CHHATRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR

DEPARTMENT OF EDUCATION

PROGRAMME OUTCOMES (POs), PROGRAMME SPECIFIC OUTCOMES (PSOs)of M.Ed. (2021-22)

Program Outcomes (POs) of M.Ed. :

On successful completion of the M.Ed. program prospective teacher educators will be able to:

PO1: Develop reflective and analytical skills and understanding of critical and vital issues in education.
PO2: Enrich critical perspectives and understanding about specialized area of education likeinclusion and diversity, special education, value and peace, human rights etc.
PO3: Build research attitude skills and capabilities to visualize, conduct and present research. **PO4:** Will be able to understand educational problems and issues related to educationallyexcluded/disadvantaged groups.
PO5: Will be able to develop on understanding of classroom as social group and group process. **PO6:** Will be able to learn identification of academic, social, emotional and vocational problemsof students.

Program Specific Outcomes (PSOs) of M.Ed. :

On successful completion of the M.Ed. program prospective teacher educators will be able to:

PSO1: Develop a holistic understanding of education.
PSO2: Develop the ability to read relevant literature critically and understand the theoreticalbasis of different ideas.
PSO3: Manage digitally equipped classes and cross-cultural communication in inclusive environment.
PSO4: Inculcate professional competence and commitment in prospective teacher educators. **PSO5:** Utilize existing knowledge with the new generalized knowledge with the research andcollaborative efforts.
PSO6: Develop advanced skills in handling the educational data under different strategies.

CHATTRAPATI SHAHU JI MAHARAJ UNIVERSITY,KANPUR - 208024

DEPARTMENT OF EDUCATION

Master of Education (M.Ed.)
(w.e.f. session 2021-22)

COURSE STRUCTURE

SEMESTER I				
A. THEORY (CORE PAPERS)			**MARKS(CREDITS)**	
PAPER	**PAPERCODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I	MED101	PHILOSOPHICAL PERSPECTIVES OF EDUCATION-WESTERN	25(1)	75(3)
PAPER II	MED102	PSYCHOLOGICAL PERSPECTIVES OF EDUCATION (APPREHENDING LEARNER)	25(1)	75(3)
PAPER III	MED103	SOCIOLOGICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
PAPER IV	MED104	RESEARCH METHODS IN EDUCATION (GENERAL PERSPECTIVES)	25(1)	75(3)
B. OPTIONAL PAPERS				
PAPER V	MED105	A. GUIDANCE AND COUNSELLING	25(1)	75(3)
	MED106	B. HUMAN RIGHTS & VALUE EDUCATION		
C. PRACTICUM WORK				
	MED107	A. REVIEW WRITING OF TWO QUINTESSENTIAL BOOKS	50(2)	
	MED108	B. REVIEW PAPER ON SELECTED DISSERTATION AREA	50(2)	
D. PROFESSIONAL DEVELOPMENT				
	MED109	A. LANGUAGE PROFECIENCY (COMMUNICATION SKILL)	GRADE (A TO E)	
	MED110	B. CARE FOR ENVIRONMENT (GREEN ENVIRONMENT CLEAN ENVIRONMENT)		
	MED111	C. FELICITATION OF THE SPECIAL DAYS		
TOTAL			**600(24)**	

SEMESTER II				
A. THEORY (CORE PAPERS)			**MARKS(CREDITS)**	
PAPER	**PAPERCODE**	**TITLE OF PAPER**	**INTERNAL MARKS & CREDITS**	**EXTERNAL MARKS & CREDITS**
PAPER I	MED201	PHILOSOPHICAL PERSPECTIVES OF EDUCATION-INDIAN	25(1)	75(3)
PAPER II	MED202	PSYCHOLOGICAL PERSPECTIVES OF EDUCATION (APPREHENDING TEACHING LEARNING PROCESS)	25(1)	75(3)
PAPER III	MED203	RESEARCH METHODS IN EDUCATION (RESEARCH DESIGN AND TOOL CONSTRUCTION)	25(1)	75(3)
PAPER IV	MED204	ICT IN EDUCATION	25(1)	75(3)
	B. OPTIONAL PAPERS			
PAPER V	MED205	A. CURRICULUM DEVELOPMENT AND ASSESSMENT	25(1)	75(3)
	MED206	B. SPECIAL EDUCATION		
	C. PRACTICUM WORK			
	MED207	A. RESEARCH PROPOSAL FOR DISSERTATION	25(1)	
	MED208	B. TOOL CONSTRUCTION	25(1)	
	MED209	C. TESTING OF PERSONALITY/INTELLIGENCE/ CREATIVITY OF STUDENTS	50(2)	
	D. PROFESSIONAL DEVELOPMENT			
	MED210	A. CREATIVE WRITING, TRANSLATION, REPORTING AND PRECISE WRITING	GRADE (ATO E)	
	MED211	B. ENGAGEMENT WITH COMMUNITY		
	MED212	C. FELICITATION OF THE SPECIAL DAYS		
	MED213	D. DEVELOPMENT OF E-CONTENT		
TOTAL			**600(24)**	

SEMESTER III				
A. THEORY (CORE PAPERS)			MARKS(CREDITS)	
PAPER	PAPERCODE	TITLE OF PAPER	INTERNAL MARKS & CREDITS	EXTERNAL MARKS & CREDITS
PAPER I	MED301	HISTORICAL PERSPECTIVES OF EDUCATION	25(1)	75(3)
PAPER II	MED302	SOCIO-ECONOMIC PERSPECTIVES OF EDUCATION	25(1)	75(3)
PAPER III	MED303	MEASUREMENT, EVALUATION AND STATISTICS IN EDUCATION	25(1)	75(3)
B. OPTIONAL PAPERS				
PAPER IV	MED304	A. INCLUSIVE EDUCATION	25(1)	75(3)
	MED305	B. EDUCATIONAL ADMINISTRATION AND PLANNING		
C. PRACTICUM WORK				
	MED306	A. INTERNSHIP OF ONE MONTH & CONDUCTION OF ACTIVITIES: **PHASE I** (IN SECONDARY TEACHER EDUCATION INSTITUTIONS)	50(2)	
	MED307	B. EDUCATIONAL EXCURSION AND REPORT PREPARATION	50(2)	
D. PROFESSIONAL DEVELOPMENT				
	MED308	A. DEVELOPMENT THROUGH SPORTS, YOGA AND MEDITATION	GRADE (ATO E)	
	MED309	B. PERSONALITY DEVELOPMENT (THROUGH SEMINAR AND WORKSHOP)		
	MED310	C. FELICITATION OF THESPECIAL DAYS		
TOTAL			**500(20)**	

SEMESTER IV				
A. THEORY (CORE PAPERS)			MARKS(CREDITS)	
PAPER	PAPERCODE	TITLE OF PAPER	INTERNAL MARKS & CREDITS	EXTERNAL MARKS & CREDITS
PAPER I	MED401	TEACHER EDUCATION IN INDIAN PERSPECTIVES	25(1)	75(3)
B. OPTIONAL PAPERS				
PAPER II	MED402	A. COMPARATIVE EDUCATION	25(1)	75(3)
	MED403	B. ENVIRONMENTAL EDUCATION		
C. PRACTICUM WORK				
	MED404	A. INTERNSHIP OF ONE MONTH & CONDUCTION OF ACTIVITIES : PHASE II (IN SECONDARY TEACHER EDUCATION INSTITUTIONS)	50(2)	
	MED405	B. CLASSROOM SUPERVISION & OBSERVATION	50(2)	
	MED406	C. DISSERTATION	25(1)	75(3)
D. PROFESSIONAL DEVELOPMENT				
	MED407	A. INTERVIEW PREPARATION	GRADE (A TO E)	
	MED408	B. GROUP DISCUSSION AND PRESENTING YOURSELF		
	MED409	C. FELICITATION OF THESPECIAL DAYS		
E. COMPREHENSIVE VIVA-VOCE			100(4)	
TOTAL			500(20)	
GRAND TOTAL			600+600+500+500=2200 (24+24+20+20=88)	

CHATTRAPATI SHAHU JI MAHARAJ UNIVERSITY, KANPUR-208024

DEPARTMENT OF EDUCATION

Master of Education (M.Ed.)

SEMESTER I

(Core Papers)

PAPER I: PHILOSOPHICAL PERSPECTIVES OF EDUCATION(WESTERN)
PAPER CODE: MED101

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- Understand the nature and functions of Philosophy of Education.
- Develop logical analysis, interpretation and synthesis of various concepts, philosophical assumptions and issues about educational phenomena.
- Know about various Western schools of philosophy and their educational implications.
- Develop critical appraisal of contributions made to education by prominentEducational western thinkers.

COURSE OUTCOMES (COs)

The prospective teacher educator will be able to:

- develop critical thinking skills.
- recognize, express and analyze arguments in philosophical texts.
- understand the concept of western philosophy.
- write philosophical essays that have coherent theses and reasonable supporting arguments.

COURSE CONTENT

UNIT-1

- Education-Meaning, Nature and Concept
- Philosophy-Meaning, Nature and Concept
- Relationship between Education and Philosophy, Philosophy of Education
- Functions of philosophy of education (speculative, normative, analysis) logic, logicalempiricism, positive relativism.

UNIT-2

- Metaphysical Issues& Education- related to Human, Nature and Society.
- Epistemological Issues & Education- regarding knowledge related to criticalanalysis, scientific approaches.
- Axiological Issues & Education - concept of value, eternal values (from seminal to quintessential), role of peace & Aesthetics in Education, Logic in Education, Ethics inEducation.

