research Data: Nature, Sources, Collection and Organization.

- Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.

- Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.

-Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.

- Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis, focus group discussions.

Unit IV: Quantitative Research Designs

- Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design

- Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design

- Internal and external validity of research tools.

- Expost facto research-design and variables, Simple cases of Casual-Comparative and Co relational research; necessary conditions for causation.

- Techniques of control: matching, holding the extraneous variable constant and statistical control

- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive, Explanatory and Triangulation.

- Synthesizing Qualitative and Quantitative Researches, Programme Evaluation.

References:

• Best J.W. (2005) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.

• Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.

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• Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

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•Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi: Radha Publications.

• Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

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Course Title: Advance Research Methods

Course Code: MED 759   **Credit: 1**

Practicum (any one of the following):

• Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.

• Identify two quantitative research problems and prepare at least five research questions for each with clear research title.

• Conduct a training program on the use of library especially for secondary sources and reference material, such as dictionaries and encyclopaedias.

• Identify an experimental educational research problem and prepare their research designing with justification.

• Review of Quantitative research reports with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

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Course Title: In-Service Teacher Education in India

Course Code: MED 711   **Credits: 3(2L+1T)**

Objectives
• The students will be able to:
• Gain insight and reflect on the status of in-service teacher education.
• Reflect on the nature and objectives and components of in-service teacher education programmes
• Examine the existing teacher education curricula from the view point of policy, its relevance to the demands of present day school realities.

- Evaluate the existing teacher education programmes for in-service teachers from the view point of policy and their relevance to the demands of present day school realities
- Develop the ability to organise and evaluate in-service teacher education programme.

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

- Concept and need for continuing professional development of a teacher – areas of professional development

- In-service teacher education – meaning. National and state policies on in-service teacher education

- The structure for in-service teacher education –zonal, district, state, regional and national level agencies and institutions.

- Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar, on line teleconferencing.
-In-service teacher education programmes in the Post-Independent India: organization and implementation.

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

- The teacher as an adult learner – characteristics, his/her content and pedagogical needs and expected role.

-Selection, organisation, transaction and evaluation of different components of teacher education curriculum – existing practices. Need for the academic calendar and time table.

-Transactional approaches for the reinforcement of foundation courses – Expository, Participatory, Collaborative, and Inquiry.

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

Unit III: Trends of Research and Practice in Teacher Education
-Research on effectiveness of teacher education programmes – characteristics of an effective in-service teacher education programme.

-Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation, the role and scope of action research for teachers and teacher educators.

-Networking of institutions of teacher education – University, SCERT, NCTE, NCERT, UGC, IASE and DIETs for creating and strengthen in-service structure and programmes at various levels. .

- Issue of duration, commercialization, irrelevance and poor quality in teacher education, curriculum renewal

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

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget

- Designing an in-service teacher education programme – steps and guidelines assessment of training needs, formulation of training curriculum, preparation of course material

- Organizing an in-service teacher education programme – common problems faced by a teacher/teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

-Redefining the characteristics of an effective in-service teacher education programme.

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• Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.

• Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

• Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

Course Title: In-Service Teacher Education in India

Course Code: MED 761   **Credit: 1**
Practicum (any one of the following):
   - An in depth study of in-service teacher education programme at any level in terms of its components, weight age, duration, organization, transaction and assessment – document analysis.
   - "Study of the existing practices of teacher education" – Admission, staffing, planning, organization, transaction and evaluation practices of any one teacher education programme – Document analysis, observation, interview.
   - Critical study of an in-service teacher education programme in terms of its need and relevance, duration, planning, organization and outcomes – document analysis.
   - Case study of a teacher educator in terms of their educational and professional background, beliefs, insights, vision of in-service teacher education, perceived competencies, approaches followed, significant achievements and professional linkages – interview and observation
   - Interview of practicing teachers (at least three) to identify the nature of in-service teacher education received and the felt needs.

Course Title: Internship in school

Course Code: MED 763   **Credits: 4P**

 Objectives: The students will be able to

   - Experience and understand the academic and social environment of school as social Institution.
   - Observe and list the developmental needs of students.

- Identify and workout practical solutions of different types of problems.
- Develop teaching competence through practice teaching and social modelling.
- Try out different content based and learner based methods of teaching.
- Frame and assign different types of questions vis knowledge, understanding, application, HOTS (analysis and synthesis) and Evaluation Questions.

Select any two activities from each group given below:-

Group I:

Activity	Marks
Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.	10
Working with community based on any project of social welfare. (submission of activity report)	10
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.	10
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.	10
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process	10

Group II:

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

Group III:

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

Group IV:

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

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Course Title: Dissertation

Course Code: MED 765   **Credits: 2P**

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

Course Title: Academic Writing

Course Code: MED 767   **Credits: 2P**

Objectives: The students will be able to

- Reflect on their communicative behaviour.
- Improve their communicative behaviour performance
- Build capacities for self-criticism and facilitate self- growth.
- Enhance their listening & writing skills.
- Present effective class room lectures after enhancing their listening skills.
- Write or draft professional letters and mail etc.
- Use & differentiate different kinds of writings and writing styles according to Co-curricular activities.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyse academic sources and how to refer to them.
- Cite a source, paraphrase and acknowledge the source & edit one's own writing.

Practicum (any one of the following):-
- Prepare a programme on reflective thinking and negotiation skill and conduct it in NGO/School/Educational Institution.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on academic writing skill and report writing.

References:
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- www.ncte-india.org
- www.ngu.ac.in
- www.education.nic.in
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- HNGU Handbook-I
- HNGU Handbook-II

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Semester IV

Course Title: Advance Curriculum Theory

Course Code: MED702   **Credits: 3(2L+1T)**

Objectives: The students will be able to
- Enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- Develop expertise/ specialize in curriculum theories, models and analysis of syllabus.
- Develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- Understand appropriate text books, syllabus and other curriculum material.
- Understand the rationale behind teaching.

Unit I: Curriculum Theories

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.

-Meaning and nature of curriculum theory and curriculum models, difficulties in evolving curriculum theories.

-Approaches to curriculum theory: scientific- technical, humanistic, system.

-Models of curriculum development-inductive and deductive.

- Type of Curriculum in Elementary Level.

-Curriculum Theories: - Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

Unit II: Analysis of Syllabus

- Criteria for analysing the syllabus

- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book.

-Pedagogical analysis, concept mapping.

-Criteria for Text book Evaluation: - Physical Aspects, presentation of content

and its organization in the text books

a. Content and Organization of curriculum.

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

Unit III: Model of Curriculum Evaluation

-Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.

-Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

Unit IV: Elementary Curriculums in India

- Critical analysis of curriculum: concept, importance and process
- Study of different state (any three) curriculum
- Difference of curriculum among different type of school
- Curriculum Development in NCERT and SCERT

References:
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Course Title: Advance Curriculum Theory

Course Code: MED752   **Credit: 1**

Practicum (any one of the following):
• Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
•. Review of any school text book, in the light of physical aspects, presentation of content and its organization.
• Comparative study of status of elementary education in various state (at least four).
• Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

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Specialization-III

Course Title: Policy, Planning and Financing of Education

Course Code: MED 704   **Credits: 3(2L+1T)**

Objectives of the Course:

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

Unit I: Indian Education: Planning and Policy

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

Unit II: Management of Education: Meaning and Scope

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

Unit III: Financing of Education

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

Unit IV: Recent Trends in Educational Management in India

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

References:

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Course Title: Policy, Planning and Financing of Education

Course Code: MED 754   **Credit: 1**
Practicum
- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.
- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education

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Course Title: Education Policy, Planning and Financing of Education at Secondary & Senior Secondary School Level.

