GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY
SECTOR – 16 C, DWARKA, NEW DELHI - 110078

**GURU GOBIND SINGH
INDRAPRASTHA
UNIVERSITY**

FIFTY ONE (51ˢᵗ) MEETING OF THE ACADEMIC COUNCIL

DATE   : 11.08.2021

TIME   : 10:30 AM

ONLINE ON CISCO WEBEX PLATFORM

MINUTES

INDEX

S. No.	Agenda Item(s) No.	Particulars	Page No.
12	AC 51.12	To consider and approve the revision in the syllabus of CET for M.Phil. (Clinical Psychology) Programme w.e.f. Academic Session 2022-23.	08
13	AC 51.13	To consider and approve the revised Syllabus of B.Sc. (Nursing) Programme w.e.f. Academic Session 2021-22.	08
14	AC 51.14	To consider and approve the Scheme and Syllabus of Bachelor of Pharmacy (B. Pharm) programme.	08
15	AC 51.15	To consider and approve the Inclusion of NSS/NCC for 2 credits as NUES for all programmes run by USS and affiliated colleges of GGSIP University w.e.f. Academic Session 2021-22.	09
16	AC 51.16	To consider and approve the dropping of Mandatory Paper passing clause only for the batch admitted in 2014, in the first year for Bachelor of Technology programme offered at the affiliated institutions of the University.	09
17	AC 51.17	To consider and approve the Scheme and Syllabus of one year Post-Graduate Diploma in Equity Research (PGDER) offered by University School of Management Studies (USMS).	09
18	AC 51.18	To consider and approve the Scheme of Examination for 08 (eight) semesters outline the broad framework for Bachelor of Design (B. Design) Programme and syllabus for First and Second Semester.	09
		Any Other Item	10

Agenda Item No. AC 51.09:	**To consider and approve the revised Scheme and Syllabus of M. Ed. programme offered at University School of Education (USE) w.e.f. Academic Session 2021-22.**

The Academic Council considered and approved the revised Scheme and Syllabus of M. Ed. programme offered at University School of Education (USE) w.e.f. Academic Session 2021-22. It was also decided that the medium of instruction for M.Ed. programme shall be English. However, the students can attempt answer in the examination either in Hindi or English language as per their convenience.

Agenda Item No. AC 51.10:	**To consider and approve the revised Scheme and Syllabus of B. Ed. programme w.e.f. Academic Session 2021-22.**

The Academic Council considered and approved the revised Scheme and Syllabus of B. Ed. programme w.e.f. Academic Session 2021-22. It was also decided that the medium of instruction for B.Ed. programme shall be English. However, the students can attempt answer in the examination either in Hindi or English language as per their convenience

Agenda Item No. AC 51.11:	**To ratify the revised Codes of Ph.D. Course Work offered at Centre for Disaster Management Studies (CDMS).**

The Academic Council ratified the revised Codes of Ph.D. Course Work offered at the Centre for Disaster Management Studies (CDMS), w.e.f Academic Session 2020-21.

Additional Agenda Item No. AC 51.12:	**To consider and approve the revision in the syllabus of CET for M.Phil. (Clinical Psychology) Programme w.e.f. Academic Session 2022-23.**

The Academic Council considered and approved the revision in the syllabus of CET for M.Phil. (Clinical Psychology) Programme w.e.f. Academic Session 2022-23.

Additional Agenda Item No. AC 51.13:	**To consider and approve the revised Syllabus of B.Sc. (Nursing) Programme w.e.f. Academic Session 2021-22.**

The Academic Council considered and approved the revised Syllabus of B.Sc. (Nursing) Programme as prescribed by the statutory body, the Indian Nursing Council, for the said programme, w.e.f. Academic Session 2021-22.

Additional Agenda Item No. AC 51.14:	**To consider and approve the Scheme and Syllabus of Bachelor of Pharmacy (B. Pharm) programme.**

The Academic Council considered and approved the Scheme and Syllabus of Bachelor of Pharmacy (B. Pharm) programme as prescribed by the statutory body, the Pharmacy Council of India, for the said programme, w.e.f. Academic Session 2020-21.

University School of Education

Guru Gobind Singh Indraprastha University

M. Ed Course Curriculum

(Session 2021-22 onwards)

Approved by Academic Council in its 51st meeting vide agenda item 51.09 dated 11/08/2021.

<mark>Entrepreneurship</mark> | <mark>Employability</mark> | <mark>Skill Development</mark>

Programme Details of University School of Education

The University School of Education aims to facilitate studies in all emerging areas of Education such as Educational Management, Planning and Finance, Teacher Education, Educational Technology, Inclusive Education, Distance Education etc. to prepare teacher educators who are well versed with the skills and competencies of effective and efficient teaching skills and research. The school shall foster a climate of lifelong learning and empower individuals to be torch bearers of social change by transforming the very face of Teacher Education. The school has emerged as a role model with respect to the pedagogical interventions, innovations in research and creation of enriched teaching –learning environments which ignite minds through challenge and feedback. The school fosters the growth of the individual and the collective through constructing knowledge collaboratively and creating an open environment which nurtures the spirit of progressive Teacher Education.

Vision

The school aims to empower Teacher-Educators with knowledge and skills of the 21 st century, nurture passion for research and teaching and imbibe the spirit of social inquiry to ensue harmony and prosperity

Mission

University School of Education shall function as a cradle to prepare motivated & dedicated educators, policy planners, administrators and most importantly lifelong learners who shall function as catalysts to create and sustain learning communicates
Which promote equality and equity in education.

❖ **Master of Education**

The Post Graduate Degree Programme in Education aims to prepare socially responsible and responsive teacher educators who are ready to face all challenges accompanying globalization. The school supports this endeavor through the provision of state of art infrastructure comprising spacious Lecture rooms, Seminar room, Conference hall, Educational Technology Laboratory, Psychology Laboratory, Language Laboratory, Resource Room, Book Bank and a rich library which houses a large number of books, Periodicals, Journals covering diverse themes of education.

Programme Objectives:

- The M.Ed. programme has been designed keeping in view of the following objectives:
- To produce dedicated Teacher Educators who believe in life long learning.
- To set high standards of professional competency of Teacher Education.
- To inspire motivational leaders in the school, community, nation and the world.
- To educate a new cadre of instructional leaders – teacher educators, school entrepreneurship and administrators who have the capacity, skill and knowledge to create and sustain environments in modern day education.
- To equip the teachers with the knowledge & skills of new technologies focusing on understanding the principles of organizational management, Leadership, systemic change.

Programme Outcomes (PO):

Enable a cadre of prospective Teacher Educators who are life-long learners.
PO1: Develop professionally competent Teacher Educators.
PO2: Develop leaders at school, district and national levels in the field of education.
PO3: Create educational entrepreneurs who develop self sustaining work environments.
PO4: Motivate prospective teachers and teacher educators towards development of 21st century skills.

Programme Specific Outcomes (PSOs) for M.Ed.

PSO1: Understand social stratification, modernisation, socialization and social and education equality and equity. Undertake activities that contribute to social change through teacher education.
PSO2: Understand the historical, political and economic aspects of education including safeguarding human rights through education.
PS03: Apply various research methods, techniques and engage in academic writing in educational research including the use ICT for ethical publishing.
PSO4: Understand about various philosophies and their contribution in education.
PS05: Develop the entrepreneurship skills through self development and capacity building in entrepreneurship

M.Ed. Syllabus Framework and Scheme of Examination

(A) Credit Distribution in M.Ed.