UNIT-3

- Impact of Philosophical Suppositions on Education; Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism, Scientific Humanism – with special reference to the concepts of knowledge, reality, values & their educationalimplications.

UNIT-4

- Modern Trends in Philosophy; Reconstructionist, Logical Positivism, GroundedTheory, Naturalistic Inquiry, Interpretativism.
- Educational Thinking of Great Radicalists- Paulo Freire, Ivan Illich, MariaMontessori, Rousseau and John Dewey.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi:Shipra publication.
- Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi:Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
- Broudy, H. S. (1965). Values in the Education Enterprise: Building a Philosophy of Educational. New Delhi: Prentice Hall of India Pvt. Ltd.
- Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE. Chicago: University of Chicago press.
- Butler, T. D. (1908). Four philosophies and their practice in education and religion. New York: Harper Brothers Publishers.
- Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod Pustak Mandir.
- Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
- John Dewey (1963) Democracy of Education, Mac Millan, New York.
- Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: VinodPustak Mandir.
- Pandey, R.S. (2007). Philosophizing Education. New Delhi: Kanishka Publishing House.
- Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
- Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
- Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books.
- Radhakrishnan, S. (2004) Bhartiya Sanskriti Kuchh Vichar, New Delhi, Hind PocketBooks.
- Radhakrishnan,S. (2004). Hamari Virasat. New Delhi: Hind Pocket Books.
- Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of LondonPress.
- Singha, J. (1961). Introduction to Philosophy. Kolkatta: Shinha Pub. House.
- Wynne J.P. (1977). Philosophies of Education. London: Prentice- Hall. Inc.

PAPER II : PSYCHOLOGICAL PERSPECTIVES OF EDUCATION
(APPREHENDING LEARNER)
PAPER CODE : MED102

COURSE OBJECTIVES:

To enable the prospective teacher educators to:

- Develop understanding of the psychological basis of Education.
- Understand the Cognitive, Affective and Psychomotor development of adolescentsand youth.
- Develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement.
- Understand the Changing Concept of Intelligence and its applications.
- Understand the theories of Learning and their Utility in the Teaching LearningProcess.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- describe fundamental principles of Psychology used in educational settings.
- distinguish the developmental phases in all domains of adolescent stage.
- analyze the personality of students and also perform various task to felicitate them accordingly.
- apprehend the development of theories of Intelligence and can perform test to measure it.
- apply the laws of learning for effective teaching-learning process in classrooms settings.
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COURSE CONTENT

UNIT-1

- Educational Psychology: Concept, needs, methods and scope
- Major schools of psychology and their contribution to education-Structuralism, Associations, Behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitivist,Constructivism.

UNIT-2

- Development – Concept, Principles, Sequential stages of Development- Specific Characteristics and problems of each stages.
- Factors influencing development – genetic, biological, environmental and physicaland their relative role.
- Theories of development:
    a. Piaget's Cognitive development
    b. Freud's Psycho-sexual development
    c. Erikson's psycho-social development
    d. Kohlberg's moral development

UNIT- 3

- Learning: Concept, its Kinds, Levels of learning, factors influencing learning
- Theories of Learning:
    a) Operant conditioning (Skinner)
    b) Hierarchy of Learning (Gagne)
    c) Information processing (Donald Norman)
    d) Mastery learning (Bloom)

e) Hull's reinforcement theory
f) Toleman's theory of learning
g) Levin's field theory
h) Constructivism & learning.
i) Brain based learning.

UNIT-4

- Intelligence: concept, theories and measurement.
- Personality: concept, theories and measurement.
- Creativity: concept, elements and ways to foster creativity.

PRACTICUM WORK-

• Preparation and presentation on given topic through PPT.	10 Marks
• Mid Term Exam	10 Marks
• Attendance	05 Marks

Suggested Readings

- Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehartand Winston.
- Anderson, R.C. & Faust, G. (1973). Educational Psychology, New York:Harper andRow.
- Anastasi, A. (1968). Psychological Testing. London: Mc Millan &Co.
- Bernard, H.W. (1952). Mental Hygiene for class room Teaching, New York:Mc GrawHill, 1952.
- Bhatia, H.R. (1977). Text Book of Educational Psychology, Delhi: McMillan Co.,1977.
- Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations ofEducation, NewYork: Harper and Row.
- Bruner, J. S. (1996). Culture of education. Cambridge, MA: Harvard University Press.
- Chauhan, S.S (2010). Advanced Educational Psychology. Vikas PublishingHouse, New Delhi.
- Crow and Crow (1957). Mental Hygiene, New York: Mc Graw Hill book co., 1957.
- Crow, L.D. and Crow, A. (1956). Human Development and Learning, New York,Americal Book Co.
- Dececco, J.P & Crawford, W.L: Psychology of Learning and Instruction, NewDelhi,Prentic Hall of India.
- Freeman, F. S. (1964). Theory and practices of psychological testing. New York: HenryHolt & Co.
- Hurlock, E.B. (1997). Child Development (VI Ed.). Tata Mcgrow Hill PublishingCompany Limited, Noida.
- Hilgard, E.R. & Bower, G.H. (1974). Theories of Learning, New York: Appleton.
- Hurlock, E.B. (1973). Adolescent Development, New Delhi: Mc Graw Hill.
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- Kumar R. (2009). Child Development (Vol: I, II). APH Publishing Corporation, NewDelhi.
- Kuppuswamy, B.: Advanced Educational Psychology, New Delhi: Delhi UniversityPublished.

- Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentic Hall Inc.
- Lindgren, H.C.: An Introduction to Sociology, Wiley Eastern Ltd.
- Mangal, S.K.: Advanced Educational Psychology, New Delhi: Prentice Hallof IndiaPvt. Ltd.
- Mishra, Bhawna (1999). Education and child Development. Mohit Publications, NewDelhi.
- Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
- Morgan and King: Educational Psychology, New Delhi: Prentice Hall of India.
- Piaget, J. (1970).Science of education and the psychology of the child. (D. Coltman,Trans.). New York: Orion Press.
- Pillai, N.P., Pillai, K.S. & Nair, K.S.: Psychological Foundations of Education.
- Shafer & Shoben: Psychology of Adjustment, C. Carmichael Constable & Co. Ltd.
- Skinner, C.E. (1964). Educational Psychology, New Delhi: Prentice Hall of Indi
- Pandey, Ram Shakal (2007). Education Psychology, Surya Publication, Meerut.
- Sharma, Kamlesh, Manav Bikas, Syar Publication, Agra.
- Sternberg, R.J. (1985). Beyond IQ: A Triarchic Theory of Human Intelligence.NY: Cambridge University Press.
- Woolfolk, A. Misra, G. Jha, A. (2012). Fundamental Educational Psychology, Delhi:Pearsons.

PAPER III- SOCIOLOGICAL PERSPECTIVES OF EDUCATION
PAPER CODE : MED103

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- Acquaint the students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
- Understand how the 'Education' is embedded in social structure and culture.
- Understand education as a social institution and its complexlinkages with other major social institutions.
- Apprehend educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
- Enhance capacities for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- recognize the sociological basis of Education.
- analyze issues associated with educationally excluded/ disadvantaged groups deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
- evaluate the role of education in bringing social change.
- distinguish their cultural characteristics with others and also evaluate their significance in present context.
- get influenced with the radical thoughts of renowned socialists.

COURSE CONTENT

UNIT- 1

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT-2

- The Concept of Social Structure.
- Theoretical perspectives on education as a social system: Structural-FunctionalSchool, Conflict School, Symbolic Interactionism.

UNIT-3

- Culture and Education- meaning, nature and types of culture, role of education in cultural context , cultural change, cultural crisis, with special reference to Indian society.Cultural unity and diversity in India. Concept of composite culture.
- Social change-concepts, patterns and theories of social change, education as an instrument of social change, factors and reflection of social change. Constraints of socialchange in India viz. caste, class, language, religion, regionalism and ethnicity.

UNIT-4

- Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons,P.A.Sorokin and Charles Cooley.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi:Shipra publication.
- Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi:Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education.Hyderabad: Neelkamal Publication Pvt. Ltd.
- Castells, M.(2011) The rise of network society : The information age : Economy , Societyand culture (Vol. I,II,III) John Wiley & sons.
- Chaube S.P. & Chaube A. (2010). Philosophical and sociological foundations ofeducation. Agra: Vinod Pustak Mandir.
- Dewey, J. (1956). The school and Society. Chicago: University of Chicago Press.
- Dewey, J. (1963). Democracy and education. New York: Macmillan.
- Freire, P (1970). Cultural action for freedom. Penguin education Special, Ringwood,Victoria, Australia.
- Freire, Paulo (1993). Pedagogy of the oppressed (revised ed.). London, UK: Penguinbooks.
- Ghosh, S.C. (2007) History of education in India , Rawat publications .
- Govt. of India (2009) The right of Children to free and compulsory education act 2009
- Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
- Nambissan, G.B.(2009) Exclusion and discrimination in school experiences of Dalit children , Indian institute of Dalit Studies and UNICEF.
- Pandey, R.S. (1982). An introduction to major philosophies. Agra: Vinod Pustak Mandir.
- Pandey, R.S. (2007). Philosophizing Education. New Delhi: Kanishka Publishing House.
- Pathak A. (2013) social implication of schooling ; knowledge, Pedagogy and consciousness. Aakar books.