Course Code: MED 706   **Credits: 3(2L+1T)**

Objectives of the Course:

- Appreciate the need and relevance of policy formulation and analysis
- Develop, critical understanding of the concept of educational planning and initiatives and programmes launched to achieve the same
- Develop familiarities with various sources of finance in India with respect to India
- Develop in them the understanding of school accounting and developing skill in school budgeting
- Develop appreciation of the financial problems of educational administration

- Critically analyse the policies of educational finance and its implications of efficiency of the system
- Discuss the linkages of Various State, District and Local level functionaries

Unit- I   Secondary and Senior Secondary Education: Policy Initiatives and Concerns

- Policy : Need, Purpose, Analysis Formulation
- Recommendations of Mudaliar Commission , Kothari Commission , NPE 1986, PoA (1992)
- Role of CBSE, NCERT, ICSE, SCERT, CIETs in Secondary & Senior Secondary Education
- RMSA(Rashtriya Madhymik Shiksha Abhiyan) and RUSA(Rashtriya Ucchatar Shiksha Abhiyan)- Programme objectives, Strategies and Present Status with respect to Implementation of Programmes
- Globalisation, Privatisation and Commercialisation of Education: Need, Present Status and Impact in India

Unit- II   Planning for Secondary and Senior Secondary Stage

- Planning : Concept and Purpose in Educational Administration
- Recommendations of the XII Five Year Plan on SE& SSE
- Planning at National , State and District Level in India – Administrative Structure & functions at each stage
- School Mapping and Micro planning Concept, Need and Purpose
- Institutional planning: Need, Function and Scope

Unit- III Financing of Education

- Educational Expenditure: Source of finance Central Government grants, Tuition fee, Endowment Donation and gifts, Foreign aids.
- School Budgetary and   accounting procedure, grant in aid policy in India ,Monitoring of expenditure ,Control and Utilization of Funds, Accounting and Auditing ,Central – State relationship in Financing of Education.
- Determinants of Educational cost.
- Cost effectiveness / Cost efficiency
- Use of   Cost Analysis in Educational Planning

Unit IV Planning and Financing at Institutional Level
- Institutional Planning: Concept and Scope at Secondary Stage
- Funds and Grants available at Secondary stage of Education
- Scholarship Schemes instituted by the Govt of India
- Planning for Effective Implementation of Vocational Education at Secondary Stage

References:

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• Mort, P. R. and Reusser, 1960 W.C. Public School Finance, New York: McGraw Hill.

• Musgrave, R. A., Theory of public Finance: A Study of Public Economy, New York: Mcgraw Hill.

• Saxton, P. G. 1961 Education and Income, New York : Viking Press.

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Course Title: Education Policy, Planning and Financing of Education at Secondary & Senior Secondary School Level.

Course Code: MED 756   **Credit: 1**

Practicum (any one of the following):

• Preparation of budget for a school
• Preparation of a blue print for expenditure control in a school.
• Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
• Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.
• Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement of resources..
• Seminar on Models of development based on free market economies.
• Poster designing competition on Central and state level expansion on Elementary Education.

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.

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Course Title: Issues, Planning and Policies of Elementary Education

Course Code: MED708   **Credits: 3 (2L+1T)**

Objectives: The students will be able to

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Promote understanding of vision and mission of elementary education.
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- understand about the policies and programmes of elementary education
- Contribute to reform the elementary education system of India.

Unit I: Vision and mission
  -Vision and Mission of Elementary Education

  -School Systems across the States

  -12th Five-Year Plans –Objectives, key issues and focus.

  -Constitutional Provisions, Right to Education and its implications

  -Quality Assurance in Elementary Education

  -Constitutional provisions regarding role of central and State Govts. for providing elementary education.

Unit II: Concerns in Elementary Education

-School Effectiveness, Classroom Climate and Teacher Attributes, Joyful learning, Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers. Quality of Elementary Education.

-Problems of equity and equality of opportunities.

-Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School

-Inspection, Supervision and Monitoring.

-Innovative Approaches: Activity Based learning Experiment

Unit III: Policies & Programs of Elementary Education

-District Primary Education Programme-goals and strategies.

-Minimum Levels of Learning

-Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Problems of wastage and stagnation.

-Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Unit IV: Financing and Planning of Elementary Education

- Meaning, nature and scope

- Economic development and financing of education

- Financing of education in India: Centre- State relationship, mobilization of resources

- Cost Benefit Analysis in Education

-- RTE Act 2009-analysis and implications for curriculum planning, teaching methodology and evaluation.

References:-

• Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.

• De, Anuradha & Dreze, Jean (1999). Public Report on Basic Education In India. Oxford University Press. USA.

• Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.

• Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) Oxford University Press.

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• Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I.

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• Government of India (1987) Programme of Action, New Delhi: MHRD.

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• Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA

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• Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.

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• Mohanty, J. N. (2002): Elementary 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 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

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Course Title: Issues, Planning and Policies of Elementary Education

Course Code: MED758   Credit: 1

Practicum (any one of the following):
- Preparation of research design on a theme, discipline.
- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratichi Report on Education; Global Monitoring; Report of UNESCO
- Write a report on Criteria of resource mobilization and resource utilization
- Cost analysis in Education
- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education.
- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA.

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Specialization-IV

Course Title: Educational Management and Planning at Secondary & Senior secondary school level.
Course Code: MED710   Credits: 3 (2L+1T)

Learning Objectives: The students will be able to

- Acquaint with the need, scope and purpose of educational planning in terms of national and community needs.
- Determine and implement objectives of planning on the basis of individual needs of the students.

- Develop in them the skills in planning and implementing conventional administrative procedures.
- Develop an insight into the perspectives of management in the light of practices in education.
- Study educational management system in India with specific reference to national, state, district and village levels structures.
- Recognize the importance of Educational Resources and their effective management for quality education,
- Understand the issues and challenges in educational management and administration in India.

Unit I: Educational Administration-Concept, Scope and Need
   -Educational Administration-Concept, Scope and Need
   - Concept, Scope and nature of Educational Administration
   - Need and importance of Educational Administration
   - Types of Educational Administration

Unit II: Educational Planning at Central, State and Local levels:
   - Process of Educational Planning in various type schools in India.
   - Perspective planning at central, state and local levels.
   - Priorities to be given at central and state levels.
   - Schools for all and schools for the selected few
   - Determine facilities to the needs: School programme, School Building, Teaching training facilities, Location of Schools.

Unit III: Some Problems of Educational Planning:
   - Calculating cost of education at various type of school.
   - Comprehensive approach vs. selective approach.
   - Public sector vs. private sector.
   - Educational planning and exceptional children, gifted, backward and handicapped.
   - Educational planning for qualitative improvement.
   - Educational expenditure & planning.

Unit IV: Performance and Resource Management in Educational Institutions
   - Monitoring of school performance.

   - Performance appraisal of the teachers.

   - Scientific principles of management-PERT, CPM, PPBS system approach.

   - Financial and administrative management of educational institutions.

   - Nature and characteristics of resource available in education.

   - Need for   resource management in education. - Material resources.

- Human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization

- Quality assurance in material and human resources.

Reference:

- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.

- Government of India Five Year Plans.

- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.

- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.

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- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.

- Hanson, A. H. The Process of Planning: A Study of India's five year Plans (1950-1964) London : Oxford University Press, 1966.

- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

Course Title: Educational Management and Planning at Secondary & Senior secondary school level.

Course Code: MED760   **Credits:1**

Practicum (any one of the following):-

-Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.

-Analyse the quality of financial and administrative management in any rural and urban school.

-Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.

Review research on educational management or management of secondary education which are used in other countries but not in India.

-Comparative study of problems related to educational planning in Public sector and private sector.

-Analysis of educational expenditure for planning in public/private sector.

-Collect data for relevant sources on student & teacher ratio in secondary level school. Of your district. Is it according to constitution provision? Prepare a report and send it to authorities.

-Make a comparative study of PTA of any one Govt and private school.

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Course Title: Towards Academic Leadership

Course Codes: MED712   **Credits:3 (2L+1T)**

Objectives: The students will be able to
- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Know new changes and challenges in leadership of institutions.
- Develop capacities for being efficient and effective educational leaders.
- Develop leadership skills needed to emerge as Leaders.
- understand school leadership and build a vision for change and improvement
- Bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.
- Build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels.
- Create Professional Learning Communities of school leaders, across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

Unit-I: Nature of Academic Leadership
- Meaning, Concept, Need, Importance and nature of Academic Leadership.
- Leadership Styles.
- Evaluating styles of Leadership.
- Functions of Educational Leader/Manager.
- Meaning, need and Importance to shift from management of schools to Leadership of school.

- Role and responsibilities of leadership (in reference to RTE, RMSA and CCE.
- Workshop on Component and characteristics of high quality school leadership.