	Semester I	Semester II	Semester III	Semester IV	Total Credits
Theory	19	21	19	19	78
Practicum	9	7	10	9	35
Total	28	28	29	28	**113**

(B) -1: Semester – I (August to Dec.)			
Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
		Compulsory Courses	
1	MED101	Philosophical Foundations of Education.	3
2	MED103	Psychological Foundations of Education	3
3	MED105	Sociological Foundations of Education.	3
4	MED107	Research in Education-I	3
5	MED109	Research and Ethical Practice	3
		Elective	
6		*MOOC	4
		Total Theory Credits	**19**
	Course Code of Practical Course	**Title of the Practical Course**	**Credits**
7	MED151	Personality Development	3
8	MED153	Life Skills Education	3
9	MED155	Dissertation	3
		NSS/NCC	--------
		Total Practical Credits	**9**
		Total Semester Credits	**28**

MOOC-A list of MOOCs will be provided by the University School of Education, GGSIPU. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks.

**NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally by respective institute. The credit for this will be given after fourth Semester for the students enrolled from the session 2021-22 onwards. # NUES (Non University Examination System*

(C)-2: Semester – II (January to May)

Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
		Compulsory Courses	
1	MED202	Teacher Education and Pedagogical Practice	3
2	MED204	Human Rights Education	3
3	MED206	Historical and Political Perspectives of Education	3
4	MED208	Research in Education – II	3
5	MED210	Education Studies	3
6.	MED212	Entrepreneurial Mindset	2
		Elective	
7		MOOC	4
		Total Theory Credits	**21**
	Course Code of Practical Course	**Title of the Practical Course**	
7	MED250	Dissertation	3
8	MED252	Internship in TEI	4
		NSS/NCC	----------
		Total Practical Credits	**7**
		Total Semester Credits	**28**

MOOC*-A list of MOOCs will be provided by the University School of Education, GGSIPU. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks.
**NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally . The credit for this will be given after fourth Semester for the students enrolled from the session 2021-22 onwards. # NUES (Non University Examination System)

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

Sl. No.	Course Code of Theory Course	Title of the Theory Course	Credits
		Compulsory Courses	
1	MED301	Curriculum Planning and Development	3
2	MED303	Assessment and Evaluation in Education	3

3	MED305	Environmental Education	3	
		Elective		
4		MOOC	4	
		Specialization Courses- I (any one of the following)	3	
5(a)	MED307	Elementary Education in India: Administration and Management		
5(b)	MED309	Secondary Education in India Administration and Management		
		Specialisation Courses II(any one of the following)		
6(a)	MED311	Language Education	3	
6(b)	MED313	Social Science Education	3	
6(c)	MED315	Science Education	3	
6(d)	MED317	Mathematics Education	3	
6(e)	MED319	Business Education	3	
		Total Theory Credits	**19**	
	Course Code of Practical Course	**Practical Course**		
7	MED351	Expository and Academic Writing	3	
8	MED353	Dissertation	3	
9	MED355	Internship in School	4	
		NCC/NSS	----------	
		Total Practical credits	**10**	
		Total Semester Credits	**29**	

MOOC*-A list of MOOCs will be provided by the University School of Education, GGSIPU. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks.
**NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally . The credit for this will be given after fourth Semester for the students enrolled from the session 2021-22 onwards. # NUES (Non University Examination System).

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

S. No.	Course Code of Theory Course	Title of the Theory Course	Credits
		Compulsory Course	
1	MED402	Economics, Politics and Education	3
2	MED404	Curriculum Implementation and Evaluation	3
3	MED406	Use of ICT in Education	3

		Elective	
4		**MOOCs**	4
		Specialization-I **(any one of the following)**	
5(a)	MED408	Elementary Education in India: Concerns and Prospects	3
5(b)	MED410	Secondary Education in India: Concerns and Prospects	3
		Specialization- II **(any one of the following)**	3
6(a)	MED412	Comparative Education.	
6(b)	MED414	Educational Administration, Management and Leadership.	
6(c)	MED416	Inclusive Education and Inclusion.	
6(d)	MED418	Educational Technology.	
6(e)	MED420	Education, Value and Human Development.	
6(f)	MED422	Education for Sustainable Development.	
6(g)	MED424	Social Theory of Education: Issues and Trends	
6(h)	MED426	Continuing Professional Development of Teachers	
6(i)	MED428	Education, Culture and Diversity	
6(j)	MED430	Gender, Education and Society	
		Total Theory credits	**19**
	Course Code of Practical Course	**Practical Courses**	
7	MED450	Dissertation	4
8	MED452	Critical Use of ICT in Education	3
		NCC/NSS	2
		Total Practical Credits	9
		Total Semester Credits	**28**

MOOC*-A list of MOOCs will be provided by the University School of Education, GGSIPU. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks.

*****NCC/NSS can be completed in any semester from Semester 1 – Semester 4. It will be evaluated internally. The credit for this will be given after fourth Semester for the students enrolled from the session 2021-22 onwards. # NUES (Non University Examination System).*

(D) Scheme of Examination:

S.N.	Sem. I	Sem. II	Sem.III	Sem. IV
1	6 Theory Courses X 100=600 marks	7Theory Courses X 100=700 marks	6 Theory Courses X 100=600 marks	6 Theory Courses X 100=600 Marks
2	3 Practicals X 100 =300 marks	2 Practicals X 100=200 marks	3 Practicals X 100 =300 marks	3 Practicals x 100=300 marks
3	Total =900 marks (a)	Total=900 marks (b)	Total =900 marks (c)	Total=900 marks (d)
4	**Grand Total: (a)+(b)+(c)+(d) = 3600 marks**			

Total No. of Credits offered in the M.Ed. Programme:113

Scheme of Examination

The student will be required to earn 113/111 credits for the award of the degree. The student will not have the option to choose NSS/NCC if they so desire. He/she will be required to register in all the courses listed in the scheme of examination of the programme.

a) The Two year M.Ed. Programme is of 113 credits for students opting for NSS/NCC and of 111 credits for students not opting for NSS/NCC. Those opting for 113 credits are required to earn 110 credits and those opting for 111 credits will have to earn 108 credits.
b) The medium of instruction shall be English.
c) In a three credit course, two credits are assigned for lecture component and one credit for tutorial.
d) In a theory course, one credit is equivalent to one hour of teaching.
e) In the practical course, one credit is equivalent to two hours of engagement in teaching and learning.
f) For theory courses, breakup of marks for assessment is given under;
Each course has a weightage of 100 marks which will be assessed as follows-
75 Theory Exam
20 Minor exam.
05 Internal Assessment
g) Each Practical course also has a weightage of 100 marks and the ratio of External and Internal assessment of marks is 60:40.
h) For passing in any course, minimum 50% marks are required to be secured.

SEMESTER I

Semester I

Course: Philosophical Foundations of Education

Course Code:MED 101   **Credits:3(2L+1T)**

Course Objectives:
- To Develop Insight for Understanding Philosophy as a Liberal Discipline and a Critical Inquiry Process.
- To Examine and Critique the Philosophical Approaches to Education by Reflecting upon their Relevance and Implications to Education.
- To Appreciate the Need and Relevance of Indian and Western Schools of Philosophy to Education.

Unit I: Philosophy of Education: Nature and Scope
  (a) Philosophy as a Liberal Discipline: Nature and Scope.
  (b) Functions of Philosophy: Analytical, Normative, Prescriptive and Speculative.
  (c) Philosophy and Theory; Philosophy and Practice; Philosophy and Praxis.
  (d) Philosophisation process of teaching to develop critical understanding of domains of Philosophy: Epistemology, Metaphysics , Axiology,Logic,Aesthetics.
  (e) Philosophical Methods: Analysis, Synthesis, Induction, Deduction and Dialectical, Scientific Method and it's critique.