PAPER IV- RESEARCH METHODS IN EDUCATION
(GENERALPERSPECTIVES)
PAPER CODE: MED104

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- Understand the meaning of Scientific Method, Scientific Inquiry, Paradigm, Theoryand its Implications in Educational Research.
- Explain the Characteristics of Basic, Applied and Action Researches in Education.
- Understand the Different Methods of Educational Research.
- Develop the Research Proposal.
- Familiarize with Various Techniques of Sampling.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- to comprehend the concept and types of research.
- distinguish characteristics and uses of various quantitative and qualitative research approaches.
- apprehend the various sampling techniques that can be used for data collection.
- get comprehensive knowledge about review of related literature.

COURSE CONTENT

UNIT-1

- Research – Nature and its concept
- Inquiry -Scientific method of inquiry, nature and sources of knowledge.
- Paradigm- Pre-positivist and positivist era, theory, models and approaches theirimplications for educational research.
- Educational Research: meaning, purpose, scope and areas.
- Types of Educational Research: Basic, Applied and Action research and their characteristics.

UNIT-2

- Review of related literature-meaning, purpose and resources.
- References (APA style), selected Bibliography, annotated Bibliography, identificationand sources of research problems
- Conducting the literature search using databases and internet. Internet search tools and quality of internet resources.

UNIT-3

- Population & sample and their characteristics.
- Sampling Techniques- Probability & Non-Probability
- Sampling Errors and ways to reduce them

UNIT-4

- Developing a research proposal-

a) Problem and its sources, Selection of the problem
b) Variables and its types

c) Objectives – Primary, Secondary and Concomitant
d) Hypothesis- concept, nature, characteristics and types.
e) Research Design

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Aggarwal, Y.P. (1998). The *Science of Educational Research: A Source book*. NirmalPublication.
- Best, John W. and Kahn James V (1995). *Research in Education.* Prentice Hall.
- Bryman, A. (1988). *Quantity and Quality in Social Science Research.* Routledge.
- Burns, R.B. (1991). *Introduction to Research in Education*. Prentice Hall.
- Creswell, John W. (2015). *Educational Research*. Pearson.
- Garrett, H.E. (1973). *Statistics in psychology and Education*. Bombay: Vakils, Feffer andSimon.
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. Holt, Rinehart and Winston.
- Kothari, C. R. (2019). *Research Methodology.* New Age Publication.
- Koul, Lokesh (1988). *Methodology of Educational Research.* Vikas, New Delhi. Mcmillion, James H. and Schumarcher, S. (1989). *Research in Education: A ConceptualIntroducti.* Harper and Collins.
- Mouly, A.J. (1963). *The Science of Educational Research.* Eurosia.
- Neuman, W.L. (1997). *Social Research Methods: Qualitative and Quantitative Approaches*. Allyn and Bacon.
- P. and BenjabinFruchter (1973). *Fundamental Statistics in psychology and Education.* MacGrawHill.
- Sharma, R. A. (2003). *Fundamentals of Educational Research*. Loyal Book Depot.
- Travers, R.M.W. (1978). *An Introduction to Educational Research. Macmillan*.
- Van Delen, D.B. (1962). *Understanding Educational Research.* MacGraw Hil

SPECIALIZATION

(ELECTIVE- ANY ONE from V (A) &V(B)

PAPER V (A) GUIDANCE AND COUNSELLING
PAPER CODE: MED105

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- Understand the meaning, principles, needs and types of guidance
- Have a detailed knowledge about various guidance services
- Organize guidance programme.
- Develop skills in using technology for guidance purpose
- Understand the meaning, types, techniques and theories of counselling
- Develop counselling skills in conducting counselling Sessions.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- recognise the meaning, principles, needs and types of guidance.
- get comprehensive knowledge about various guidance services.
- organise guidance program and develop skills in using technology for guidance program.
- acknowledgement the meaning , types techniques and theories of counselling.
- evolve in counselling skills for conducting successful counselling sessions.

COURSE CONTENT

UNIT-1

- Guidance: Meaning, aims, principles, scopes and needs.
- Types of guidance: Personal, Educational, Vocational, and guidance for children withdifferent abilities.
- Techniques of Guidance: Career conference, audio-visual aids, visits, discussion,lectures.

UNIT-2

- Essential requisites of Guidance Programme. Individual Inventory service, Informationservice, counselling service, Preparation service, Placement & Follow-up service.
- Organization of guidance programme for elementary and secondary schools.
- Role of teachers in organizing the guidance programs.
- Management of resources in guidance programme.
- Skill of using Information Technology and online testing services, career information,and Resource sharing.

UNIT-3

- Counselling: meaning, concept and importance. Types -Individual and Group counselling. Approaches of counselling: Directive, Non-directive& Eclectic counselling.
- Techniques in counselling: Testing and Non Testing techniques. Steps of counselling.The Qualities of effective counselor,
- Counselling Skills: building trust, listening, attending, building rapport, demonstratingempathy, observing, Interview (types of Interview).
- Procedure of conducting interview: preparation, process, interpretation, recording, andtermination.

UNIT-4

- Individual and group counselling for children and adolescents for emotional, social,behavioral and academic problems.
- Role of relaxation strategies & therapies for reducing stress. Personal management skills.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Aggarwal J. C., (2004). Educational and Vocational Guidance and Counseling, 7thEdition, Delhi. Doaba House.
- Aggarwal J.C. (2005). Career Information in Career Guidane - Theory and Practice,Delhi, Doaba House.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance.
- Dash, M. (1997). Education of Exceptional Children, New Delhi, Atlantic publishers.
- Dev Kapil (2006). Educational Counseling, New Delhi Pragun Publications.
- Gibson Robert & Mitchell Marianne (2005). Introduction to Guidance and Counseling.(6th Edition) New Delhi: Prentice Hall of India.
- Gladding Samuel (2011). Counseling - A Comprehensive Profession, 6th Edition, New
- Delhi, Dorling Kindersley India Pvt. Ltd.
- Kenkateish, S (2001). Special Education, Anmol Publication Pvt. Ltd. New Delhi.
- Kochhar S.K. (1981). Guidance in Indian Education. New Delhi
- Kochhar S.K. (1987). Educational and Vocational Guidance in Secondary Schools. NewDelhi: Sterling Publishers.
- Kochhar S.K. (1987). Guidance and Counseling in Colleges and Universities. New Delhi:Sterling Publishers.
- Milne Aileen (2003). Teach Yourself Counseling, McGraw Hill, Chicago companies.
- Panda, K.C. (1997). Education of Exceptional Children , Delhi ,Vikas Publishing House.
- Sharma Ramnath and Sharma Rachana (2004). Guidance and Counseling in India , NewDelhi: Atlantic Publishers and Distributors.

PAPER V(B) : HUMAN RIGHTS AND VALUE EDUCATION
PAER CODE : MED106

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- Understand the concept of human rights.
- Understand the importance of human rights in national and international context.
- Understand the role of teachers in promoting human rights.
- Understand the concept of values and the role of teachers in promoting value education.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- to comprehend the concept and ideology of human rights in their daily life.
- will get acquainted with the vitality of human rights in national and international context.
- will appreciate the role of teachers in enhancing awareness of human rights.
- the concept of value education will get inculcated in them and they will further promote it in their future life.

COURSE CONTENT

UNIT-1

- Introduction to the concept of Human Rights
- Principles and Theories of Human Rights
- Democracy and Human Rights

UNIT-2

- Human Rights in national and international context
- Promotion and Protection of Human Rights and Prevention of its Violations • State of Human Rights in India
- Human Rights, Peace, Non-Violence, and Conflict Resolution
- Human Rights of Women and Children- provisions and violations
- Agencies for protection and promotion of human rights including UN, central and state governments, NGOs

UNIT-3

- Human Rights Education
- Human Rights Teaching at School, College and University Level.
- Teaching and Training for Human Rights Education
- Role of teachers in promoting human rights

UNIT-4

- Concept and meaning of values, types of values
- Indian Culture and Human Values
- Values enshrined in the Indian Constitution

- Values for promoting National Integration and International Understanding
- Need and importance of Value Education
- Role of teachers in promoting human values, teaching training and value education
- Values promoted through textbooks of different disciplines

PRACTICUM WORKS

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Allport, G.W., Vermon, P.E., and Lindzey, G. (1970). Study of values. Buston: HoughtonMifflin.
- Centaral Board of Secondary Education (1997). Value Education: A Handbook forTeachers. Delhi: Central Board of Secondary Education.
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- NCERT (1970) Education and National Development- Report of the EducationCommission (1964-66), New Delhi: NCERT.
- Peck, R.F. and Havinghurst, R.J. (1960). The Psychology of Character Development.New York: Willey
- Piaget, J. (1960). The Moral Judgment of the Child. New York: Free Press
- Ram Jois, M. (1998) Human Rights and Indian Values, New Delhi: N.C.T.E.
- Shukla, R.P. (2005). Value Education and Human Rights. New DelhI: Sarup & Sons.

C. PRACTICUM WORK

a. Review writing of Two Quintessential books.
b. Review paper o selected dissertation area.

D. PROFESSIONAL DEVELOPMENT ACTIVITIES

a. Language Proficiency (communication skills)
b. Care for environment (Green environment clean environment)
c. Felicitation of Special Days

SEMESTER II

(Core Papers)

PAPER I : PHILOSOPHICAL PERSPECTIVES OF EDUCATION (INDIAN)
PAPER CODE : MED201

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- understand the basic features of Indian Philosophy.
- describe the historical background of Indian Philosophy
- compare between Orthodox & Heterodox traditions of Indian Philosophy
- state the main tenets of Schools of Indian Philosophy.
- elucidate the contributions to of great Indian Philosophers.