-Grid Concept of Academic Leadership.
-Measurement of Leadership.

Unit-II: School Leadership
- Curriculum framework, outline key areas for leadership development in secondary schools:- (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
-School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels.
-School & Community: - Interlinkage, Role and responsibilities.
-School as a learning organization
-Developing a vision for school: - vision for school transformation, assessing context and constraints.

Unit- III: Leadership Roles- Challenges and Perspectives

- Values, vision and moral purpose in educational leadership

- Leading and managing educational change and improvement

- Leadership for the learning community

- Developing leadership and management skills and insights

- Issues of diversity in educational organizations, including issues related to gender and multiculturalism

- Work Ethos: Meaning, nature, and transformation in present scenario.

- Right of child in school: Equality, non-discrimination and respect for all.

Unit IV: Research and Innovation & Leadership
- Innovation and research in leadership: school developmental plan towards better schooling.
- Culture of innovation in school:- At all levels of school, at classroom, student & teacher as innovators.
- Professional development of teachers:-Issues, concerns, programmes and practices at International, National & Local level.
- Leadership programs of:- MHRD, NUEPA, NCSL with reference to goal, vision and strategy.

References:

• Ediger, Prof. Morlow and Dr. Digumarti Bhaskara Rao, (2006), school Organisation, Discovery Publishing House, New Delhi-110002

• Sindhu, I.S.(2008), " Educational Administration and management International Publishing House, Meerut

• Mishra, R.C, (2010), "class room management APH Publishing corporation Darya Gang, New Delhi-110002.

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Course Title: Towards Academic Leadership

Course Codes: MED762   **Credit: 1**

Practicum (any one of the following):
- Make a survey of at least five schools to identify the most popular leadership style and analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.
- Write a report on the best theory of leadership in the light of RTE act 2009,
- Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.
- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.
- Personality Development program of Managers for emerging as a leader.
- Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.
- Debate on Issues of diversity in educational organizations, including issues related to gender and multiculturalism.
- Prepare a report after Visit any school by interactive process to understand transformation (through Inclusion, Equity and Quality etc.)
- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)

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Course: Information and Communication Technology in Education

Course Code: MED714   **Credits: 3(2L+1T)**

Learning Objectives: The students will be able to
- Explain the meaning, nature, scope and evolution of ET, IT and ICT in education.
- Examine the teaching learning-system and potential of ICT and its effectiveness in education.
- Design, develop and use various digital teaching learning resources.
- Integrate ICT into teaching-learning evaluation, administration and other learning support systems.
- Use ICT for their professional development.

Unit- I: Effectiveness of Education through Educational Technology (ET)

-Meaning, nature and evolution of Educational Technology (ET), Information.

Technology (IT) and Information and Communication Technology (ICT).

-Teaching-learning system: design, development and potential of ICT.

-Enrichment through ICT.

-Education Policies related to ICT in education.

-Approaches to ICT.

Unit -II: Instructional Technology

-Definition and uses of Communication.

-Principles of Instructional Technology.

-Use of Communication Technology in teaching-learning process.

-Non-digital teaching -learning resources (TV, Radio, Audio-Visual

Resources).

-Digital teaching learning resources: MS Word, MS PowerPoint, MS Excel.

Unit -III: Web Based Learning and Communication Technology

-www, Domain, Hosting, Browser, Search Engine

- Internet: Internet application in class rooms Teaching

- E-learning/Online Learning, Blended learning ,Social Networking in

education.

Unit -IV: Improving Policy Planning & Management

-Role of ICT in Management of Institutions and Systems

-School: Admissions, student flow, personnel, staff development, facilities, Library, Laboratory.

-System: School mapping, personnel payroll, MIS, communication, information,

-Policy formulation-Management and Monitoring.

-Storage and analysis of data, Piloting and Evaluation.

-ICT: Social, legal and ethical issues.

References:

•Abbott , Chris . ICT: Changing Education. Routledge

• Anderson,Neil. Equity and Information Communication Technology (ICT) in Education. Peter lang Pub. New York.

• Bracey,Bonnie and Culver , Terry . Harnessing the Potential of ICT for Education: A Multistakeholder Approach .United Nation Publication.

•Huang , Ronghuai et. al. ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer .

•Pelgrum , Willem J. and Law , Nancy . ICT in Education Around the World: Trends, Bonnie Bracey, Terry Culver Problems and Prospects. Unesco, International Institute for Educational Planning, 2003.

•Selwood, Ian D.et. al . Management of Education in the Information Age: The Role of ICT. Kluver Academics.

• Vrasidas, Charalambos et. al. ICT for Education, Development, and Social Justice. IAP Inc.

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Course: Information and Communication Technology in Education

Course Code: MED764   **Credit: 1**

Practicum (any one of the following):
- Prepare a data sheet, Attendance register**,** Result Record, Tools, charts or Prepare a work sheet showing data analysis of your dissertation.
- Develop self-instructional material on teaching any topic of B.Ed. syllabus.
- Critical analysis of the different research reports based on data analysis and interpretation.

- Preparation and presentation of research report based on empirical data.
- Critical analysis of the different courseware developed by different agencies/institutions.
- Preparation and presentation of slides for teaching a topic at the school level.
- Critical analysis of learning aids and their applications in instruction and learning • Critical analysis of a computer based media packages with reference to its use in learning process.
- Interventions of educational technology in the current practices of teacher education programmes in India.
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.

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Course: Inclusive Education

Course Code: MED716   **Credits: 3(2L+1T)**

Learning Objectives: The students will be able to
- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- Understand the nature of difficulties encountered by children
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities,

Unit I: Introduction, Issues& perspectives of Inclusive Education
- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the context of Right to Education.
-NCF-2005 and adaptation of teaching learning material

Unit II: Policy Perspective

- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
-SSA
-Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
-The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
-Educational provisions in Person with Disability Act.
-Rehabilitation Council of India Act(1992).
-National Trust Act (1999).
-UN convention on the Rights of Persons With Disabilities.
-Promoting Inclusion Preventing Exclusion
-The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.

UNIT-III: Diversity in the classroom

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

Unit IV: Teacher Preparation and Inclusive Education

-Review existing educational programmes offered in secondary school (general, special education).
-Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
-N.C.F 2005 and curriculum for teacher preparation and transaction modes.

-Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

-Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

-Role of different national and international agencies {institutions, universities} in promoting inclusive education.

References:-

• Maitra,Krishna (2008):INCLUSION ISSUES AND PERSPECTIVES (For Teachers,Teachers' Educators and Parents) :Kanishka Publishers ,Distributors New Delhi-110002

• Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based*

Approach: National Publishing house 23 Daryaganj, New Delhi 110002.

• Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.

• Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

-RCI (2008).Status of Disability in India.New Delhi.

• Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

• Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

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Course: Inclusive Education

Course Code: MED766   **Credit: 1**

Practicum (any one of the following):
- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Study & review any two national policies in the light of inclusive education.

- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.
- Recent trends in research - national and international level
- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in the DMS (two classes).
- Identify suitable research areas in inclusive education.
- Visit to special schools for VI,HI,ID, CP, Autism and prepare a list of tools for identification.
- Observe an inclusive class at least five days and find out skills & competencies used by the teacher. Give suggestive strategy/plan of teaching for betterment.
- 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.

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Course Title: Peace Education

Course Code: MED 718   **Credits: 3(2L+1T)**

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

Unit I: Peace Education- Concept and Scope
- Peace: Meaning, nature and its relevance relating to the present global scenario,
- Ideal vs Pragmatic definition of Peace.
- Different sources of peace: Philosophical, Religious, Social, Secular and Psychological.

- Classification and analysis of peace:- Individual and social, Positive and negative peace, concept, characteristics,
- Role of different organizations like UNESCO in Peace Education.
- Peace in the minds of men, culture of peace and non-violence, positive personality development.
- NCF 2005 recommendations on Peace Education : nurturing of knowledge, skills, attitude and values of a culture of peace for shaping individuals.