Unit II: Epistemology, Metaphysics and Axiology: Relevance to Education
  (a) Epistemology: Field of Study and Scope; Knowledge: Meaning, Nature and Types.
  (b) Metaphysics, Education and Educand: Understanding the concepts of Authority, Responsibility, Freedom, Autonomy, Authenticity, Equality, Justice, Morality, Values, Ethics.
  (c) Axiology and Education: Critical Appreciation of the Contribution of Sanatan Dharma, Buddhism, Jainism, Sikhism, Christianity , Islam, Zoroastrianism in terms of Human Values.
  (d) Reflection on the Commonality of all Religions in terms of Human Values.
  (e) Scientific Outlook, Reason and Education: Debates and Critique.

(f) Revisiting Epics to Reflect upon their Contemporary Relevance with respect to Values,Universal values of Satyam,Shivam ,Sundaram.

Unit III: Philosophical Approaches to Education

(a) Realism and Idealism: Need, Relevance and Implications to Education.

(b) Pragmatism and Logical Positivism: Need, Relevance and Implications to Education.

(c) Existentialism: Need, Relevance and Implications to Education.

(d) Phenomenology and Existential Phenomenology: Need, Relevance and Implications to Education.

(e) Humanism: Need, Relevance and Implications to Education.

Unit IV: Eastern and Western Philosophical Contributions to Education: Reflection and Critique

(a) Reflecting on Vedic, Upanishadic and Puranic Education Systems.

(b) Reflecting on Orthodox Schools of Philosophy: Sankya, Yoga, Nyaya, Vaisesika, Poorva Mimamsa and Vedanta Schools of Advaita and Vishistadvaita.

(c) Reflecting upon the Heterodox Systems of Caruvaka, Jaina, Buddhist Philosophies of Education.

(d) Understanding the contribution of Rousseau, Hegel, Ivan Illich, and Henry Giroux to Education.

(e) Critical Analysis of the Influence of Bertrand Russell and William James Contribution to Philosophy of Education.

(f) Understanding the Contribution of Rabindranath Tagore, Aurobindo Ghose, Jiddu Krishnamurti, M.K. Gandhi and Swami Vivekananda to Education.

Expected Course Outcomes:

- Apply critical inquiry in all endeavors of education and life
- Compare and contrast the strengths and weaknesses of different philosophical thoughts.
- Understand the implications of different schools of Philosophy of Education in teaching,learning and evaluation.

Suggested Readings:

- Almond, B. (2010). The Value of Knowledge. In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

- Carr, D. (2010). The Philosophy of Education and Educational Theory. In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

- Davis, A. & Williams, K. (2008).Epistemology and Curriculum. In The Blackwell Guide to the Philosophy of Education. Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish (ed.). Blackwell Publishing

- Noddings, N, & Slate, M. (2008). Changing Notions of the Moral and of Moral Education. In The Blackwell Guide to the Philosophy of Education. Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish (ed.). USA: Blackwell Publishing.

- Phillips, D.C. (2010). What is Philosophy of Education? In The SAGE Handbook of Philosophy of Education. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

- Siegel, H. (2010). Knowledge and Truth. In The SAGE Handbook of Philosophy of Education.

<p align="center">Semester I</p>

Course: Psychological Foundations of Education

Course Code: MED 103   **Credits:3(2L+1T)**

Course Objectives:

- To Develop Insight Into the Different theoretical Perspectives on Learning and Memory.
- To Develop perspective towards Understanding the need and relevance of Personality Types and Individual Differences in Teaching-Learning.
- To Analyse the Role of Motivation and Emotion in Teaching-Learning.
- To Examine the Concepts and Perspectives Related to Intelligence & Creativity.

Unit I: Learning and Memory

(a) Piaget, Bruner and Vygotsky: Perspectives on Learning and Cognitive Development and their Educational implications.

(b) S-R Theories of Learning with their educational implications, Thorndike's Connectionism, Pavlov's Classical Conditioning, Skinner's Operant Conditioning.

(c) Cognitive Field Theories and their educational implications: Gestalt Theory of Learning by Kohler, Lewin's Field Theory, Tolman's Sign Theory.

(d) Short Term Memory, Short Term Memory as Working Memory, Long Term Memory.

(e) Improving Memory: Chunking and Memory Span, Imagery and Encoding Elaboration and Encoding, Context and Retrieval, Practicing Retrieval, PQRST Method.

Unit II: Personality and Adjustment

(a) Concept and Definitions of Personality, Concept of Personality in Indian Thought -Concept of Holistic Personality; Wisdom and Happiness as important components of Holistic Personality.

(b)   Theories of Personality - Trait theory of Allport, Psychoanalytic Approach of Freud, Carl Jung's Theory of Personality and Learning Styles ,Phenomenological Approach of Carl Rogers, Behaviorist-approach of Miller, Humanistic approach of Maslow.

(c) Assessment of Personality: Personality Inventories: Cattell and Eysenck, Rating Scales, Projective Techniques: Rorschach Ink Blot Test, Thematic Apperception Test.

(d) Adjustment: Concept and Definitions, Need and Relevance, Maladjustment: Concept and Remedies.

(e) Positive Psychology : Concept and Need.

Unit III: Motivation and Emotion

(a) Motivation: Definitions, Need and Significance in Education,Intrinsic and Extrinsic Motivation.

(b) Needs: Biological Needs, Socio-Psychological Needs.

(c) Drives, Incentives, Motives.

(d) Theories of Motivation:

- Maslow's Self Actualisation Theory
- Hull's Drive Reduction Theory
- Freud's Psycho-analytic Theory of Motivation
- Behaviorist Learning Theories of Motivation: Adler, Bandura

(e) Components of Emotion, Attention and Learning, Understanding Expression of Emotion.

Unit IV: Intelligence and Creativity

(a) Defining Intelligence, Types of Intelligence :Emotional IntelligenceSocial Intelligence,Spiritual Intellige ce,,Intelligence Tests and their Reliability.

(b) Factor Theories of Intelligence: Spearman, Thurston, Guilford.

(c)Cognitive Theories of Intelligence: Cattell and Horn, Sternberg, Gardner

(d)Creativity: Definitions, Nature and Characteristics of Creativity.

(e)Nurturing Creativity, Creativity Tests.

Expected Course Outcomes

- Appreciate the need and relevance of motivation and emotion in understanding different personality types among students.

- Develop clear understanding of the application of theories of intelligence to nurture creativity.

14

- Understand the process of adjustment and the mechanisms to prevent or deal with maladjustment.

Suggested Readings:

- Allen,Bem, P. (2000) Personality Theories: Development, Growth and Diversity, Boston: Allyn and Bacon.

- Driscoll, M.P. (2004) Psychology of Learning for Instruction.(3rd Ed.). MA: Pearson Education.

- Flavell, J. H., Miller , P. H. & Miller, S.A. (2001) Cognitive Development (4th Ed.).Pearson Education.

- Gardner H. E. (1995) Reflections on Multiple Intelligences: Myths and   essages.(pp.77, 200-209). Phi Delta Kappan International.

- Hergenhahn, B. R. & Olson, M. H.(2003) An Introduction to Theories of Personality. New Jersey: Pearson.

- Miller, P. A. (2010) Theories of Development Psychology (5th Ed.). NY: Worth Publishers.

- Vygotsky, L.S.(1978) Mind in Society. Cambridge: Harvard University Press.

Semester I

Course: Sociological Foundations of Education

Course Code :MED 105   **Credits:3(2L+1T)**

Course Objectives:

- To Develop a Critical Understanding of Sociology of Education through Reading and Reflecting on Classics.

- To Examine the Different Agencies of Socialisation and their Influence on the Types of Socialisation and domains such as Caste Class Gender.

- To Critically Analyse Various Perspectives on Tradition and Modernity in the Context of Modernisation and Education.