COURSE OUTCOMES

The prospective teachers will be able to**:**

- get cognizant with the nature and function of Indian philosophy of education.
- come about with logical analysis, interpretation and synthesis of various concepts of education.
- get acquainted with Indian schools of philosophy and apply it in their academic endeavors.
- think critically about the contribution made by prominent Indian thinkers in Education.

COURSE CONTENT

UNIT-1

- Introduction of Indian Philosophy; Basic features & characteristics.
- Indian Philosophy as distinguished from western Philosophy.
- Historical review of Indian Philosophy; Ancient & Medieval.

UNIT-2

- Indian Schools of Philosophy; Orthodox- Six Philosophies (ShatDarshan): Samkhya, Yoga, Nyaya, Vaisheshika, Uttar Mimansa, PoorvaMimansa ; With special reference to the concept and origin of knowledge, reality, values & their educational implications.

UNIT-3

- Indian Schools of Philosophy ; Heterodox- Jainism, Buddhism, Charvaka , Christianism& Islamic traditions– with special reference to the concept and origin of knowledge, reality, values & their educational implications.

UNIT-4

- Contributions of Great Modern Indian Thinkers: Mahamana Madan Mohan Malviya, Swami Vivekanand, Sri Aurbindo, Rabindranath Tagore,Dr.SarvepalliRadhakrishnan, Dr.Bhim Rao Ambedkar, Dr.APJ.AbdulKalam, SavitribaiPhule.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS-

- Aggarwal, J. C. (2014). Philosophical and Sociological Perspectives on Education. Delhi: Shipra publication.
- Aggarwal, J.C. (1981). Philosophical and sociological Bases of Education, New Delhi: Vikas Publishing House Pvt. Ltd.
- Arulsamy, S. (2011). Philosophical and Sociological Perspectives on Education. Hyderabad: Neelkamal Publication Pvt. Ltd.
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- Brubacher, J. S. (Ed). (1953). Modern Philosophies of Education 54th year books NSSE. Chicago: University of Chicago press.

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- Chaube S.P. &Chaube A. (2010). Philosophical and sociological foundations of education. Agra: Vinod PustakMandir.
- Hansen, D. T. (Ed.). (2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education. Albany, NY: State University of New York Press.
- John Dewey (1963) Democracy of Education, Mac Millan, New York.
- Pandey, R. S. (1982). An Introduction to Major Philosophies of Education. Agra: Vinod PustakMandir.
- Pandey, R.S. (2007). Philosophizing Education. New Delhi: Kanishka Publishing House.
- Peters, R. S. (Ed.). (1975). Concept of Education. London: Oxford University Press.
- Peters, R. S. (Ed.). (1975). The Philosophy of Education. London: Oxford University Press.
- Radhakrishnan, S. (2004) UddeshyapurnaJeevan, New Delhi, Hind Pocket Books.
- Radhakrishnan, S. (2004) BhartiyaSanskritiKuchhVichar, New Delhi, Hind Pocket Books.
- Radhakrishnan,S. (2004). HamariVirasat. New Delhi: Hind Pocket Books.
- Rusk, R. R. (1956). The Philosophical Bases of Education, London; University of London Press.
- Singha, J. (1961). Introduction to Philosophy. Kolkatta: Shinha Pub. House.
- Wynne J.P. (1977). Philosophies of Education.London: Prentice- Hall. Inc.

PAPER II : PSYCHOLOGICAL PERSPECTIVES OF EDUCATION
(APPREHENDING TEACHING LEARNING PROCESS)
PAPER CODE: MED202

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- understand the nature and principles of teaching and learning.
- comprehend the conditions influencing teaching and learning.
- get familiarize with the concept of learning styles.
- create teaching learning environment in accordance with the cognitive needs of students.

- discuss critically the various strategies to be implemented in classroom situations for maximum learning outcomes.

COURSE OUTCOMES

The prospective teachers will be able to**:**

- comprehend the meaning, nature and principles of teaching and learning**.**
- understand the factors, methods and strategies influencing teaching-learning process.
- cognizant with the various learning styles andanalyze the classroom situations for maximum learning outcomes.
- get acquainted with the needs of students and arrange such joyful environment so as to achieve maximum outcomes.

COURSE CONTENT

UNIT –1

- Meaning, concept and nature of Teaching and Learning.
- Psychology as a tool of teaching and learning, teaching learning process, functions of teaching
- Levels of teaching,teaching skills,learning skills.

UNIT-2

- Group Dynamics- concept, structure and characteristics of classroom as a group
- Dynamics of classroom groups and its impact upon learning, interaction between teacher and learner group. Effective classroom groups, Group morale
- Leadership dynamics, teacher as leader of group and facilitator of learning.

UNIT-3

- Learning styles: visual, aural, verbal, physical, logical, social, solitary cognitive styles: field dependent- field independent, deep- surface, reflective- impulsive
- Thinking styles: synthesis, idealist, pragmatic, analyst and realist.

UNIT-4

- Conventional strategies of teaching- group discussion, panel discussion, team teaching, tutorial, seminar, brain storming. individualized instruction
- Innovative strategies-models of teaching, personalized system of instruction (PSI), computerassisted instructions (CAI), learner controlled instructions (LCI), Flanders' class room instructional analysis.

PRACTICUM WORK-

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Allport, G.W. (1961). Patterns and Growth in Personality, New York: Rinehart and Winston.
- Anderson,R.C.&Faust,G.(1973).EducationalPsychology,NewYork:HarperandRow.
- Anastasi, A. (1968). Psychological Testing. London: Mc Millan &Co.
- Bernard,H.W.(1952).MentalHygieneforclassroom Teaching,NewYork:McGrawHill,195.
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- Bruner, J. S. (1996). Culture of education. Cambridge, MA: Harvard University Press.
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- Freeman, F. S. (1964). Theory and practices of psychological testing. New York: Henry Holt & Co.
- Hurlock,E.B.(1997).ChildDevelopment(VIEd.).TataMcgrowHillPublishingCompanyLimited, Noida.
- Hilgard,E.R.&Bower, G.H.(1974).TheoriesofLearning,NewYork:Appleton.
- Hurlock,E.B.(1973).AdolescentDevelopment,NewDelhi:McGrawHill.
- Hurlock,E.B.(1956).ChildDevelopment,NewYork:McGrawHill.
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- Kuppuswamy,B.:AdvancedEducationalPsychology,NewDelhi:DelhiUniversityPublishe.
- Lazarus,R.S.(1963).PersonalityandAdjustment,NewJersey:PrenticHallInc.
- Lindgren,H.C.:AnIntroductiontoSociology,WileyEastern Ltd.
- Mangal,S.K.:AdvancedEducationalPsychology,NewDelhi:PrenticeHallofIndiaPvt.Ltd.
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- Piaget, J. (1970).Science of education and the psychology of the child. (D. Coltman, Trans.). New York: Orion Press.
- Pillai,N.P.,Pillai, K.S.&Nair, K.S.: PsychologicalFoundationsofEducation.
- Shafer&Shoben:PsychologyofAdjustment,C. CarmichaelConstable&Co.Ltd.
- Skinner,C.E.(1964).EducationalPsychology,NewDelhi:PrenticeHallofIndi
- Pandey,RamShakal(2007).EducationPsychology,SuryaPublication,Meerut.
- Sharma,Kamlesh,ManavBikas,SyarPublication,Agra.
- Sternberg, R.J. (1985). Beyond IQ: A Triarchic Theory of Human Intelligence. NY: Cambridge University Press.
- Woolfolk,A.Misra,G.Jha,A.(2012).FundamentalEducationalPsychology,Delhi:Pearsons.

PAPER III : RESEARCH METHODS IN EDUCATION
(RESEARCH DESIGNS AND TOOL CONSTRUCTION)
PAPER CODE: MED203

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- explain the characteristics and types of quantitative and qualitative research.
- understand the meaning and types of experimental designs.
- select appropriate tool for collection of data.
- construct various tools of data collection.

COURSE OUTCOMES

The prospective teacher educators will be able to:

- describe the meaning of qualitative and quantitative research and its important in educational context.
- distinguishamong the various quantitative and qualitative research approaches.
- explain various experimental design and use them as per the requirement of experimental study.
- apprehend the various tools and techniques that can be used for data collection.
- develop various tools like achievement test, questionnaire, rating scales and check list etc.
- get acquainted with the process of standardization of tool.

COURSE CONTENT

UNIT-1

Quantitative Research Methods:

- Survey studies: School survey, public opinion survey and community surveys, self-administered survey, telephone/ mail survey. Job analysis and documentary analysis.
- Inter- disciplinary studies: Case studies, causal comparative studies, ex-post facto studies, correlation studies, prediction studies, cross-cultural and comparative studies.
- Experimental research: Characteristics and general steps of experimental research, laboratory experiments and field experiments.

UNIT-2

Qualitative Research Methods:

- Qualitative research approaches: Phenomenology, Ethnography, Case-studies, Grounded

theory and their characteristics.

- Historical research: Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Mixed-Research: Meaning, fundamental principles, strengths, weaknesses and types.

UNIT-3

Experimental Designs:

- Pre-experimental design, Quasi-experimental design and True-experimental designs.
- Factorial designs, single-subject design.
- Internal and external experimental validity.
- Controlling extraneous and intervening variables.

UNIT-4

Tools /techniques of research and tool construction:

- Rating scales, attitude scales, questionnaire, aptitude and achievement tests, inventory.
- Observation, interview and projective techniques.