Unit II: Peace Education- Agencies and Methods
- Family and Home: first school of peace education
- Role of community, school, family and neighbors in peaceful values inculcation.
- Importance of co existence and harmonious living in pluralistic-multi cultural, multi religious and multi ethnic societies.
- Peace education –objectives, scope and its relevance: inculcating duty consciousness in individuals.
- Role of Peace educators as motivators, trainers and guides.
- Methods for peace education: introspection, imbibing values and application of principles in daily life.
- Ongoing researches in the field of peace education – present scenario and suggestions.

Unit III: Education for International Peace & Understanding

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

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

- Schools programmes: United Nations programmes of peace in minds of men, culture of peace and learning ways to peace.
- Application of conflict resolution on individuals, society, national and international scenarios.
- Importance of Human rights as a duty
- Teaching about Human Rights.

- Teaching about other countries-History, Geography, Civics, Science & Literature.
- Co-curricular Activities- Drawing, Painting, Modelling, Handicrafts etc.
- Role of Teacher with respect to transaction of Peace Education

References:
- Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), "Value Education" University book House (P) Ltd. Chaura Rasta, Jaipur-302003
- Chitkara, M.G, (2009), "Education and Human values", A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002 .
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- Falk, Richard A.; Johansen, Robert C.; Kim, Samuel S., editors. Constitutional.
- Foundations of World Peace. Albany: State University of New York Press, 1993.
- Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
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- Mishra, Lokanath ,(2009), " Encyclo paedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
- Mishra, Dr. Loknath, (2009), "Peace education frame work for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
- Sathya Sai International Center for Human Values, New Delhi. Education for Human Values(2009).
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary,(2010), " Peace and human rights education , A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002.
- UNESCO: L:earning the treasure within, Delors Commission Report**.**

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Course Title: Peace Education

Course Code: MED 768   **Credit: 1**

Practicum (Any one of the following):
- Preparing a report on conflict management in a class room through peaceful negotiation.
- Analysis of the Delores's Commission report for conceptual understanding of the four the pillars.
- Reflecting and preparing a report on Conflict resolution in a   classroom through Peaceful negotiation.

- Study of the Delors Commission Report for conceptual understanding of the four pillars.
- Preparing an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human Rights as a duty and peace education through the curriculum.
- A Book or Documentary Film review in the area of Peace and Human Rights education. Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.
- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.
- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.
- Workshop on *Chetna Vikas Mulya Shiksha* for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

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Course Title: Human Rights and Education

Course Code: MED 720   **Credits: 3(2L+1T)**

Objectives: The students will be able to

- Understand concept of Human Rights Education.
- Appreciate the need & importance of Human Rights Education.
- Understand correlative nature of Peace, Human Rights and International Understanding.
- Analyse the need for Peace Education to foster National and International Understanding
- Reflect on the recommendations of Delor's Commission report with respect to values to foster International understanding.

Unit I: Human Rights Education- an introduction

-Need and importance of Human rights in existing social scenario

-History of Human Rights development

-Human Rights Education: Meaning, need and scope.

-Agencies of Human rights Education – School, Family, Community, Teacher.

-Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities.

-Role of different Government and non-government organizations in Human Rights Education.

Unit II: Legal Rights- Concept and Scope

-Legal Rights – Meaning, nature and its relevance relating to the present global scenario,
-Different sources of Rights: Philosophical, Religious, Social and Psychological.
-Classification of Fundamental Rights
-Role of different organizations like UNESCO with reference to legal rights.

Unit III: Constitutional Provisions of Human Rights

-Constitutional Provisions as enshrined in part III of Indian Constitution.
-Human Rights Education – Teaching, objectives, scope and its relevance.
-Methods for inculcating Human Rights.
-Ongoing researches in the field of Human Rights Education – present scenario and suggestions.

Unit IV: Education to foster International Understanding

-Study of the Report of the International Commission on Education for the Twenty-first Century (known as the Delores Report) with respect to Human Rights .

-Meaning and strategy to learning to live together (UNESCO).

-Recommendations of NHRC and other Human Rights Bodies.

-Global trends and incidents in the context of Human Rights.

References:
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Civilization. London: SAGE Publications, 1996.

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Course Title: Human Rights and Education

Course Code: MED 770   **Credit: 1**

Practicum (any one of the following):

- • Reflecting and preparing a report on Conflict resolution in a classroom through Peaceful negotiation.
- • Study of the Delores Commission Report for conceptual understanding of the four pillars.
- • Preparing an activity chart for Primary/Secondary/Senior Secondary/Higher Education stage to impart Human rights and Peace Education through the Curriculum.
- • A Book or Documentary Film review in the area of Peace and Human Rights education.

■■

 Course Title: Educational Technology
Course Code: MED 722   **Credits: 3 (2L+1T)**

Objectives: The students will be able to

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

Unit -I: Instructional Technology
    -Educational Technology (E.T.): Historical development, Evolution, Concept, Types and Scope.
    -Teaching: different concepts and their implications.

- Various levels of Teaching and Learning.
-Instructional Theory: Concept, nature and types, with special reference to Cognitive Construct Theories (Bruner and Ausubel), Task Analysis Theory, Systems Approach and Information Processing Theory.
-Instructional Procedures: Teaching of Concepts and Principles. Teaching for problem solving.
-Models of Teaching: Concept, nature and major types, with special reference to CAM, A OM, ITM (Suchman), Jurisprudential Inquiry.

Unit- II: Instructional Media and Theory
- Communication: (i) concept, process and components: Unidirectional and interactive communication. (ii) Teaching-learning as a communication process, factors influencing classroom communication.

- Media: Concept, characteristics, uses and limitations of various media. Media-selection and integration, Multi-media packages and their uses in formal, non-formal and distance education. Media development policy, programmes and strategies.

Unit- III: Instructional Design
- Instructional Design: Concept and componel1ts. Individualized Instruction (Programmed instruction, Keller's plan, Mastery learning), small-group instruction, Large-group instruction.

- Teacher Behaviour Modification: Micro-teaching, Simulation, Interaction Analysis, Competency Based Teacher Education.

- Open/Distance learning systems –Concept, need characteristics and scope, nature of learning materials, evaluation and feedback.

Unit IV: Recent Trends and Research in Educational Technology
- Research in Educational Technology -trends and priority areas.

- Information Technology in Education

- Development of Teaching Learning Material, Development of self-learning material and audio video material

- Interactive multimedia and their use.

- Role of CIET, UGC, IGNOU etc. in promoting education technology

References:
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•Kumar, K. L., (1996). Educational Technology: New Delhi. New Age International (P) Ltd.

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Course Title: Educational Technology

Course Code: MED 772   **Credit: 1**

Practicum (anyone of the following):
- Designing an instructional programme based on Systems Approach.
- Preparation of instructional material based on CAM/ AOM/ITM/JIM.
- Preparation and use of instructional material for teaching at elementary/secondary/senior secondary levels of teaching and learning.

Preparation of Instructional material for teaching of concepts/ principles/ problem solving for elementary/secondary/senior secondary levels.

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Course Title: Issues and Challenges in Secondary Education

Course Code: MED 724   **Credits: 3 (2L+1T)**

Objectives: The students will able to
- Acquaint with the philosophy of secondary education.

- Acquaint with the knowledge of the growth of secondary education in the country and the problems it confronts.
- Understand administration of secondary education in the country.
- Acquaint with the secondary education programmes.
- Understand the problems and programmes of secondary
- Education in the country in comparison with those in some other developed and developing countries.

Unit –I: Levels of School Education
-Introduction - School Education - Different Levels - Primary and Secondary Education
-Status of Primary and Secondary Education in India
-Establishment of Primary and Secondary Schools.

Unit -II: Secondary Education
-Aims & Objectives
-The Secondary school tradition in our country.
-The development of secondary education in our country during the pre and post - independent periods.
-Recommendation of various commissions and committees.

Unit- III: Curriculum and Teaching & Learning at the Secondary stage

-Language issue: importance of mathematics and humanities and social sciences;
-Physical Education
-Socially Useful Productive Works
-Techniques of teaching at Secondary stage.
-Teaching models - team teaching - individualized instruction -programmed instruction.
-Special educational needs of exceptional children
- Guidance and Counseling: Classroom climate

Unit -IV: Administration of Secondary Education
-Administration of Secondary schools: Role of Central and State Govt. ;Govt. schools (Central and State Govt.);Aided schools; Public schools, Demonstrational schools and their administration.
-School Budget: Sources of income.