- To Analyse the Interface of Ideology, Knowledge, Curriculum and Pedagogy in an Institution.

Unit I: Sociology of Education

(a) Sociology of Education: Meaning, Nature, Scope, Relationship with Education.

(b) Durkheim's Theory of Education.

(c) Talcott Parsons: The School Class as a Social system.

(d) Bowles and Gintis: Schooling in Capitalist America, The Myth of Meritocracy.

(e) Louis Althusser: Ideology And Ideological State Apparatus.

Unit II: Education and Socialisation

(a) Meaning and Agencies of Socialisation (Family, Peer Group, Educational Institutions, Mass Media, Religion,Community), Education and Social Development, Role of Education in Social and National Development.

(b) Type of Socialisation : Primary, Secondary, Adult and Re-socialisation.

(c) Enculturation, Acculturation and Social Change.

(d)Talcott Parson's Functionalist view on Education and Socialisation

(d) Caste, Class and Gender as domains of Socialisation, Educational inequalities and Social Justice.

Unit III: Modernisation and Education

(a) Debates on Indigenous System of Education including indigenous Languages.

(b) Modernisation : Concept and Features, Social Development in an Egalitarian Society.

(c) Modernisation theory and its Critique.

(d) Sanskritisation,Westernisation and Modernisation in India.

(e) Social Mobility ,Social Change and Education(The Indian Experience), Globalisation and it's implication in India.

(f) Education vis a vis Issues and Problems in Society: Inequality vs inclusivity; Educational Opportunities for Disadvantaged Groups – Women & Transgender, Scheduled Castes and Tribes, Rural Population, Urban Poor, Divyang (Differently Abled); Juvenile Delinquency; Crime against Women.

Unit IV: Curriculum, knowledge and Pedagogical Spaces: Understanding the Interface

(a) Bernstein's Code Theory and Education

(b) Michael Apple's Politics of Official knowledge

(c) Ideology and Curriculum

(d) Hidden Curriculum and Socialisation: Pedagogy as Tool

(e) Changing face of Pedagogical Spaces under new knowledge economy.

Expected Course Outcomes:

- Understand students and teaching-learning environments from the perspective of agencies and processes of socialization .

- Develop critical understanding of the interface of tradition and modernity in India.

- Examine the interrelationship between knowledge,curriculum,politics and power through relevant examples.

Suggested Readings:

- Gore M.S. (1967) Papers in the Sociological: Education in India, NCERT, New Delhi.

- Illiich. Ivan (1989).Deschooling Society (available in hindi also as Paathshala bhang kar do -translation by Indu Prakash Kanungo,Madhya Pradesh Hindi Granth Akademi).

- Kumar,Krishna (1992), 3rd edition in 2004).What is Worth Teaching, Orient Blackswan,Delhi.

- Kumar,Krishna (1991) Political Agenda of Education Sage ,Delhi.

- NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi.
- NCERT-National Curriculum Framework 2005, N.C.E.R.T. New Delhi.
- NCERT-National Curriculum Framework 2005 Position Paper no.   by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children, N.C.E.R.T. New Delhi.
- Nirantar(April 2009).Textbook Regimes :A feminist critique of nation and identity. New Delhi.

Semester I

Course: Research in Education-I

Course Code :MED 107   **Credits:3(2L+1T)**

Course Objectives:

- To Sensitise towards the Interface between Science, Research and Education.
- To Develop an Understanding of the basics of Research and the Research Process.
- To Develop Critical Insight of Different Research Designs and their Application to Research in Education.

Unit I: Nature and Types of Research.

(a) Science, Research and Scientific Inquiry

(b) Scientific Method: Meaning, Characteristics - Explicability, Precision, Falsifiability and Parsimony.

(c) History of Scientific Research vis a vis evolution of positivist and Antipositivist paradigms, Distinction between Positivist and Antipositivist Research

(d) Approaches to Research: Qualitative, Quantitative, Mixed Group.

(e) Qualitative Research: Interpretive Research, Distinctions between Interpretive Research and Positivist Research, Advantages and Challenges of Interpretive Research, Characteristics of Interpretive Research.

Unit II: Basics of Research and Process of Research

(a) Concepts, Construct, Variables, Frameworks of Research: Conceptual/ Theoretical.

 (b) Types of Research

(c) Need, Relevance and Procedure of Undertaking Literature review.

(d) Identification of the Research Problem, Development of the Statement of the Problem.

(e) Research Questions, Research Objectives, Framing the Title of the Study, Operational Definition of Key Terms, Hypotheses:Types.

Unit III: Research Designs

(a) Grounded Theory Approach, Open Coding, Axial Coding and Selective Coding

(b) Ethnography: Use, Process, Limitations.

(c) Content Analysis: Steps, Usefulness and Limitations, Document Analysis.

   (d) Hermeneutic Analysis: Process, Use and Limitations.

   (e) Concept, Need and Features and Types of Research Designs

   (f) Research Design for Descriptive Studies

   (g) Research Design for Experimental Studies.

   (h) Research Design for Historical Research

Unit IV: Mixed Research Methods

   (a) Population, Sampling Frame, Sample, Characteristics of a Good Sampling Design.

   (b) Sampling Techniques – Probability and Non probability.

   (c) Sampling Errors and Non Sampling Errors.

   (d) Primary and Secondary Sources of Data, Selecting an Appropriate method of Data Collection.

   (e) Tools for Data Collection (Qualitative and Quantitative Research), Reliability & Validity of Tools.

Expected Course Outcomes:

- Apply the understanding of research in the development of research proposals.
- Choose appropriate research designs to conduct research.
- Develop reliable and valid tools of data collection.

Suggested Readings:

- Adler, P.A. and Adler, P.(1994) Observational techniques. In N.K. Denzin and Y.S. Lincoln (eds) Handbook of Qualitative Research. London: Sage, 377-92.
- Anderson, G. and Arsenault, No. (1998) Fundamentals of Educational Research (second edition). London: Routledge Falmer.
- Anderson, G. and Arsenault, N. (2001) Fundamentals of Educational R search. London: Routledge Falmer.
- Arsenault, N. and Anderson, G. (1998) Qualitative research. In G. Anderson and N. Arsenault, Fundamentals of Educational Research (second edition). London: Routledge Falmer, 119-35.
- Connelly, F.M. and Clandinin, D.J. (1997) Narrative inquiry. In J.P. Keeves (ed.) Educational Research, Methodology, and Measurement: An International Handbook

(second edition). London: Elsevier Science, 86-6.

- Creswell, J. W. (1998) Qualitative Inquiry and Research Design: Choosin   among the Five Traditions. Thousand Oaks, CA: Sage.

- Lewis-Beck, M.S.(ed.)(1993) Experimental Design and Methods. London: Toppan with the cooperation of Sage.

- Lietz, P. and Keeves, J.P. (1997) Cross-sectional Research Methods. In J.P. Keeves (ed.) Educational Research, Methodology and Measurement: An International Handbook (second edition). Oxford: Elsevier Science, 138-49.

- Willis ,J.W (2007) Foundations of Qualitative Research: Interpretive and Critical Approaches,Sage Publishing.

Semester I

Course: Research and Ethical Practice

Course Code :MED 109   **Credits:3(2L+1T)**

Course Objectives:

- To Sensitise Students to the Need and Relevance of Research Ethics.
- To Develop a Sound Understanding of Ethical Practices Involved in Research.
- To Develop Critical Insight into the Different Types of Unethical Practices in Research

Unit I: Research Ethics

(a) Meaning of: Research Ethics, Morals, Integrity, Professional Code of Conduct, Unethical vs Illegal.

(b) Research Ethics: Need and Significance.

(c) Ethical Dilemmas in Research.