Steps of preparing a research tool:

- Characteristics of a good tool.
- Validity (meaning, types and factors affecting validity)
- Reliability (meaning, types and factors affecting reliability)
- Items analysis (discrimination index, difficulty index)
- Standardization of a tool.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Aggarwal, Y.P. (1998). The Science of Educational Research: A Source book. Nirmal Publication.
- Best, John W. and Kahn James V (1995). Research in Education. Prentice Hall.

- Bryman, A. (1988). Quantity and Quality in Social Science Research. Routledge.
- Burns, R.B. (1991). Introduction to Research in Education. Prentice Hall.
- Creswell, John W. (2015). Educational Research. Pearson.
- Garrett, H.E. (1973). Statistics in psychology and Education. Bombay: Vakils, Feffer and Simon.
- Kerlinger, F.N. (1973). Foundation of Behavioral Research. Holt, Rinehart and Winston.
- Kothari, C. R. (2019). Research Methodology. New Age Publication.
- Koul, Lokesh (1988). Methodology of Educational Research. Vikas, New Delhi.
- Mcmillion, James H. and Schumarcher, S. (1989). Research in Education: A Conceptual Introducti. Harper and Collins.
- Mouly, A.J. (1963). The Science of Educational Research. Eurosia.
- Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches.Allyn and Bacon.
- P. and BenjabinFruchter (1973). Fundamental Statistics in psychology and Education. MacGrawHill.
- Sharma, R. A. (2003). Fundamentals of Educational Research. Loyal Book Depot.
- Travers, R.M.W. (1978). An Introduction to Educational Research. Macmillan.
- Van Delen, D.B. (1962). Understanding Educational Research. MacGraw Hill.

PAPER IV : INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION
PAPER CODE: MED204

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- become an effective user of technology in Education.
- acquaint with the challenges and opportunities emerging in integrating new technology in educational process.
- familiarize themselves with new trends, techniques in education along with E-learning.
- become a good practitioner of educational technology and E-learning.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- get acquainted with various types of technological trends in education and become effective users of them.
- get comprehended with the various challenges and opportunities of integrating ICT tools in education process.
- develop an understanding E-learning and further become a good practitioner of ICT.

COURSE CONTENT

UNIT-1

- Information and Communication Technology: Meaning, nature and advantages.
- Components of Educational technology:
  a. Software – meaning and types (system software, application software, proprietary software, open source software, shareware and freeware),
  b. Hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis.
- Computer Network- LAN, WAN. MAN, Internet - concept and architecture; Locating Internet
- Resources - navigating, searching, selecting, evaluating, saving and bookmarking

UNIT-2

- Communication: concepts, nature, theories and process of communication.
- Components and types of Classroom communication,
- Principles of communications.
- Communication , learning and Instruction
- Models of Communication -SMCR model of communication, Sharon's model of

communication.

- Designing instructional Strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III

Educational software applications:

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

UNIT IV

- E-learning- definitions, scope, trends, attributes & opportunities
- Pedagogical designs & e-learning
- Assessments, feedback and e-moderation
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning
- E-content designing

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer.
- Bracey , B., & Culver , T. (Eds.). (2005). Harnessing the Potential of ICT for Education: A Multistakeholder Approach. New York: The United Nations Information and Communication Technologies Task Force.
- Brooks, D. W., &Nolan,D. E., & Gallagher, S. M. (2002). Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Second ed.). New York: Kluwer Academic Publishers.
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). The student assessment handbook: New directions in Traditional and online assessment. London: Routledge Falmer,Taylor & Francis Group.
- Fallows , S., &Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kogan.
- Florian, L., &Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A tool for

inclusion. Berkshire: Open University Press.

- Kats , Y. (2010). Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications. New York: Information Science Reference.
- Kwan, R., Fox , R., Chan, F. T., & Tsang, P. (2008). Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies. Singapore: World Scientific Publishing.
- Mishra , S. & Sharma, R.C. (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc.(IGI).

SPECIALIZATION
ELECTIVE- ANY ONE FROM V (A) AND V (B)

PAPER V (A) : CURRICULUM DEVELOPMENT, PEDAGOGY AND ASSESSMENT
PAPER CODE: MED205

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- develop an understanding about important principles of curriculum development.
- understand the basics, design, process and techniques of curriculum development.
- acquaint with curriculum implementation and process of curriculum evaluation.
- understand issues and trends in curriculum development.
- understand pedagogy, critical pedagogy in teaching, learning process.
- know about assessment process at different levels of school education.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- Understand the importance of principles of curriculum development.
- comprehend the basics, designs, process and techniques of curriculum development.
- get sensitized with issues and trends in curriculum development.
- get acquainted with various pedagogical approaches in teaching learning process.

COURSE CONTENT

UNIT I

- Concept and meaning of curriculum
- Foundations of curriculum development (Philosophical, Epistemology, Activism, Social and psychological).
- Approaches to curriculum (Subject centered, Learner centered, Community centered).
- Components of curriculum development objectives, content learner experiences and evaluation system.
- Evaluation and Curriculum

UNIT II

- Concept, types, principles of Curriculum Development, Highlights of NCF 2005& NCFTE 2009
- Curriculum planning, procedure and techniques.
- Issues in Curriculum planning.
- Levels of Curriculum planning.

UNIT III

Models of Curriculum Development

- Tylers – 1949 Model.
- Hilda Taba – 1962 Model.
- Nicholls and Nicholls – 1972 Model.
- Need assessment Model.
- Futuristic Model.
- Vocational and Training Model.

UNIT IV

- Importance of assessment in teaching learning process.
- Continuous and comprehensive evaluation.
- Formative and summative evaluation, norm referenced and criterion referenced evaluation.
- Evaluation of school experiences/internship programmers/field work/curricular and co-curricular activities.
- Assessment of teaching proficiency, criterion tool and techniques.
- Self-assessment by students, by teacher, peer assessment, assessment of teacher by students.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGESTED READINGS

- Aggarwal J.C. (1990). Curriculum reform in India. World overviews Doaba House Book Seller and Publisher.
- Arora G. L. (1984). Reflections on Curriculum and Imagination process, Theory, Pedagogy and action Research. Rout ledge.
- Bhatnagar R.P. and Agarwal Vidya (2003). Educational administration, Planning and Supervision. R. Lall Book.
- Bhatt B.D. and Sharma S.R. (1992). Principles of Curriculum Construction. Kanishka Publishing House.Curriculum development and design
- Bloom, B.S. (1977). Hand Book of curriculum Evaluation. UNESCO.
- Dewey J. (1966). The child and the Curriculum. The University of Chicago Press.
- Doll. R.C. (1986) Curriculum Improvement. Allyn and Bacon, Boston.
- NCERT (2000). National Curriculum framework for school education. NCERT.
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- Ornstein, Pajak, and Ornstein. (2011). Contemporary Issues in Curriculum(5th Ed.). Pearson.
- Shrivastava, H.S. (1989). Comprehensive evaluation in School. NCERT.
- Slattery, P. (2006). Curriculum Development in the postmodern Era (2nd Ed.). Routledge.
- Squires, D. A. (2009). Curriculum Alignment: Research based strategies. Corwin Press.

PAPER V (B) : SPECIAL EDUCATION

PAPER CODE: MED206

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- comprehend the concept and principles of special education and its scope in India.
- perceive the principles, programs and practices in special education.
- acquaint the students with the meanings, specific needs and characteristics of special learners.
- identify various types of special/exceptional learners.

COURSE OUTCOMES

The prospective teacher educator will be able to:

- Develop an understanding about the concept and principles of special education in India.
- Get cognizant about the scope of special education in India.
- Get knowledge about the various programs and practices in special education.
- Develop cognizance about specific needs and characteristics of special learners.

COURSE CONTENT

UNIT-I

- Special Education: Concept, nature, status, problems and issues; historical evolution (globally), objectives, principles.
- Special Education in India:
    a. Constitutional provisions, Government policies and legislations.
    b. Recommendation in National Policy of Education (1986), POA (1992) and person with disability Act (1995)**,** National trust act- 1999, Right of persons with disabilities act 2016, NEP 2020.

UNIT-II

Types of Exceptional Learners-

- Intellectually exceptional Children
- Physically exceptional Children
- Socially exceptional Children

- Emotionally exceptional Children
- Problems of Children with Special needs.
- National Institutes of handicapped and the role of Rehabilitation Council of India.

UNIT-III

Educational programs and methods for :

- Mentally Challenged Children
- Learning Disabled Children
- Visually impaired Children
- Hearing impaired Children
- Gifted and Talented Children

UNIT-IV

- Nature and objective of Special schools
- Concept of main streaming – Integrated schools and its support services including Resources Room, Resource Teacher, Counselor etc.
- Concept of Remedial teaching specially for the children facing learning difficulties.
- Role of various members in the education of Exceptional Children-Teacher, Peer group, family, community, major rehabilitation centres in India.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Bajpai&Diwewdi (2017). Learning Disabilities : Uncover the myths. KalpazPublications.
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses. Can Pub.
- Bartlett, L. D., Weisentein, G. R. (2003). Successful inclusion for educational leaders.Prentice Hall.
- Bhargava, M. (1994). Introduction to exceptional Children. Sterling Publishers.
- Blackurst&Berdine (1981). Introduction to Special Education. Little, Brown and Company.