-School and Communities and its relationship.

-Service conditions of teachers.

-School climate.

References:

• Aggarwal, D. D., "History and Development of Secondary Education (3 Vols.)", Sarup & Sons, New Delhi, (2003).
•. Bharti Sharma, "History of Indian Education", Vohra Publishers & Distributors, New Delhi, (2004).
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•. Dash, B. N., "theories of education & education in emerging Indian society", Dominant Publishers & Distributors, New Delhi, (2007).
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Course Title: Issues and Challenges in Secondary Education

Course Code: MED 774   **Credit: 1**

Practicum (any one of the following):

- School visits to secondary schools on different patterns viz public, private, aided etc.

- Observation and recording of the behaviors of the students in a secondary school.

- Critical appraisal of RMSA.

- Getting a practical knowledge of the pattern of the inspection of the secondary school by accompanying and helping an inspecting officer on duty.

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Course Title: Contemporary Concerns in Elementary Education

Course Code: MED 726   **Credits: 3(2L+1T)**

Objectives: The students will be able to
- Understand the basic principles of child development and the procedure for the evaluation of growth and development of children during the elementary stage of education.
- Understand the concepts pertaining to elementary education and the procedures for developing suitable educational programmes for this stage.
- Become familiar with the diverse aspects of organisation and administration of elementary schools in country.
- Focus the attention of the students on the vital problems affecting elementary education in our country.
- Develop the necessary skills to plan specific programmes in the fields of elementary education suited to local needs and resources.
- Provide students progressive academic and technical leadership in the fields of elementary education.

Unit -I: Girls Education

- Historical perspective after post-independence

- Policies & programmes related to girls education (Post Independence) and recent initiatives.

- Status of Girls Education in India.

- Status and programmes for promotion of Girls Education.

- Problems & Challenges related to Girls Education.

- Special Initiatives from International Organization.

- Public Private Partnership: Building sustainable models

- The Role of Non-Governmental Organizations

Unit -II: Minority Education

- The Constitutional Provisions.

- Development of Education of Minorities in Post –Independence India.

- Policies & programmes related to minority education (Post Independence)

- Status of minority education in India.

- Problems & Challenges related to minority education.

- Public Private Partnership: Building Sustainable Models

- Schemes and programmes for education of linguistic and religious minorities in India.

- The role of Non-Governmental Organizations

Unit -III: Children with Special Needs

-Development of Education in Post –Independence, changing scenario.

-Policies & programmes related to children with special needs (CWSN) in Post- Independence.

-Status of CWSN in India.

- Problems & Challenges related to CWSN.

-NCTE curricular framework and disability.

- Public Private Partnership: Building sustainable models

-The role of Non-Governmental Organizations

Unit -IV: Education of Socially Disadvantaged Children

-Development of Education of Disadvantaged Children in Post–Independence India.

- Policies & programmes of Disadvantaged (Post Independence).

-Constitutional provisions, NPE (1986), UEE, RMSA and education of disadvantaged children including children from tribal community , SCs, OBCs, urban slums, first generation learners and children with diverse mother tongues.

-Status of Education of Disadvantaged in India.

- Problems & Challenges related.

-Public Private Partnership: Building sustainable models

-The role of Non-Governmental Organizations.

-Future Perspectives.

References:

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Course Title: Contemporary Concerns in Elementary Education

Course Code: MED 776   **Credit: 1**

Practicum (any one of the following):
- School Visits to elementary schools run on different patterns.
- Case study of an exceptional child in an elementary school.
- Planning and carrying out a unit organised around a centre of interest in any standard of an elementary school.
- Getting a practical knowledge of the pattern of inspection of elementary school by accompanying and helping an inspecting officer on duty.
- Observation and recording of the behaviours of students in an elementary school.

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Course Title: Environmental Education

Course Code: MED 728   **Credits: 3 (2L+1T)**

Objectives: - **The students will be to**

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

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

-Environment: Meaning & types Natural, Social & Economic environment: interdependence & interaction among them, Relationship between Man and Environment

-International Conferences For Environmental Protection:

-Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)

-United Nations Environmental Programme (UNEP) –Objectives & Functions

-Environmental Disasters: meaning, natural & manmade disasters and their management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood& Drought.

-Management of Pollution as a Manmade Disaster: Causes, effects & control of- Air pollution, Water pollution, Land pollution and Sound pollution

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

-Conservation of Natural Resources: Concept, need and Importance

Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape.

-Environmental Movements: -*Chipko,* Silent Valley, *Narmada Bachao.*

-Role of Environmental Movements in Environmental Conservation

-Role of Education in Conservation of Natural Resources

-Sustainable Development: Meaning & dimensions (natural, social & economic)

-Strategies For Sustainable Development: suggested in Agenda –Guiding Principles for Sustainable Development

-Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development

-Role of Environmental Education in Sustainable Development-Need of an Inter- disciplinary Approach.

Unit -III: Environmental Education-Need and Scope

-Environmental Education: Meaning, need and scope

-Need of Environmental Education for School Teachers and Teacher Educators

-Guiding Principles of Environmental Education

-Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework For Teachers and Teacher Educators (2005) given by NCTE.

Unit -IV: Environmental Education- Transaction and Evaluation

-Teaching – Learning Strategies For Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games.

-Evaluation in Environmental Education Use of Observation,

-Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.

-Training For Environmental Education – (Preparing an Environmental Education Teacher), Major components of the Training Programme, Role of Central & State Government in Environmental Education

-Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)

-Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

References:

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Course Title: Environmental Education

Course Code: MED 778   **Credit: 1**

Practicum (any one of the following):

- Preparation & use of an Evaluation Tool for measuring the attainment of the teaching objectives.
- Planning & Conducting an Environmental Awareness Programme for a class (5th to 12th std.) in any one school or college.
- Preparation and Use of a strategy for teaching Environmental Education at school level / college level.

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Course Title: Educational, Vocational Guidance and Counselling

Course Code: MED 730   **Credits: 3 (2L+1T)**

Objectives: The students will be able to
- understand the basic principles of guidance & counselling and the application of the same to the process of education.
- develop practical knowledge of the various techniques used in counselling.

UNIT- I: Nature of Guidance

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

UNIT- II Planning and Organizing Guidance Programme

   -Group Guidance: Meaning, Scope, Principles, Types.

   -Guidance for promoting self-discipline in a school: Causes for indiscipline, Anger Control, Yoga and Meditation for Self-Discipline, Self-Management.

   -Understanding Programme Management: Personal, Finance and Facilities.

   -Developing Guidance programme at Primary level, Middle level and Secondary & Senior Secondary level.

-Guidance for Children with Diversity: Children within Sensory and Motor Disabilities, Children with Learning Difficulties, Exceptional Children, Gifted Children, Children with Divergent Socio-Cultural Background.

-Guidance for Human Development and Adjustment.

UNIT-III: Career Development and Vocational Guidance

-Understanding the concept of work, career and vocation: preparing for future.

-Theories of Career Choice and Development (Trait Theory, Theory of Occupational Choice).

-Career Development of Women: Current Status, educational Needs and problems, factors, process.

-Assessment and appraisal for Career development: Meaning, Purpose, Principles and Process.

-Job Analysis : Meaning, types and purposes of job Analysis.

- Placement Services: Meaning, functions and principles

-Follow up Service: Meaning, purposes and characteristics**.**

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

- Directive Counselling: Concept, Procedure, advantages and limitations.

 -Non-Directive Counselling: Concept, Procedure, advantages and limitations.

- Eclectic Counselling: Concept, Procedure, advantages and limitations.

- Study of the individual, data collecting techniques of information.

- Standard and Non-standardized Techniques, Biographies, Rating Scale, Case Study, Questionnaire, Observation, Interview and Cumulative Records.

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Course Title: Educational, Vocational Guidance and Counselling

Course Code: MED 780   **Credit: 1**

Practicum (any one of the following):
- Maintenance of Self -Appraisal reports with respect to Guidance Programme at Elementary/Secondary level.
- Conduct a Guidance and Counseling Programme at Elementary/Secondary level.
- Organizing a Job Fair/Career Fate for school children.
- Preparation and administration of any two tool that is Observation, Interview, Questionnaire etc. with respect to Guidance services at Elementary/Secondary level.
- Preparation of Job resume for Self-enrichment.