(d) Ethical Controversy: Concept and Examples.

Unit II: Ethical Principles in Scientific Research

(a) Voluntary Participation

(b) Harmlessness

(c) Informed Consent

(d) Anonymity and Confidentiality

(e) Disclosure

(f) Analysis and Reporting

(g) Fair Use

Unit III: Types of Unethical Practices in Research

(a) Plagiarism : Meaning and Significance

(b) Fabrication of Data/ Research Procedures / Data Analysis

(c) Falsification of Data/ Research Procedures / Data Analysis

(d) Breach of Information Privacy of Research Subjects

(e) Abuse of Authority, Responsibility as Editor, Reviewer / Supervisor

(f) Misrepresentation of Originality of Papers

(g) Copyright Violations

(h) Authorship Disputes

Unit IV: Safeguards to Ensure Ethical Practices in Research

(a) Professional Code of Ethics: Concept and Adoption in Institutions.

(b) Publication Guidelines: COPE and WAMA.

(c) Institutional Review Boards / Ethics Committee: Roles and Functions.

(d) Plagiarism Detection Software: Types and Functions.

(e) Penalty for Plagiarism, UGC Guidelines for Preventing Plagiarism.

(f) Awareness and Sensitization towards Ethical Practice in Research: Teaching, Seminars & Workshops, Courses.

Expected Course Outcomes:

- Understand the need and relevance of ethical practices in research.

- Develop critical understanding of the types of unethical practices and penalties thereof.

- Use the plagiarism software to detect plagiarism in research.

Suggested Readings:

- Beauchamp, T.L., R. R. Faden, et al., Eds. (1982). Ethical issues in social science research. Baltimore, John Hopkins university press.

- Case, S. L. (2000). Textbook of Research Ethics: Theory and Practice. New York, London, Boston, Dordrecht, Moscow, Springer.

- Chesley, G. R. D. and B. Anderson (2003). "Are University Professors Qualified to Teach Ethics." Journal of Academic Ethics 1(2): 217-219.

- Elgesem, D. (2002). "What is special about the ethical issues in online research?" Ethics and Information Technology 4(3): 195-203.

- Elliott., D. and J. E. Stern (1997). Research Ethics. Hanover and London, University Press of New England.

- Israel, M. and I. Hay (2006). Research Ethics for Social Scientists London, Thousands Oaks, New Delhi, Sage Publications Ltd.

- Kimmel, A. J. (1988). Ethics and Values in Applied Social Research. Newbury Park, London, New Delhi, Sage Publications Inc.

Semester I

<u>**Elective**</u>

Course Title: MOOCs   **Credits: 4**

                                                                                     MM:100

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

Semester I

Practical Course: Personality Development

Course Code : MED 151   **Credits: 3**

Course Objectives:

- To Develop a Positive Perspective towards the Process and Strategies of Self Development.
- To Develop Attitudes, Values, Skills and Competencies for Understanding the Self and Other in Order to Live in Harmony.
- To Develop Critical Understanding of Factors that may Hinder Self Development.

Unit I: Understanding the Relationship of Self with others for Self with others for Self Development.

(a) Self Concept, Self Respect and Self Esteem: Understanding the Concepts and their Role in Life.

(b) Dialogue as a Means for Understanding Self and others.

(c) Creating Happiness by Building and Nurturing Relationships through Love and Mutual Respect.

(d) Understanding the Self as Unique, Complete and Imperfect: Shattering the Myth and Pressure of Perfection.

Unit II: Attitudes, Values and Skills for Harmonious Development of Self

(a) Understanding the Relationship of Self and Happiness by Recognising and Accepting the Need for Sharing Joy, Grief and other Experiences with Family, Friends and Community.

(b) Empathy and Care in Action as Values for Peaceful Co-existence.

(c) Compassion, Forgiveness, Courage, Justice, Liberty, Freedom and Equality: Understanding the Relevance and Interrelationship with Harmonious Development of Self and others.

(d) Problem Solving, Critical Thinking and Communication as Life Skills to Negotiate Life with Happiness and Contentment.

(e) SWOT Analysis: Need and Relevance for Self Development

Unit III: Factors that hinder Self Development

    (a) Comparision of Self with others.

    (b) Competition and Ambition (Unhealthy and Negative) to Surpass Others at all cost and by all Means as Factors that affect self with Respect to Creating Negative Environment and Disharmony.

    (c) Insecurity and Jealousy as emotions that are Self Destructive.

    (d) Not Understanding and Recognising your Emotional States: Reasons and Effects.

    (e) Neglecting Physical, Mental and Emotional Well Being: Reasons and Effects.

Unit IV: Stress Management, Self Development and Peace: Understanding the Interrelationship.

    (a) Stress: Causes and Types

    (b) Stress Management Techniques: Participation in Singing, Sharing Stress Related Concerns with Others with whom there is Comfort Level, Dancing, Meditation, Yoga, Drama Activities, Fine Arts, Creative Expression in Writing such as Poetry Writing, Story Writing etc.

    (c) Role of Prayer and Faith (Worship) in Stress Management.

    (d) Self, Society and Peace: Being Non Judgmental and Valuing Privacy of Self and Others.

    (e) Stress Management Therapy: Role of Clinical Guidance and Counselling.

The following Activities shall be Organized either by the Faculty Mentor by himself/herself or by Inviting Specialists from the field:

Unit I

    (a) The Film Bhumika and Thappad to be screened followed by discussion.

    (b) The film the Pursuit of Happyness to be screened followed by discussion.

    (c) Theatre Workshop to be organized to understand the essence of Dialogue as a means of understanding Self and Others.

Unit II

    (a) Critical Reading and Reflection on Nel Noddings writings on Empathy and Care in Education.

    (b) Discussion on the Life Experiences of Malala Yousufai, Sundarlal Bahuguna, Justice Ruth Bader Ginsburg and J. K Rowling and Laxmi Narayan Tripathi.

Unit III

    (a) Screening of the films Arth, Katha and Dirty Picture.

(b) Discussion on the Biographies of Asha Bhosle, M. F Hussain and Stephen Hawkings.

Unit IV

(a) Two meditation workshops and Three Yoga workshops to by organized (by inviting experts to conduct them).

(b) Engagement of students in Group Dance and Singing through four workshops (by inviting experts to conduct the same).

Expected Course Outcomes:

- Develop understanding of self in order to adapt to different situations in life.
- Develop harmonious relationships at home, at workplace and community at large.
- Develop a positive outlook towards self and others for peaceful co-existences

Suggested Readings:

- Alexander, R.(2009) Pedagogy, Culture and Power of Comparison. In H. Daniels et al (Eds.), *Educational Theories, Culture and Learning: A Critical Perspective* (pp.10-26). NY: Routledge.
- Bandura, A.(1986) Social Foundations of Thought and Action. Englewood Cliffs, NJ: Prentice Hall.
- Bruner, J.S. (2006) In Search of Pedagogy, Vol 1 & II. NY: Routledge Taylor and Francis Group.
- Buss, Arnold (1995) Personality: Temperament, Social Behaviou and the Self. Massachussettes: Allyn and Bacon.
- Friedman, Howard, S. & Schustack, Miriam, W.(2003) Personality: Cla sic Theories and Modern Research. New Delhi: Pearson Education.
- Gardner H.Ed. (1995) Reflections on Multiple Intelligences: Myths and Messages.(pp.77, 200-209. Phi. Delta Kappan International.
- Gardner, H.E.(2011) The Unschooled Mind: How Children Think and How Schools Should Teach. NY: Basic Books.
- Hergenhahn, B.R. & Olson, M.H. (2003) An Introduction to Theories of Personality. New Jersey: Person.