- ChaoteJoyce, S. (1991). Successful mainstreaming. Allyn& Bacon.
- Daniels, Harry (1999). Inclusive Education. London: Kogan.
- Dash, M. (2005). Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Giuliani, G. A. &Pierangelo, R. (2007). Understanding, developing and writing Effective JEPs. SAGE Pub.
- Hallahan& Kauffman (1978). Exceptional Children: Introduction to special Education. Prentice Hall.
- Hegarthy, S. &Alur, M. (2002). Education of children with special needs: From segregation to inclusion. Corwin press and SAGE.
- Joyce S. Choate (1997). Successful inclusive teaching.Allyn and Bacon.
- Karant, P. &Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.
- Kuppuswamy, B. (1976). A Text Book of Child Behavior& Development. VikasPublishingHouse.
- NCTE (2003). Discrimination Based on Sex, Caste, Religion and Disability. New Delhi.

C. PRACTICUM WORK

- Research proposal for dissertation 25 Marks
- Tool Construction 25 Marks
- Testing of Personality/ intelligence/ creativity 50 Marks

D. PROFESSIONAL DEVELOPMENT ACTIVITIES [GRADE (A to D)**]**

- Creative writing, translation, reporting and precise writing.
- Engagement with community.
- Felicitation of the special days. Development of e-content.

SEMESTER III

(CORE PAPERS)

PAPER-I HISTORICAL PERSPECTIVES OF EDUCATION

PAPER CODE: MED301

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- understand the development of education in historical perspectives.
- enhance the approaches to the history of education.
- apprehend the development of education during different periods of Indian history and factors affecting it.
- visualize education in independent India and its future.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- get cognizant with the development of education in historical perspectives.
- comprehend various approaches to the history of education.
- perceive the knowledge about the department of education during past decades and factors affecting it.
- perceive the state of education in independent India and further will play an important part in excelling Teacher Education.

COURSE CONTENT

UNIT-1

- Approach to study the history of education.
- Concept and aims of education in Ancient India.
- Salient features of Vedic, Brahmanism and Buddhist education.
- Educational institutions in ancient India.
- Role of society and state in education.

UNIT 2

- Advent of a new culture (Islamic) and its salient features.
- Parallel systems of Hindu and Muslim education.
- The state and education/contribution of the medieval rulers towards education.
- Educational institutions during Medieval period at different levels: a cultural synthesis.
- Set back in education due to political anarchy and socio cultural education.

UNIT 3

- Significance of early missionary work
- Reports of Adam
- A prelude to western education through the charter of 1813.
- Oriental-Anglicist controversy.
- Macaulay's Minutes 1835.
- Wood's Education Despatch, Hunter Commission, Sadler Commission, Hartog, Abbott Report.
- Sargent Plan
- Wardha Plan

UNIT 4

- University Education Commission Recommendations.
- Secondary Education Commission Recommendations.
- Education Commission of 1964-66.
- Challenge to Education Policy perspectives- NPE -1986 &POA-1992.
- Changing perspectives of Education Policy with reference to the forces of LPG.
- NEP 2020: Educational agenda for future India.

PRACTICUM WORK:

- Preparation and presentation on given topic through PPT 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education. VikasPublishing House.
- Altekar, A.S. (2010). Education in Ancient India. Isha Books.
- Das, Santosh K. (1933). The Educational System of Ancient Hindus. Gyan Publishing House.
- Dharmapal (1981). The Beautiful Tree, Indian Education in the Eighteenth Century.AshramPratishthanSevagram.
- Dinkar, Ramdhari Singh (2006). SanskritiKeChaarAdhyay. LokbhartiPrakashan.
- Gurumurthy, S. (1979). Education in South India (Ancient and Modern Periods). Madras Press.
- Halappa, G.S. (1960). Studies in Education and Culture (Dr. D. C. PavateFelicitationVolume). Dharwad Press.
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- Keay, F. F.(1959). A History of Education in India and Pakistan (3rd Ed). Oxford.
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- Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist. MotilalBanarasidas.
- Nurulla, Syed and Naik J. P.(1945). A Student's History of Education in India (1800-1964).Bombay Press.
- Tilak, J.B.G. (2013). Higher Education in India: In Search of Equality, Quality and Quantity. Orient Blackswan.

PAPER II- SOCIO-ECONOMIC PERSPECTIVES OF EDUCATION

PAPER CODE: MED302

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- make aware about the relationship and impact of society, economy, politics and culture on Education.
- make aware about the changes in socio-economic environment of the country and its Impact on the Education.
- acquaint about the Constitutional ideals of protective discrimination and importance of the social justice for the modern Indian society.
- make aware about International agencies working for the development of the Education.
- make aware about some of the prominent social thinkers with special reference to their contribution for social reform.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- develop an insight about the relationship and impact of education on society and vice versa.
- get cognizant about the various rights and duties enshrined in constitution.

- get acquainted about the relationship of education, society, economy, politics and culture.
- get knowledge about various international agencies working for the development of education globally.
- get familiarize with some of the prominent activist and their social reforms.

COURSE CONTENT

UNIT-1

- Education and socio-economic change.
- Inequalities in Indian Social System as gender, habitations and socially-economically deprived.
- Sociology of Educational Inequality in India.

UNIT-2

- Post independent Indian Society.
- Constitution of India. Its Philosophy.
- Values as enshrined in the Constitution of India and their implication for the building of modern Indian society and education.
- Constitutional provisions of education.
- Factors affecting Inequality of education.
- Issues of equality of educational opportunities and excellence in education.

UNIT-3

- Introduction of the policies to Socialistic Pattern of Society with special reference to Liberalization, Privatization, Globalization and their impact on society and education.
- Evolution of Education Policies in the light of Education Commission (1964-66), National Committee on women education in India, National Policy on Education (1986), Programme of Action (1992), Birla-Ambani Report, NationalCurriculum Framework (2005), Learning without burden, NEP (2020)

UNIT 4

- JyotibaPhuley- Memorandum submitted before Hunter Commission for universalization of Elementary Education.
- ChhatrapatiShahu Ji Maharaj- Idea of free and compulsory of universalisation of elementary education in his state and its applications.
- Mahatma Gandhi-Hind Swaraj.
- Madan Mohan Malviya's vision of Banaras Hindu University.
- Sir Syed Ahmad Khan's vision of Aligarh Muslim University.
- Dr. B.A. Ambedkar's Vision of Annihilation of Caste.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Altekar, A.S. (2010). Education in Ancient India. Isha Books.
- Ambedkar, B. R. (1936). Annihilation of Caste. Navyana.
- Basu, D.D. (2011). Introduction to the Constitution of India. Calcutta:Wadhwa.
- Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education. Aakar Books Classics.
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- Gandhi, M. K. (2010). Hind Swaraj. PrabhatPrakashan.
- Grid, Roger (1990). Problems of Sociology in Education. Sterling.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). Sociology of Education in India. Oxford University Press.
- Mathur, S.S. (2009). Sociological Perspective of Education. Shiri Vinod PustakMandir.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: MotiLalBanarasi DasPublishers Pvt. Limited.
- Sen, Amartya (2004). Development as Freedom. Oxford University Press.
- Shukla, Suresh & Kumar, Krishna (1985). Sociological Perspective in Education. Chanakya Publication

PAPER III- MEASUREMENT. EVALUATION AND STATISTICS IN EDUCATION

PAPER CODE: MED303

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- acquaint with the basic concepts and practices adopted in educational measurement andeducational evaluation and the relationship between the two.
- orient with the tools and techniques of measurement and evaluation.
- develop skills and competencies in constructing and standardizing the test.
- implement the appropriate statistical measures on an educational data for its analysis.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- get acquainted with the concept and practices of educational measurement.
- get familiarize with the relationship between educational measurement and educational evaluation.
- get oriented with various tools and techniques of measurement and evaluation.
- perceive skills in understanding and standardizing the tests.
- develop insight so as to implement the appropriate statistical measures for educational data analysis.

COURSE CONTENT

UNIT-1

- Measurement and Evaluation: concept, scope, need &functions.
- Taxonomy of educational objectives.
- Difference between measurement, evaluation and assessment.
- Formative & Summative assessment, Norm-referenced & Criterion- referenced test.

UNIT-2

- The Normal Probability Curve- meaning, characteristics and its application
- Standard Scores,T-Scores, C- Scores& Z- Scores.

- Testing of statistical hypothesis

UNIT-3

- Parametric Test-concept and characteristics
- t-test, One Way Analysis of Variance (ANOVA)
- Non parametric test- concept and characteristics
- Chi Square test, Median Test, Mann Whitney U test
- Measures of correlation - various types of correlation, its meaning, types, how to estimate product moment correlation coefficient, Partial, multiple correlation, Bi-serial & Point Bi-serial Correlation, Phi- coefficient

UNIT-4

New Trends in evaluation viz:

- Grading
- Semester system
- Continuous and Comprehensive Evaluation (CCE)
- Question banks
- Use of computers in evaluation.
- The Scaling of Scores: meaning, nature, types& need

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Agarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
- Anastasi, A. Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.
- Arun Kumar Singh (1986). Tests, Measurement and Research Methods in Behavioral

Sciences. New Delhi , Tata McGraw Hill Publishing Company Ltd.