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Course Title: Educational Administration

Course Code: MED 732   **Credits: 3 (2L+1T)**

Objectives: The student will be able to

- Familiarize with educational and administrative management.
- Acquaint with the organizational structure of education at various levels-centres, state and local.
- Grasp the comparative practices of educational practices being followed in different countries.
- Reflect on the difference between educational administration and educational supervision.
- Internalize various theories of management and infer their implications for education.
- Equip themselves with various approaches to educational planning.

Unit -I: Educational Organisation and Administration

-Objectives, scope and functions of educational administration. Difference between Inspection and Supervision. Educational administration and other types of administration. Factors determining the character of administration: Central, Provincial and Local authorities connected with educational administration.

-Educational finance, Educational clauses in the Constitution of India. Organisation and Function of the Ministry of Education, Govt. of India.

-The State Ministry of Education and the Department of Education, with special reference to Delhi.

-Central Advisory Board of Education (CABE), Central Board of Secondary Education (CBSE) and University Grants Commission (UGC).

-Trends and issues in educational administration. Comparative practices of educational administration in U.K., & USA and Uses of educational research in educational administration.

Unit -II: Educational Supervision

-Nature and scope of educational supervision. Principles governing the processes of supervision. Administration and Organisation of supervision. Planning of supervisory programmes. Techniques of supervision. Evaluation

of the effectiveness of supervision. Problems and issues in educational supervision.

-Basic principles of curriculum construction. Relation between teaching and supervision. Importance of research in supervision. Organisation and practices of supervision and inspection in Delhi Schools.

Unit- III: Educational Management: Meaning and Scope

-Nature, Scope and Functions of Educational Management, Models of Governance.

-Historical Perspective of Educational Management in India post-independence.

-Theories of Management and their Implications for Education.

-Total Quality Management in Education: Concept and Approaches; Quality Control and Assurance.

Unit- IV: Educational Planning

-Concept, Scope and Dimensions of Educational Planning

-Approaches to Educational Planning

-Educational Planning at the National, State, District and Institutional Level

-Policy Formulation and Analysis, Issues and Policy change at national and global level..

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- Administration. Faculty of Education and Psychology, Baroda: The M.S. University.
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Course Title: Educational Administration

Course Code: MED 782   **Credit: 1**

Practicum (any one of the following):

- Write step by step, the journey of the financial transaction, starting from its source till it is given as salary to the college and university teachers and other functionaries extending support to the college and university teachers.
- Draw the organisation structure of state-level education department, writing also the main functions of each officer, managing school education in different ways.
- Visit a public school close to your residence/institute. Collect the data regarding the following:
  (i) Admission criteria at the nursery level,
  (ii) Admission criteria for the EWS students,
  (iii) Facilities extended to EWS students and
  (iv) Comparative achievement of EWS students and general category students

Suggest any aspect of Educational planning which requires Research Study. Write statement and develop a research proposal on that

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Course Title: Supporting Education of Students from Disabilities and Disadvantaged Group.

Course Code: MED 734   **Credits: 3(2L+1T)**

Objectives: The students will be able to

- Identify diverse needs students having disabilities, disadvantages and marginalization.
- Appreciate the meaning, need and significance of inclusive education.
- Describe various disability conditions and their educational implications.
- Explain various social, economical disadvantages and marginalization and suggest educational intervention.
- Develop capacities to apply techniques of guidance and counselling to support these students.

Unit- I: Diversity and Inclusion

-Diversity in the classroom-various forms of diversity and students exceptionality.

- Diversity: parameters and individual characteristics and psycho-social aspects.

-Exclusion versus Inclusion: equity, equality and right based approach to education.

-Inclusive Education: meaning, scope and significance.

-Inclusive versus Special Education: differences and critical issues.

Unit- II: Children with Different Abilities

-Concept of Disability: ICF and Inclusion.

-Characteristics of students of various disabilities and factors those affect learning.

-Development in assistive technology and their uses in educational set ups.

-Learning across at various level: pre-school, elementary, secondary and beyond-the scope of adaptation and accommodation. Identification of gifted and creative children and educational interventions.

-Differentiated instruction (DI) and universal design for learning (UDI).

Unit -III: Children from families having social and economical disadvantages.

-Deprivation and disadvantage, psychological implications, how do they affect learning?

-Short term and long term deprivations and its impact on personality and learning.

-Defining economical, and other disadvantages, resultant problems, coping strategies, educational interventions, teaching strategies.

-Implications for development of school development plans.

Unit-IV: Guidance and counselling for Diverse needs: Guidance and counselling

-Nature and types of adjustment problems: academic, emotional and social.

-Positive behaviour support (PBS): assessment and intervention.

-Applying Guidance an counselling techniques and procedures to manage diverse needs.

-Guidance an counselling of parents and family members.

-Organizing support services at school level for students with diverse needs, resource room an whole school approach.

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Course Title: Supporting Education of Students from Disabilities and Disadvantaged Group.

Course Code: MED 784   **Credit: 1**

Practicum (any one of the following):

• analyze traditional lesson plan and transform to an inclusive plan by using UDL approach.

• Develop a check list to evaluate inclusive practices of a school. Administer the check list and suggest the measures.

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Course Title: Value Education

Course Code: MED736   **Credits: 3(2L+1T)**

- Understand the need and importance of Value-Education as a means of helping oneself and in turn others in society.
- Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life.
- Get sensitized about the importance of Value Education in Personality development by applying these principles in daily living.
- Realize the importance of self-transformation for social transformation.

- Get acquainted to the National and International values for Global development by following unilateral ethics.

UNIT -I: Conceptual Framework: Value Education

- Need and importance of Value Education for individual development and the formation of interpersonal, inter-community and international relations on positive lines.
- Objectives of value education: inculcating duty-consciousness in individuals.
- Types: extrinsic and intrinsic values. Dysfunctionality of values. Importance of inculcating intrinsic values in individuals for their extrinsic manifestation in society.
- Basis of values: Philosophical, psychological, socio-cultural, secular and religious.
- Valuation of culture: Indian Culture and Human Values such as ahimsa (nonviolence), mutual respect, harmony etc.

UNIT- II: Nature and Concept of Morality and Moral Education

- Moral Education vis-à-vis religious education. Moral instruction and training vis-à-vis moral indoctrination.
- Language of moral education: motivational; not prescriptive.
- Characteristics of a morally educated person.
- Importance of justice and care—the two dimension perspectives in morality—in performance of duties.
- Use of reason over passion.
- No moral policing. Self-introspection, own moral judgment and moral action for moral upliftment of self and in turn society.

UNIT- III: Personal Development through Value Education

- Character Formation towards Positive Personality Development: truthfulness, compassion, constructivity, sacrifice, sincerity, self-control, altruism, tolerance, patience, scientific vision, objective thinking, realism, accountability, humility, modesty, duty-consciousness, non-confrontation, righteous speech and action, equity, nonviolence, reconciliation and self-reliance.
- Theories, Models and Approaches of Value Development: Theories of Value Development Psycho- analytic, - Learning theory – social learning, Cognitive development – Piaget and Kohlberg and challenge-response mechanism (Arnold Toynbee).
- Models of Value Development: value-imbibing through value analysis and inquiry for social action.
- Direct and indirect approach to value education through stories and motivational life histories.

- Integrated Concurrent Approach (ICA) through holistic learning and application.
- Positive Personality Development in Challenges: Story of Helen Keller.

UNIT IV: Value Education towards National and Global Development: Related Values

- Constitutional or national values - Democracy, social-consciousness, opportunity, secularism, equality, justice, liberty, freedom and fraternity.
- Social Values: Compassion, probity, self-control, universal brotherhood.
- Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule.
- Aesthetic values: love and appreciation of literature and fine arts and respect for the same.
- National Integration and international understanding with emphasis on patriotism and nation-building.