Semester I

Practical Course: Life Skills Education

Course Code: MED 153   **Credit: 3**

Course Objectives:

- To appreciate the need and significance of development of Life Skills to live a healthy life.
- To develop the capacities and competencies to impact Life Skills Education.
- To develop insight into the use of arts, theatre, music, dance, yoga, games and sports for development of life Skills.

Unit – I Concept, Need and Relevance, Types

(a) Definitions of Life Skills.

(b) Need, Relevance and Use of Life Skills Education

(c) Types of Life Skills (As outlined by WHO)

(d) Examples of Application of Life Skills in daily Life

Unit – II Understanding Life Skills: Process & Development

(a) Process of Imparting Life Skills Education : Participatory Learning using four basic components : Practical Activities , Feedback , Reflections, Consolidation and Reinforcement, Application is Daily Life.

(b) Teaching Methods: Demonstration and Guided Practice, Use of Art, Music, Dance, Theatre in Teaching ; Discussion using Story Telling, Case Studies and Autobiographies as strategies to Discuss Life Skills.

(c) Strategies to Develop Life Skills : Group Discussions, Brain Storming, Use of Games and Simulations, Role Playing , Debates , Developing Problem Trees.

Unit – III Theatre Workshops for Development of Life Skills

(a) Communication

(b) Empathy

(c) Critical Thinking

(d) Interpersonal Skills

(e) Problem Solving

(f) Decision Making

(g) Self Awareness

(h) Coping with Emotion

Unit IV: Music, Dance, Games and Sports, Yoga and Meditation Sessions for Development of Life Skills:

(a) Music and Life Skills (Including Meditation with Music)

(b) Dance as Therapy for Coping with Stress and Nurturing Creative thinking.

(c) Yoga as a Stress buster for Health and Well Being.

(d) Games and Sports (Problem Solving, Negotiating, Empathy, Decision Making, Critical Thinking to be discussed with respect to their development by engagement in Games and Sports.

Expected Course Outcomes:

- Apply life skills in daily life to live happily.
- Use different strategies to develop life skills in others .
- Conduct life skill workshops for different stakeholders.

Suggested Readings:

- Sirohi, V. & Singh, A.K. (2012), Skills Defined by Curricula: South and Southeast Asia, New Delhi, National University of Educational Planning and Administration (NUEPA).

- Dubois, J.L. &Trabelsi, M. (2007). Education in Pre and Post-conflict Contexts: relating Capability and Life – Skills Approaches. International Journal of Social Economics, 34(1/2), 53-65.

- The World Bank (2006). World Development Report, 2007, Development and the Next Generation. Washington, D. C. Available in http://www.wds.worldbank.org.pdf.retrieved Sept, 2013.

- Dembele, M. (2005), Breaking the mold: Teacher Development for Pedagogical Renewal, in Verspoor, A. M. (Ed.) The Challenge of Learning: Improving the Quality of Basic Education in Sub-Saharan Africa. (Paris, Association for the   Development of Education in Africa (ADEA).

- UNICEF   (2000).   Defining   Quality   in   Education.   New   York, http://www.unicef.org/education/files/qualityeducation.pdf.retrieved Sept, 2013.

- UNICEF (2005). Life Skill- Based Education in South Asia. A Regional Overview prepared for The South Asia Life Skill- Based Education Forum, 2005. Kathmandu, Nepal available in http://www.unicef.org/rosa/Life/skill/based_education_in south_asia.pdf.retrieved Sept, 2013.

Semester-I

Practical Course: Dissertation

Course Code: MED 155   **Credits: 3**

Course Objectives:

- To Develop Insight in the Need and Relevance of Library Resources in Research.
- To Understand the Effective use of Online Tools for Generating Reference List and Bibliography.
- To Develop Critical Understanding of the Use of Library Resources.

Use of Library Resources for Research

The students shall be engaged in understanding the use of library resources as an essential part of this practical. This shall include the following components:

(i) Understanding the relevance of effective use of Library in research (week 1).

(ii) Demonstration of the use of online resources at UIRC : Accessing and downloading books and Journal articles etc. (week 2).

(iii) Indexing , Referencing and Citing Sources (week 3).

(iv) Use of any online catalogue for locating resources (week 4).

(v) Use of online tools for generating / developing a (week 5,6,7) Bibliography using the APA style of referencing. (latest edition).

(vi) Effective Use of the Plagiarism Software (week 8,9) for Ethical Practice in Research (Demonstration followed by practice in the computer centre / ICT laboratory).

The students will be evaluated on the basis of:

- Development of an annotated bibliography using online resources.
- Review of related literature on any area of Education (15 research studies to be reviewed).

Expected Course Outcomes:

- Review Related Literature using the library resources available offline and online.
- Develop annotated bibliography using online resources
- Effectively use Plagiarism software in research practice.

Suggested Readings:

- Cresswell, J. W. (1998) Qualitative Inquiry and Research Design: Choosing among the Five Traditions. Thousand Oaks, CA: Sage.

- De Laine, M. (2000) Fieldwork, Participation and Practice. London: Sage.

- Denzin, N.K. and Lincoln, Y.S. (eds) (1994) Handbook of Qualitative Research. Thousand Oaks, CA: Sage.

- Duncombe, J. and Jessop, J. (2002) 'Doing Rapport' and the Ethics of 'Faking Friendship'. In M. Mauthner, M. Birch, J. Jessop and T. Miller (eds) Ethics in Qualitative Research. London: Sage, 107-22.

- Eder, D. and Fingerson, L. (2003) Interviewing Children and Adolescents. In J.A. Holstein and J.F. Gubrium (eds) Inside Interviewing: New Lenses, New Concerns. Thousand Oaks, CA: Sage, 33-53.

- Knowledge for Policy: Improving Education through Research. London: Falmer, 87-102.

SEMESTER II

Semester II

Course: Teacher Education and Pedagogical Practice

Course Code : MED 202   **Credits:3(2L+1T)**

Course Objectives

- To Develop Perspective towards the need to Reconceptualise Teacher Education.
- To Develop Competencies for Engaging in Meaningful discourse through the Pre Service Teacher Education Curriculum.
- To Critically Reflect upon the Impact of Globalisation and Privatization in Teacher Education.
- To Develop Critical Insight into the Vision of NEP 2020 towards Teacher Education.

Unit I Reconceptualisation of Teacher Preparation Programs

(a) Need and Significance of Teacher Education, Understanding the Difference between Teaching, Education and Teacher Education.

(b) Teacher Training vs Tea her Education, Major Agencies of Teacher Education.

(c) Moral and Epistemic Responsibilities of Teachers.

(d) Dialogue for Meaning aking as a Community for Understanding eacher Education and it's Evol tion in India.

(e) Preparing a Responsive, Humane and Professional Teacher: Role of Orientation and Refresher Courses.

(f) Critical Reflection on the Missing Link: Connecting Theory with Practice in Teacher Education, Challenges in Training of Teachers.

Unit II Reforming Teacher Education: Focusing on Practice

(a) Present Status of Teacher Education in India, Infusing Professio alism in Teacher Education, Maintenance of Quality Standard of Teacher Education

(b) Understanding Whole Class Teaching as a Pedagogical Practice: Organization, Discourse and Meaning.

(c) Democratic Pedagogy: Teaching as Negotiation rather than Transmiss on and Facilitation.

(d) Interrogating the Politics of 'Standards', 'Best Practice', 'Excellence' Intelligence' in Teacher Education.

(e) Innovative Global Trends in Teacher Education, Review of Ten Recent Researches in the Field of Teacher Education.

Unit III: Culture, Teaching and Meaning Making

(a) Role of Language, and Communicative Competence in Class room Discourse

(b) Dialogue: Bakhtin's Version of Dialogue.