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- Ferguson, G. A. (1981). Statistical Analysis in Psychology And Education. McGraw Hill InternationalCo.
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- Guilford, J.P.(1965). Fundamental Statistics In Psychology And Education. McGraw Hill.
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- Rajamanikram. M. (2001). Statistical Methods in Psychological and Educational Research. New Delhi, Concept Publishing Company,2001

SPECIALIZATION

ELECTIVE- ANY ONE IV (A) OR IV (B)

PAPER IV (A) –INCLUSIVE EDUCATION

PAPER CODE: MED304

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- get knowledge of different perspectives in the area of education of children with disabilities.
- reformulate attitudes towards children with special needs.
- plan need-based programmes for all children with varied abilities in the classroom.
- use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- incorporate innovative practices to respond to education of children with special needs.
- contribute to the formulation of policy and implement laws pertaining to education of children with special needs.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- get knowledge about the concept of inclusive education.
- develop sensitization towards children with special needs.
- get evolved with skills and strategies for teaching special children in inclusive classrooms.
- get cognizant with innovative practices in this field.
- incorporate innovative practices in education and formulation of laws and policies for the children with special needs.

COURSE CONTENT

UNIT-1

- Concept, meaning and importance of inclusive education.
- Historical evolution of education of children with diverse needs.
- Difference between special education, integrated and inclusive education.
- Social exclusion based on gender and caste.

UNIT-2

- Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under SarvaShikshaAbhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication.

UNIT-3

- Discrimination based on disability, categories of disabilities.
- Method and approaches in identifying children with Disabilities.
- Children belonging to other marginalized groups: Problems, forms of discrimination.
- Basic principles of Human Rights Approach to Education.

UNIT-4

- School's readiness for addressing learning difficulties.
- Barriers and facilitators in inclusive education: attitude, social and educational
- Current status and ethical issues of inclusive education in India.
- Research trends of inclusive education in India.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS:

- Barton,L. and Armstrong, F. (2007) Policy Experience and Change : Refelctions on Inclusive Education, Dordrecht:Springer
- Billings, G.L. (2006) It is not the culture of poverty; it is Poverty of Culture: The problem with Teacher Education. Anthropology and education Quarterly, Vol.37, No.2, pp 104- 109
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- Dovidio, J.F., Hewstone M., Glick,P. &Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication
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- Fendler,L&Muzaffar,I. (2008) The history of Bell Curve: Sorting and the idea of normal, Educational Theory, 58(1), 63-82
- George J., Dei, S. (2001) Rescuing Theory: Anti-Racism and Inclusive Education, Race, Gender & Class in Education (Part 2),Vol. 8, No. 1, pp. 139-161
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- Harpell, J. V. and Andrews J. (2010) Administrative Leadership in the Age of Inclusion: Promoting Best Practices and Teacher Empowerment, The Journal of Educational Thought (JET) Vol. 44, No.2 , pp. 189-210
- Kugelmass, J.W. (2006) Sustaining cultures of inclusion: The value and limitation of cultural analyses, European Journal of Psychology of Education , Vol. 21 (3),pp. 279- 292.
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- Rowman, M.L. (2005) Capitalists and Conquerors: A Critical Pedagogy against Empire, USA :littlefield Publisher
- Sleeter, C. E. and McLaren, P. L.(Ed) (1995) Multicultural Education, Critical Pedagogy, and the Politics of Difference , New York: State University Press.
- Smith, J.P. (2000) Policy response to Social exclusion : Towards Inclusion. USA : Open University Press.

PAPER IV (B) EDUCATIONAL ADMINISTRATION AND PLANNING

PAPER CODE: MED305

COURSE OBJECTIVES:

To enable the prospective teacher educators to:

- acquire basic knowledge of educational administration essential for administration jobs and research in educational administration.
- understand how an educational organization can be effectively managed.
- comprehend the qualities of resource persons to develop educational administration as a science and an independent field of study.
- know the trends of educational financing in India.
- develop skills in managing educational institution, departments and other organizations more effectively.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- understand the significance of educational administration and planning for jobs.
- develop expertise about how can educational institution be efficiently managed.
- get acquainted with trends and educational financing in India.
- get cognizant with various abilities in managing different departments and educational institutions efficiently.

COURSE CONTENT

UNIT-1

- Educational Administration: meaning, nature, definition, scope and functions.
- Educational administration in India: Concept of educational management and management of educational institution.
- Personnel administration: meaning, functions and importance.
- Conflict management.

- Organizational compliance and decision-making.

UNIT-2

- Educational Planning: meaning, nature and need.
- Educational Planning in India.
- Approaches of Educational Planning: Manpower approach, Demographic projection model, Social demand approach, Rate of return approach, Social justice approach.
- Educational Planning: Strategic planning, Short-term planning, Management planning, Grass roots level planning, Institutional planning, The Rolling plan concept.

UNIT-3

- Factors influencing Educational Financing.
- Financing of higher Education in India: Role of UGC, RUSA.
- Private participation in higher Education: Advantages and Disadvantages.
- Internationalization of Higher Education.

UNIT-4

- Educational leader: Qualities and Duties.
- Theories of leadership styles.
- Grid concept of leadership styles.
- Measurement of leadership styles.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT. 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Azad, J.L. (2008). Financing and Management of Higher Education in India, New Delhi: GyanPublishing House.
- AmitaiEtzioni (1964). Modern Organizations Englewood Clifts, Prentice-Hall, N.J.
- Daniel E. Griffiths(1959).Administrative Theory, New York: Appleton.

- R.P. Bhatnagar; and Vidya Agarwal (2001) Educational Administration, Meerut: SuryaPublication, R. Lall Book Depot. Hindi Version of the above book by Dr.Vidya Agarwal (Samepublisher R. Lall& Co.)
- R.B. Kimbrough; and M.Y. Nunnery (1976). Educational Administration**,** New York: McMillanPublishing Co.

PRACTICUM WORK

INTERNSHIP OF ONE MONTH (IN SECONDARY TEACHER EDUCATION INSTITUTIONS)

Internship in secondary teacher education institutions (under supervision of M.Ed. Teacher in charge and school mentor teachers)

A. Observation/conduction of school activities-
- Classroom supervision.
- Lesson planning correction.
- Observation of the practice teaching.
- Classroom teaching.
- Supervisory activities- laboratory work, library activities, ICT laboratory.
- Guidance and counseling activities.

B. Participation and organization in/of the various curricular and co-curricular activities in the school respectively.

C. Interviews of the stake Holders students/teachers/parents/school management personnel/government authorities/community member.

Assessment guide:

- Student will record all observation in their observation dairy.
- Cumulative assessment records by the mentor teacher.
- Outcome/product/results of the activities.
- Record submitted on reflections during internship.

- Study of secondary education institution on instructional and evaluation practices (Submission of the above reports daily signed by the mentor of the school and the learner with date, to the concerned supervisor)

EDUCATIONAL EXCURSION AND REPORT PREPARATION

There will be a compulsory educational tour of not less than a week for all the students of M.Ed. III semester. In the tour M.Ed. students shall have to visit one or more educational sites/ fields/ organizations/ institutions engaged in pre-service teacher programme, in service teacher programme, curriculum design, textbook development, educational administration and management etc. students will submit a detailed report of the above visit to the respective supervisors.

PROFESSIONAL DEVELOPMENT

- Development through sports, yoga and meditation.
- Personality development (through seminars and workshops)
- Felicitation of the special days.

SEMESTER IV

(CORE PAPER)

PAPER-I TEACHER EDUCATION IN INDIAN PERSPECTIVES

PAPER CODE: MED401

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- acquaint with the evolution and development of teacher Education in India.
- familiarize them with the concept, objectives and nature of Teacher Education.
- acquaint with competencies essential for the teaching profession and develop sense of accountability.
- make themselves aware with agencies working in the area of teacher education and their role.
- make them aware with emerging trends in teacher education.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- knowledge about the evolution and development of teacher education in India.
- get acquainted with aims, objectives, concept and importance of teacher education.
- develop understanding towards the expertise essential for the teaching profession.
- develop cognizance about the various agencies and their role working in the field of teacher education.
- get comprehended with the emerging trends of teacher education.

COURSE CONTENT

UNIT-1

- Teacher Education: meaning, need, nature and scope.
- Types of teacher education programmes in India: In-service, Pre-service, Distance education- their problems and limitations.
- Roles, responsibilities and accountabilities of teachers at various levels.

UNIT-2

- Recognition, assessment and accreditation of teacher Education institutions of UGC.
- NCTE, NAAC, NCERT, SCERT and various other central and state regulating bodies.
- Recommendations of various commissions on teacher Education Hansa Mehta committee, Kothari commission, national policy on Education, NKC, NCF, NCFTE etc.

UNIT-3

- Agencies of teacher education and their role:
- NCTE, UGC, NUEPA, ICSSR, NCERT, NAAC.
- SCERT, DIET, SIEMAT, UGC-ASC, IQAC.
- Performance based appraisal system-academic performance Indicator (PBAS-API).
- Code of professional ethics.

UNIT-4

- Total Quality Management in teacher education.
- E –learning and m-learning in teacher education.
- Integration of ICT in Teacher Education in classroom as well as in administration.
- Research trends in teacher education.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. Teacher and Teaching: History and Practice, Vol. 6, No.2 pp 151-182.
- Ashton-Warner, S. (1963). Teacher. New York: Simon & Schuster.
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- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. Economic & Political Weekly, Oct.1-7,4347-4356.

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- Beijaard, D., Meijer, P. C. &Verloop, N. (2004). Reconsidering research on teachers' professional identity. Elsevier: Teaching and Teacher Education, 20, pp. 107-128.
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- Fives, H. & Gill, M. Gregoire (Ed.) (2015). International Handbook of Research on Teachers' Beliefs. New York: Routledge.
- Korthagen, Fred A. J. &Kessels, Jos P.A.M. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. Educational Researcher, Vol. 28, No. 4, pp. 4-17.
- Kumar, K. (2005). Political Agenda of Education: A study of colonialist and nationalist ideas (2nd ed.)New Delhi: Sage Publications.
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- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
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- Null, J. Wesley &Bohan, CharaHaeussler (2005). Teacher Education Curriculum: What, How and Why. Curriculum and Teaching Dialogue pp.39-49
- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. American Journal of Education, Vol. 100, No.3, pp.354-395
- Saha, L.J. & Dworkin, A.G. (Ed.) (2009). International Handbook of Research on Teachers and Teaching, Vol. I & II. Springer.
- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. Harvard Educational Review, 63,Pp 163-182.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.