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Online Resources:

- Ethics in Daily Life:

  http://www.nios.ac.in/media/documents/SecHmscicour/english/Home%20Science%20(Eng)%20Ch-21.pdf

- Golden Rule:

  http://www.bard.edu/iat/newsletters/IATNewsletter/documents/Thursday_April_17.pdf

- Values and UNESCO:

  http://unesdoc.unesco.org/images/0012/001279/127914e.pdf

- Teaching Ethics, UNESCO:

  http://portal.unesco.org/shs/en/files/8735/11289332261TeachingEthics_Copenhagen Report.pdf/TeachingEthics_CopenhagenReport.pdf

- Life Story of Helen Keller: http://www.temkit.com/09-Life's%20Lessons/Helen-Keller.pdf Unilateral Ethics and Personality Development: www.cpsglobal.org

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Course Title: Value Education

Course Code: MED786   **Credit: 1**

Practicum (Any one of the following):

- Content analysis of morning assemblies in institutions.

- Interview of any spiritual leader with the aim of learning moral principles for applying in life.

- To make self, analysis and introspection a daily habit through maintaing a diary (modern method of introspection).

- Application of moral principles in daily life for personality development.

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Course Title: Educational Evaluation

Course Code: MED 738   **Credits: 3(2L+1T)**

Objectives: The students will be able to

- Acquaint with the basic concepts and practices adopted in educational evaluation.

- Understand relevance of evaluation in education.

- Get acquainted with techniques of evaluation.

- Understand how various requirements of education are measured, evaluated, interpreted and their result are recorded to help learners.

Unit -I: Basic Concepts in Educational Evaluation

- Place of Educational Objectives in Evaluation Process

- Evaluation as an Integral Part of Teaching-Learning Process

- Evaluation – A Dynamic Process

- Different Types of Evaluation: formative, summative and diagnostic.

- Relationship between objective, instruction and evaluation.

Unit -II: Tools and Techniques of Evaluation – An Overview

- Basic Techniques and Tools of Evaluation of Cognitive Outcomes: written, oral (viva), practicals.

- Achievement test: objective, short answer, essay types.

- Types of objective type: multiple choice type, multiple right answer type.

- Probing questions.

- Higher Order Learning.

- Basic Techniques and Tools of Evaluation of Non-Cognitive Outcomes

- Qualities of a Good Evaluation Instrument

- Framing of Competency Based Questions, assessing mastery learning and developmental learning.

- Development and Use of Class Room Tests.

Unit -III: Construction of Achievement and Selection Tests

- Construction of Achievement Tests

- Standardization of Achievement Tests

- Improving Quality of Test Items through Item Analysis

- Use of Achievement Test for improving the effectiveness of teaching learning process.

- Construction and standardization of Selection Tests

Unit -IV: Psychological Testing and Measurement

- Measurement of Intelligence, Aptitudes. Attitudes and Interests, Personality.

- Innovations in evaluation: CCE, Open Book Examination, Examination on Demand..

References:

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Course Title: Educational Evaluation

Course Code: MED 788   **Credit: 1**

Practicum (any one of the following):

- Preparing and administering an achievement test in elementary/secondary/senior secondary school.
- Administration of a standardized test (Intelligence, Aptitudes. Attitudes and Interests, Personality) in elementary/secondary/senior secondary school

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Course Title: Science Education

Course Code: MED740   **Credits: 3(2L+1T)**

Objectives: The students will be able to
- reflect upon the nature of science as a dynamic, expanding body of knowledge and as a social endeavour;
- Understand and appreciate interface between Science, Technology and Society.
- Understand the need and criteria to evaluate curricula in relation to commissions, Policy Frameworks and recommendations on science education.
- Critique innovative curricular efforts at National and International level.
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of co-curricular activities in science education.
- Develop pedagogical understanding about relevant approaches to teaching.
- Understand the role of assessment in the teaching –learning process in science education.
- get sensitized to innovative trends in assessment;
- Analyze issues in science education pertaining to equity and access, gender, special need groups and ethical aspects.

Unit -I : Nature of Science

-Nurture curiosity, aesthetic sense and creativity for promoting scientific temper.

-Perspectives in nature of science: philosophical, psychological and social historical development of science and science education.

- Science - its origin and development, Structure of Science –, Process including Syntactic . Facts, generalization ,concepts, laws, theories.

- Correlation of science with other subjects.

-Characteristics of different disciplines of science, their interrelationship and integration.

-Role and significance of Extended Experiences in Science Education: Science Centres , Science museums , Science Clubs , Science fairs , Mobile science Lab.

Unit -II: Curriculum of Science Education

-Concept of science curriculum in relation to recommendations of commissions and policies and framework.

- Principle for curriculum development in Science Education.

- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.

- Instructional materials including print and electronic resources, contextualization, criteria and concerns.

- Integrating co-curricular activities with science education.

- Approaches to organization of science curriculum at various stages of school education, pedagogical shift from science as a fixed body of knowledge to process of construction of knowledge.

Unit -III: Approaches to Teaching-Learning of Science

- Constructivist approaches to learner- centred approaches: inquiry, problem solving strategies, concept development; inductive method, project method and learner centred activity-based participatory learning ,Learning by Doing

- Role of experiments in science, integration of theories and experiments: planning and organization of laboratory work, reporting skills, low cost science experiments,

- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.

- Use of ICT in teaching-learning of science.

Unit -IV: Assessment & Contemporary Issues in Science Education

- Continuous and comprehensive evaluation in science

- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.

- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

-Various types of test items, criteria and evaluation.

-Compilation of question bank

- Projects and assignments

- Analysis of tests and remedies

References:

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Course Title: Science Education

Course Code: MED790   **Credit: 1**

Practicum (any one of the following):-
   • Developing guidelines for a continuous evaluation in scholastic and non-scholastic areas to prepare, administer and interpret a diagnostic test.
   • To develop remedial (for weak students) /enrichment programme (for gifted students).
   • To plan and organize science related co-curricular activities.
   • A visit and critical appraisal of working of science centre/science branch/science museum and presenting the report.
   • Make a Study of the evaluation practices in selected schools (any two) critical analysis of examination papers.
   • A visit to science centre/science museum and presenting the report
   • Development of a lesson design based on constructivist approach.
   • Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of science.
   • A critical study of science curriculum of secondary school stage of the state.
   • developing criteria for analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
   • A study of curriculum load and home work practices.

- Analysis of curricular materials with reference to value analysis and gender sensitivity.
- Use of a concept map for instructional (unit and lesson planning) and assessment in science subjects.
- Identifying problems in science education and conducting an action research

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Course Title: Language Education

Course Code: MED742   **Credits: 3(2L+1T)**

 Outcomes: **The students will be able to**
- understand of the nature, sanctions and the implications of planning for teaching language/languages.
- understand the psychology of language learning.
- understand in the pedagogy of language learning.
- analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- evaluate various areas of research in language Education.
- identify various problems with respect to language learning.
- know and high light on factors affecting language policy.
- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning.
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- evaluate various areas of research in language education.
- survey various problems with respect to language learning.
- identify and reflect on factors affecting language policy.

Unit- I: Language Learning -Conceptual Framework

-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.Basic assumptions and featuresof socio-linguistic and psycho-linguistic approaches to language learning.

-Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit -II: Policy Perspective in Language Education

- 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.

Unit- III: Curriculum of Language Education

-Bases of Curriculum Development: Philosophical and sociological.

- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.

Unit -IV: Language Education-Major Concerns

-Pre-service and In-service Language Education programmes in India.

-Research in Language Education-trends and gaps.

-Use of Technology in Language Education.

References:

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Course Title: Language Education

Course Code: MED792   **Credit:1**

Practicum (any one of the following):-
- A critical study of language curriculum of secondary school stage of state.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary school developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.

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Course Title: Social Science Education

Course Code: MED744   **Credits: 3 (2L+1T)**

Objectives: The students will be able to
- Develop an understanding of the meaning, nature, scope of social sciences and social science education.
- To find out the distinction and overlap between social sciences, humanities and liberal arts.
- understand the role of various methods and approaches of teaching social sciences
- Employ appropriate techniques of curriculum transaction.
- Effectively use different media, materials and resources for teaching social sciences.
- Construct appropriate assessment tools for teaching social sciences and undertake evaluation.