(c) Principles of Dialogic Teaching: Collective, Reciprocal, Supportive, Cumulative, Purposeful.

(d) Dialogic Teaching: Contexts, Conditions and Characteristics.

(e) Teaching as a Profession: Evolution and Implications for Practicing Teachers, Induction Training of Teachers, Mentoring as a Process of Teacher Development.

Unit - IV: Teacher Education: Balancing Globalisation and National Needs

(a) Examining the impact of Globalisation on Teacher Education in India.

(b) Privatisation and Commercialization of Teacher Education: Reflecting on Need and Quality Imperatives.

(c) Teacher Education Perspectives: UK, Finland, USA

(d) Envisioning Pre-Service Teacher Education Programmes: Insights from NEP 2020 and Reflection on Future.

Expected Course Outcomes:

- Reflect critically on the policy and practices in teacher education in India.

- Examine the impact of privatization and globalization on education.

- Critically analyse the evolution of pre-service and in-service teacher education in India.

Suggested Readings :

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. Teacher and Teaching: History and Practice, Vol. 6, No.2 pp151-182.

- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing Research Agenda. Education as change, Vol. 18,S5- S18.

- Behari, A. & Menon, S. (2009). National Curriculum Framework 2005: Implications for Teacher Education. In M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds), Teacher

Education: Reflections towards Policy Formulation. New Delhi: NCTE.

- Cochran- Smith, M. (Ed) (2008). Handbook of Research on Teacher Education: Enduring questions in changing contexts (3rd ed.). New York: Routledge.
- Dewey, J. (1948). Experience and Education. New York: The Mac Millan Company.
- 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.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.

Semester II

Course: Human Rights Education

Course Code :MED 204   **Credits:3(2L+1T)**

Course Objectives:

- To develop insight into the need and significance of Human Rights Education.
- To reflect upon the status of the Human Rights Violations and Abuses.
- To examine the ways and means that may be employed for Protection of Human Rights.
- To develop a critical understanding of the interrelationship between Human Rights, Education and Peaceful Global Order.

Unit I: Human Rights Education: Concept and Agencies

(a) Human Rights: Definition, Need and Significance, UN Universal Declaration of Human Rights (1948), Concept of Violation and Abuse of Human Rights (Discussion with Examples).

(b) History of Human Rights Movement and Development Across the World.

(c) Human Right Education: Definition, Process and Practices.

(d) Human Rights Education: Learning Dimensions: Knowledge, Skills and Attitudes; Didactic Principles: For, About, Through.

(e) World Programme for Human Rights Education (WPHRE) 2005, WPHRE(2010-14).

(f) UN International Declaration on Human Rights Education and Training (2011); Human Rights Based Approaches (HRBA$_{S)}$ and NHRI$_S$ (National Human Rights Institutions): Need, Relevance and Functions.

Unit II: Legal Rights, Fundamental Rights and Duties

(a) Fundamental Rights and Duties as Enshrined in the Constitution of India.

(b) Legal Rights: Concept and Need & Significance.

(c) Legal Rights of Citizens of India.

(d) Discussion on Documented Case Studies on Violation of Legal Rights Nationally and Internationally.

(e) National and International Agencies for Safeguarding and Protecting Legal Rights of Citizens of India: Roles and Challenges.

Unit III: Human Rights Promotion and Protection

(a) Human Rights Promotion: Public Education (Formal Institutions), Public Education (Informal Settings), Public Awareness: Methods, Strategies and

(b) Publications for Awareness and Sensitisation, Documenting Research Findings.

(c) Community based Initiatives for Human Rights Promotion and Protection.

(d) NHRI$_S$: Key Issues and Challenges in Promotion and Protection of Human Rights by NHRC and State Commissions in India.

(e) The 2030 Agenda and Human Rights Education: 17 Sustainable Development Goals, Goal 4 (including all latest inclusions)

Unit IV: Monitoring of Status of Human Rights: Nationally and Internationally

(a) NHRC: Examining the role in Policy Formulation and Implementation in India including it's critique.

(b) Convention on the Rights of the Child [Article 29(I) b] and Article 42: Examining the role of NCPCR and SCPCR$_S$ in the light of the recommendations given in 1989.

(c) Examining the role of UNESCO, UNDP, WHO, UN and UNICEF in Human Rights Education.

(d) Critical Analysis of Published Researches that Document Status of Human Rights by reflecting upon their implications to different stakeholders in Education (Both nationally and internationally).

Expected Course Outcomes:

- Apply the Human Rights based approach in all endeavors of education.

- Create awareness and sensitization among different stakeholders with respect to safeguarding human rights .

- Understand the application of different conventions and laws that are there for protection of human rights.

Suggested Readings:

- Jack Donnelly, (1982), 'Human Rights and Human Dignity: An Analytic Critique of Non- Western Conceptions of Human Rights', The American Political Science Review, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association.

- Jogendra Kr. Das, (2003), 'Reflections on Human Rights and the Position of Indian Wowen', The Indian Journal of Political Science, Vol. 64, No. ¾ (July-December,2003), pp.203-220: Indian Political Science Association.

- Kothari, Smitu, (1989), The Human Rights Movement In India: A critical overview', in Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action, New York: New Horizons Press and Delhi: Lokayan.

- Sen, Amartya, (2004), ' Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4

- Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi Raj Publication.

- Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi

Semester II

Course: Historical and Political Perspectives of Education

Course Code :MED 206   **Credits:3(2L+1T)**

Course Objectives:

- To Develop Critical Understanding of the Developments in Education before and after Independence of India.

- To Critically Examine the Interface between Education, Politics and Language.

- To Examine and Critique the key controversies Surrounding Education in India.

Unit I: Education in Pre-Independence India

(a) Vedic, Buddhist and Islamic System of Education: Aims of Education, Curricula, Methods of Teaching-Learning, Teacher-Student Relationship and Agencies of Education.

(b) Charter Act (1813), Lord Macaulay's Minutes (1835), Woods Despatch (1854), Indian Education Commission (1882), Effort of Gokhale (1910-11), Bombay Compulsory Education Act (1919-20), Hartog Committee (1929), Basic Education Scheme (1937), Sargent Plan (1944): Study of the Above Developments and their Impact on Education in India.

(c) Impact of British Colonial Rule on the Social, Political, Economic and Cultural Life of the People.

(d) Examining the Colonial Concept of Education with respect to Reflecting upon it's Implications on Present Day Education System in India.

(e) Critical Reflection on the Political Designs of the British Rulers and Reasons for their success in India.

(f) Role of Indigenous Educational Reformers for such as Raja Ram Mohan Roy, Shri Aurobindo, Mahatma Gandhi, Jyotiba Phule and Savitri Phule, B.R. Ambedkar.

Unit II: Status of Education in Independent India

(a) System of Education at the time of India's Independence.

(b) Radhakrishan Commission (1948-49), Mudaliar Commission (1952-53), Kothari Commission (1964-66): Recommendations and Implementation on ground.

(c) NPE 1986 and PoA 1992: Key Recommendations and Implementation status.

(d) NCF 2005 and NCFTE 2009: Key Recommendations and Implementation status.

(e) NEP 2020: Vision and Key Recommendations, Changes envisioned in the Education system with respect to Child Centred Education, Pre Service and Inservice Teacher Education.

Unit III: Language, Religion, Politics and Education: Issues and Controversies

(a) Study of the Constituent Assembly Debate on Language Policy and analysing it's Implications for Education.

(b) Three Language Formula: History and Present Status.

(c) Mother Tongue, Official Language, National Language.

(d) Examining the Status of Indigenous Languages in India by Looking at Policies and their Implementation (including NEP 2020).

(e) English as a Medium of Education in India: Issues, Controversies and Present Status, Raj Bhasha Act 1963.