SPECIALIZATION

OPTIONAL- ANY ONE FROM II (A) & II (B)

PAPER II (A)- COMPARATIVE EDUCATION
PAPER CODE: MED402

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- understand the concept of comparative education as anew discipline.
- develop the skills that enable one to assess the efficacy of educational system of different countries in terms of practices prevailing there.
- distinguish the education system of different countries with special reference to (USA, UK & India).
- develop a perspective about the implication of comparative education for solving existing educational problems in India.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- perceive the concept of comparative education as a new discipline.
- develop the insight about rules and policies valid in the various countries around the globe.

- contribute in critical ways to the development of the field of teacher education and improvise the education in their home country.
- Understand and analyze interrelationship between education and societal development processes and their manifestations in international and national policies.

COURSE CONTENT

UNIT-1

- Comparative Education: Meaning, aims and implications.
- Scope, methods and major concepts of comparative education.
- Intra and inter educational analysis.
- Modern trends in world education-National and Global.
- Factors affecting national system of Education in India.

UNIT-2

- Comparative Education: Factors and Approaches-Racial, Geographic, Economic, Cultural, Sociological, Philosophical, Scientific, Linguistic, Ecological, Religious, Political.
- Cross- disciplinary approach.
- Democracy and Nationalism.

UNIT-3

- A comparative study of the systems of education of different countries with special reference to-
- Pre-primary education – USA, UK, India.
- Primary education – USA, UK, India.
- Secondary education –USA, UK, India.
- Higher education USA, UK, India, Russia.
- Teacher education – USA, UK, Russia, India.

UNIT-4

- Prevalent problems in Developing countries and interventions of educational issues and concerns.

- Major problems and educational interventions with special reference to India: Environmental Degradation and sustainable development, Population explosion, Unemployment, Political Instability, Terrorism and insurgency, Economic under development, Vocationalization of education, Universalization of elementary education.
- Role of UNO in improving educational opportunities among member countries.
- Official organs of UNO and their educational activities in India.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Altbatch,P.G.(1998). Comparative Higher Education: Knowledge, the University and Development. Springer;Comparative Education Research Centre, University of Hongkong.
- Apple,M.(1978). Ideology,Reproduction and Educational Refom. Comparative Education Review,28(4),550-562.
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- Bourdieu,P.(1969).Intellectual Field and Creative Project.(Trans S.France).Social Science Information 8(2),89-119.
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- Cowen,R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two. London.Springer;New York.
- Crossley,M.(2008).Bridging Cultures and Traditions for Educational and International Development. Comparative Research ,Dialogue and Difference.International Review of

Education,54,319-336

- Eckstein,M.(1983).The Comparative Mind. Comparative Education Review,27(3),311-322.
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- Foucault,M.(1980).Power/Knowledge:Selected interviews and other writings.1972-1977,Harvester Press,London.
- Freire,P.(1973). Education for critical consciousness. Seabury:NewYork.
- Giroux,H.(1981). Ideology,Culture and the Process of Schooling. FalmerPress;London.
- Hans,N.(1967). Comparative Education:A Study of Educational Factors and Traditions. Routledge & Kegan Paul;London.
- Hall,S.(1996).When was the post-colonial ?Thinking at the Limit.InI.Chamber&L.Curtis(Eds).The Post Colonial Question:CommonSkies,Divided Horizons(pp.242- 260).Routledge;London
- .Husen,T.T.&Postlethwaite,T.N.(eds.)(1994).The International Encyclopedia of Education (2nd edn.). Pergamon;Oxford.
- Jones,P.E.(1971).Comparative Education:Purpose and Method. University of Queensland Press;St.Lucia,Queensland.
- Kandel,I.L.(1962). The New Era in Education-A Comparative Study. George G.Harrap&Co.Ltd;London.
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- Manzon,M.(2011). Comparative Education: The Construction of a Field. Springer;Comparative Education Research Centre,University of Hongkong.
- Masemann,Vandra&Welch,Anthony(ed.)(1997).Tradition,Modernity and PostModernity in Comparative Education:UNESCO Institute for Education,Hamburg.
- Masemann,Vandra&Bray,Mark&Manzon,Maria(ed.).Common interests,Uncommongoals.Histories of the World Council of Comparative Education Societies and its Members.Springer;Comparative Education Research Centre,University of Hongkong.
- Noah,H.&Eckstein,M.A.(1998).Doing Comparative Education: Three Decades of Collaboration. Springer;CERC,University of Hongkong.

PAPER II (B)- ENVIRONMENTAL EDUCATION

PAPER CODE: MED403

COURSE OBJECTIVES

To enable the prospective teacher educators to:

- understand and know the concept, importance scope and aims of environmental education.
- know about the various methods strategies and techniques of teaching environmental education.
- know about the types of pollution and their causes.
- sensitize towards various environmental hazards and enable them to combat, cope and eradicate their possible negative effects.

COURSE OUTCOMES

The Prospective teacher educator will be able to:

- get knowledge about the aim, concept, scope and importance of environmental education.
- recognize and expertise in various skills, methods and techniques of teaching environmental education.
- recognize various types of pollutions and will develop skills to minimize them.
- get sensitized towards environmental issues and develop a feeling of responsibility to combat and eradicate them.

COURSE CONTENT

UNIT-1

- Environment: Concept, types, components and socio-cultural determinants.
- Human Ecology: Concept, environment and adaptation.
- Impact of human activities on environment.
- Sustainable development: meaning, need and implications

UNIT-2

- Environmental Education: Concept, importance, scope, aims & objectives, guiding principles and foundations.

- Relationship between environment and education – ecological and psychological perspective.
- Content, objectives, methods and approaches (as a separate subject: as topical unit, as integrated and as interdisciplinary subject) and strategies of environmental education at different educational levels.

UNIT-3

- Environmental pollution: Types, (air, water, soil and noise pollution)
- Causes, effects and controls; Climate change, global warming, pillar melting, ozone layer depletion, acid rain and impacts on human communities and agriculture.
- Human population growth: Impacts on environment, human health and welfare.

UNIT-4

- Eco-environmental concerns in India: Present scenario and future needs.
- Environmental management: concept, planning, organization and agencies.
- Environmental movements: Chipko, Silent valley, Narmada Bachao.
- Ethics and social responsibility towards the environment.

PRACTICUM WORK

- Preparation and presentation on given topic through PPT 10 Marks
- Mid Term Exam 10 Marks
- Attendance 05 Marks

SUGGESTED READINGS

- Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.
- Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20. Taylor & Francis Ltd.

- Fien, J. (2000). Education for the Environment: a critique—an analysis, Environmental Education Research, 6(2), pp.179-192. Taylor & Francis Ltd.
- Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1, Taylor& Francis Ltd.
- SAUVEÂ , L. (1999) Environmental education-between modernity and post modernity searching for an integrating education framework, Canadian Journal of Environmental Education, 4, pp. 9-35
- Grace M. & Sharp, J. (2000) Exploring the Actual and Potential Rhetoric-reality Gaps in Environmental Education and their Implications for Pre- service Teacher Training. Environmental Education Research. Vol. 6(4) pp.331-45. Routledge
- Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
- Kim, M. and Diong, C.H. (Eds.) (2012). Biology Education for Social and Sustainable Development. Sense Publishers. The Netherlands.
- Lovelock, James (1979), Gaia: A New Look at Life on Earth, Oxford: Oxford University Press. 11. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
- Powers, A.L. (2004) Teacher Preparation for Environmental Education: Faculty Perspectives on the Infusion of Environmental Education into Preservice Methods Courses. The Journal of Environmental Education. Taylor& Francis Ltd.
- Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
- Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994)., NIEPA, New Delhi.pp.278.

- Singh, S.K. (2010) Fundamentals of Environmental Education , ShardaPustakBhawan , Allahabad ,Pp.175

PRACTICUM WORK

i. <u>INTERNSHIP OF ONE MONTH (IN SECONDARY TEACHER EDUCATION INSTITUTIONS)</u>

Internship in secondary teacher education institutions (under supervision of M.Ed. Teacher in charge and school mentor teachers)

D. Observation/conduction of school activities-

- Classroom supervision.
- Lesson planning correction.
- Observation of the practice teaching.
- Classroom teaching.
- Supervisory activities- laboratory work, library activities, ICT laboratory.
- Guidance and counseling activities.

E. Participation and organization in/of the various curricular and co-curricular activities in the school respectively.

F. Interviews of the stake Holders students/teachers/parents/school management personnel/government authorities/community member.

Assessment guide:

- Student will record all observation in their observation dairy.
- Cumulative assessment records by the mentor teacher.
- Outcome/product/results of the activities.
- Record submitted on reflections during internship.
- Study of secondary education institution on instructional and evaluation practices (Submission of the above reports daily signed by the mentor of the school and the learner with date, to the concerned supervisor)

ii. CLASSROOM SUPERVISION & OBSERVATION

iii. DISSERTATION

PROFESSIONAL DEVELOPMENT

- Interview preparation
- Group discussion and presenting yourself
- Felicitation of the special days