Unit -I: The Conceptual Framework
- The traditional normative disciplines: Philosophy; Law and Humanities: their genesis and points of view.
- New Social Sciences - Economics, Sociology, Political Science, Social Psychology, History, Human Geography, Education : their genesis and point of view.

- Distinction and dichotomies between natural sciences and social sciences.
- Dimensions in social sciences: social thought, social change, social continuity and social progress.
- Learning by Doing ,Empirical Evidence in Social Science Education

Unit -II: Contributions to Human Knowledge
- Method of research in social science: Analysis, synthesis, inference, model building and prediction
- Inter-disciplinary nature of Social Science research
- Problems in various social science areas, with reference to the Indian situation.
- Study of the contribution of the following to the development of social sciences: Herodotus, Machiavelli, Gibbon, Locke, Adam Smith, Marx, Manu, Kautilya, Gandhi and Confucius.

Unit -III: Media, Materials and Resources for Teaching and Learning
- Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self-instructional materials.
- Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids.

Unit -IV: Evaluation in Social Science
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Undertaking research activities in social science – identification of issues and methods.

Transaction Mode
Lecture cum Discussion, Problem Solving Skills, Demonstration, Playing, Seminars, Group Discussion, Panel discussion.

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•Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) Teaching Economics: More alternatives to chalk and Talk, Edward Elgar Publishing, Northampton, USA.

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Course Title: Social Science Education

Course Code: MED794   **Credit: 1**

Practicum (any one of the following):

- Assignment / term paper on selected themes from the course and presentation

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- Preparation and teaching two lessons using integrated approach.
- Conducting a survey in the neighbourhood and preparation of a brief report on the resources available for teaching social science and presentation.
- Application of specific methods of teaching and learning during field experience.
- Development of questions and achievement tests in social science subjects.
- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools.
- Analysis of a social science textbook

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Title: Business Education

Course Code: MED746   **Credits:3(2L+1T)**

Objectives: **The students will be able to**

- Familiarize with the concept of Business Education.

- Acquaint with the needs of Business Education from Sociological, Philosophical and Psychological perspectives.

- Develop the curricula of Business Education at various levels.

- Aquarist with the structure of Business Education in different countries.

- Familiarize with new developments in Business Education.

- Apply various technological innovations to Business Education.

- Diagnose the areas in Business Education where Research is required.

- Be competent enough to help the Business Teachers in their professional growth

- Set up Commerce Clubs for enriching the knowledge of Business related activities.

- Inculcate a helping attitude for extending relevant support to students, colleagues, principal and office staff.

Unit -1: Framework and Dimensions of Business Education
-Business Education: concept and scope

-Needs of Business Education - Sociological, Philosophical and Psychological.

-Division of Business Education - Academic and Vocational Streams.

-Curriculum Development in Business Education-Levels and Contents.

-Structure of Business Education - comparison of Business Education in India with that in U.K., U.S.A. and China

-New developments in Business Education, with special reference to Voucher Based Accounting and Electronic Accounting.

Unit -II: Communication in Business Education

-Various Agencies involved in Business Education - various curricula and techniques.

-Business Education and Innovations in Training.

-Programmed Learning and Simulation in Business Education.

-Business Education and Information Technology.

-Coordination of Industry with Business Education Institutions.

-Business Education for special groups.

-Research in Business Education status, trends and priority areas.

Unit- III: Professional Growth of Business Education Teachers

-Professional Growth of Teachers: a lifelong process.

-Sources and Constitution of the organizations responsible for the professional growth of teachers: NCERT, IASE, CTE, CBSE, State Boards of Education, Teacher Training wings of Local Bodies etc.

-Modes of providing in-service training: seminars, workshops, conferences, Demonstration Lessons.

-Developing expertise data Bank: Brief profiles of experts from different fields-Pedagogues, subject experts, educational administrators obtaining their willingness and availability, list of subject teachers for demonstration lessons. Pre-requisites of expert demonstrators.

-Developing Commerce Labs in schools: constitution of the club. Role of various office-bearers. Club activities. Participating members. Process of organizing various activities.

-Business- Teacher Associations and their role. Need of Business –Teachers Associations. Some well-known Business-Teachers Associations: at school level and higher level (in India and abroad). Procedure of setting up such associations.

Unit- IV: Business Education and Educational Administrators

-Meaning of Educational Administration.

-Different levels of educational Administrators.

-Business Teachers' additional duties towards administrators.

-Comfortable zone of school principals with knowledge of Business Education.

-Providing safe-guarding tips against financial and accounting inappropriateness.

-Providing support for utilizing various departmental plans, like budget of funds, scholarships etc.

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Course Title: Business Education

Course Code: MED796   **Credit: 1**

Practicum (any one of the following):

- Review the Commerce based M.Ed. courses being taught in GGSIP University, Delhi and Jamia Millia Islamia New Delhi. Taking relevant contents from them, develop the most suitable Commerce based curriculum, updating it, keeping the latest changes in Business scenario.

- E-business has become a lip-word among the educated people these days. Write step-by-step the procedure of using it as a trader and as a customer.

- Choose any topic of Business Studies or Accountancy and develop the necessary frames to be learnt by the students through the technique of Programmed Learning.

- Suggest any priority area under Business Studies or Accountancy which requires Research. Develop a Research Proposal for doing Research on that.

- Organize a workshop for the B.Ed. students of an institute who have chosen commerce based teaching paper. The purpose of this workshop is to set a model question paper for the +2 students.

- Develop a Commerce Club in your institute, following a democratic procedure of choosing the various office- bearers.   Organize a meeting of the managing committee of this club and chalk out the schedule of activities to be undertaken by it during an academic year.

- Develop an organization structure of the various levels of Educational Administrators of your state, highlighting the various functions being performed by different administrators.

- Make a list of values that a Commerce teacher can generate in his/her students, Colleagues, Principal and officials.

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Course Title: Gender Studies

Course Code: MED 748   **Credits: 3 (2L+1T)**

Objectives: The students will be able to
- Create an awareness among students regarding gender.
- Stimulate thinking in students towards gender related problems.

- Inculcate in students the importance of justice and laws related to gender.
- Understand the importance of health and education with respect to gender.

Unit- I: Introduction to Gender Studies

-Concept and need for Gender Studies- Scope of Gender Studies.

-Gender studies as an academic discipline, Gender Rights Movements

-National Committees and Commissions for Women.

-Government Organizations for Women-Department of Women and Child Development.

-Policies and programmes for gender equity in education.

-Socio-economic and cultural aspects of gender.

Unit -II: Gender & Media

-Portrayal of Women in Mass Media (Cinema, TV, Print media), Role of Women in media,

-Development of Communication skills Alternative media- Folk art, Street play and Theatre, Act, 1986- Impact of media on Women.

Unit -III: Gender and Society

-Girl child in society – Child labors- Changing role of Women, Marriage-Single Parent, Motherhood, Widows, Women with disability. Theories of development.

-Empowerment-Alternative approaches, Women in Development (WID), Women and Development (WAD) and

-Gender and Development (GAD) - State Policy and Programmes Women Development

-Approaches in Indian five – Year Plans-Collectivity and Group dynamics- Self –help groups, Women and leadership- Panchayat Raj- Political Role and - Participation- NGOs and Women Development- National and International Funding Agencies.

Unit- IV: Gender & Education

-Educational disparity (gender perspective).

-Women Education-Gender bias in enrolment- Curriculum content- Dropouts Negative

-Capability in Education- Values in Education- Vocational Education Recent Trends in Women's Education, Women teacher training-committees and Commissions on Education Adult Literacy and Non-Formal Education for Women's Development..

References:

- Ram Shankar Singh – Encyclopedia on women and children trafficking –
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Course Title: Gender Studies
Course Code: MED 798   Credit: 1

Practicum (any one of the following):
- List out the resources for effective implementation of gender sensitization programme.
- Workshop on gender issues followed by report writing on Gender sensitization.
- Compilation of articles for news papers on gender issues.
- Preparing a scrap book on gender related issues.
- Book Review/Documentary/movie with respect to gender issues.
- Organizing a debate on gender issues and report writing

Compulsory Course Work

Course Title: Dissertation

Course Code: MED 800   **Credits:4**