(f) Education and Religion: Policies and Challenges, Secularism and it's implications in Education.

(g) Language Controversies in India: History and Present Status with examination of Language as a Tool for Politics.

Unit IV: Education, Political Developments and Policy: Examining Key Developments and Controversies

(a) Globalisation and Privatisation of Education : Critical Analysis of the Impact on Education with Special Emphasis on Private Investment in Education, Use of ICT in Education, Cost of Education including the Mushrooming of Self Financing Institutions and it's impact on Education.

(b) Issues of Quality, Quality Control and Quality Assurance at different stages of Education in India: Challenges, Debates & Present Status.

(c) Revisiting the Legacy of Education in India: Nalanda and Takshila as World Class Institutions (Examining the Curricula, Pedagogy and Teaching Learning Spaces).

(d) Examining Key Controversies in Education: Reflecting upon the Conservative and Progressive Functions of Education, Unplanned Development of Education vis a vis Commercialization of Education.

Expected Course Outcomes:

- Examine the impact of different policies on Education in the Indian context

- Engage in critical analysis of the interface of language, politics and education.

- Analyse the trends in education with respect to privatization and commercialization of education in independent India.

Suggested Readings:

- Khilnani,Sunil (1999).The Idea of India. Farrar, Straus and Giroux, New York (also available in Hindi as Bharatnama published by Rajkamal Prakashan in 2009).

- Kumar, Krishna (1991), Political Agenda of Education – a study of colonialist and nationalist ideas: Sage, New Delhi.

- Kumar,Krishna (2014),Politics of Education in Colonial India, Routledge Taylor and Francis Group,New Delhi

- Menon,N.(2010),History,Truth and Nation: Contemporary debates on education in India in Vinayak,A.& Bhargava, R. (Eds)Understanding Contemporary India:Critical Perspectives. Orient Blackswan, New Delhi.

- Naik,J.P. &Narula,S.(1974).Student History of Education in India :McMillan; Delhi.

- Sreedharan, E. (2004), A Textbook of Historiography 500 B.C. to A.D. 2000, Orient Longman, New Delhi.

- Thapar,Romila (2014).The Past As Present: Forging Contemporary Identities through History, Aleph,New Delhi.

Semester II

Course: Research in Education-II

Course Code :MED 208   **Credits:3(2L+1T)**

Course Objectives:

- To Develop an Understanding of the Research Methods used in Qualitative and Quantitative Approaches to Research.
- To Acquaint with a thorough Understanding of the Development of Tools of Data Collection including Establishing the Reliability and Validity of Tools.
- To Develop an Insight to Choose and Use Appropriate Data Analysis Techniques to Analyse Data.

Unit I : Qualitative Research

(a) Qualitative Research: Interpretive Research, Distinctions between Interpretive Research and Positivist Research, Advantages and Challenges of Interpretive Research, Characteristics of Interpretive Research.

(b) Interpretive Research Methods: Case Research, Action Research, Ethnography, Phenomenology, Narrative Research, Discourse Analysis, Conversation Analysis.

(c) Critical Research: Process, Concept, Advantages and Limitations.

Unit II : Tools and Techniques of Data Collection and Analysis in Qualitative Research

(a) Interviews (Face to Face, Telephonic, Focus Groups), Observation Participant and Non Participant and Documentation, Questionnaire, Rating Scale, Personality Inventories, Focus Group Discussion.

(b) Establishing Reliability and Validity of Tools.

(c) Triangulation: Concept, Use and Advantages.

Unit III: Experimental Research

(a) Experimental and Quasi Experimental Research: Basic Concepts Difference between Experimental and Quasi Experimental Research Treatment and control groups, Treatment manipulation, Random Selection and Assignment, Threats to Internal Validity, History Threat, Maturation Threat, Testing Threat, Instrumentation Threat, Mortality Threat, Regression Threat.

(b) Two Group Experimental Designs: Pretest – Post Test Control Group Design, Posttest Only Control Group Design, Covariance Designs.

(c) Factorial Designs: Use and Limitations.

(d) Advantages and Limitations of Experimental Research.

Unit IV: Descriptive and Inferential Statistics

(a) Data Coding, Data Entry.

(b) Measures of Central Tendency and Variability, Frequency Polygon.

(c) Co-relation: Karl Pearson and Spearman Coefficient of Co-relation.

(d) Inferential Statistics: Basic Concepts - p value, t-test, F-Ratio, ANOVA, Significance Level, Sampling Distribution, Standard Error, Confidence Interval.

(e) Regression Analysis, Coding and Triangulation.

(f) Non-Parametric Techniques: Chi-Square test, Mann Whitney test, Sign test, Medium Test.

Expected Course Outcomes:

- Use qualitative and quantitative approaches in research to undertake research
- Develop appropriate tools for collection of data.
- Apply appropriate statistical techniques to analyse research data.

Suggested Readings :

- Best, J. W. & Kahn J. V. (2005).Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
- Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th ed.). London: Routledge Falmer, Taylor and Francis Group.
- Creswell, J. W. (2008). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th ed.). Boston: Pearson.
- Cronbach, L. J. (1990). Essentials of Psychological Testing. New York: Harper and Row.
- Garrett, H. E. (2005). Statistics in Psychology and Education. New Delhi: Paragon International Publishers.
- Guilford, J. P. &Fruchter, B. (1978).Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1978). Foundations of Behavioural Research. Delhi: Surjeet Publications.
- Wiersma, W. (1991).Research Methods in Education. Boston: Allyn and Bacon.

Semester II

Course: Education Studies

Course Code : MED210   **Credits:3(2L+1T)**

Course Objectives

- To examine the Nature of Education as a Field of Study.
- To Reflect upon the Difference between Schooling, Education and Indoctrination.
- To Develop an Understanding of the Aims and Functions of Education.
- To Develop a Critical Understanding of the Interface of Education with Sociology, Psychology, History and Philosophy.

Unit I: Education as a Field of Study

(a) Education Studies: Meaning and Scope as a Field of Study.

(b) Nature of Education Studies.

(c) The Interdisciplinary and Multidisciplinary Character of Education Studies.

(d) Development and Evolution of Education Studies as a Field of Study.

(e) Education as a Discipline: Perspectives and Critique.

Unit II: Nature of Education

(a) Education as the Process of Acquiring Knowledge, Developing Skills and Values.

(b) Education as Methodical Socialisation.

(c) Education as Reconstruction of Experiences.

(d) Education as a Product and Outcome.

(e) Influence of Ideology on Education: Examining the Functionalist, Marxist, Feminist, Poststructuralist and Postmodern Perspectives.

Unit III Aims of Education

(a) Aims of Education- Social and Individual Aims of Education.

(b) Character Building as Aim of Education.

(c) Views of some eminent educators on Aims of Education: Mahatma Gandhi, Vivekananda, Aurobindo,Rousseau,John Dewey.

(d) Aims of Education as recommended by Indian education commission (1964-66), NPE (1986), NCF (2005) and NCFTE (2009).

(e) Factors Influencing Aims of Education.

Unit IV: Education and Key Philosophical Contributions

(a) Tagore: Contribution to Liberal Education.

(b) Immanuel Kant: Contribution to Education for Self Development.

(c) Paulo Freire: Contribution to Education for Social Transformation and Liberation.

Expected Course Outcomes:

- Appreciate role of education as a process and as social reconstruction of experiences.

- Develop critical understanding of the implications of philosophical thoughts of eminent educators.

- Compare and Contrast the influence of different ideologies on Education.

Suggested Readings :

- Anderson, J.R., Reder, L. M. and Simon, H. A. (1997) 'Situative versus Cognitive Perspectives: Form versus Substance', Educational Researcher, 26: 18-21.

- Ball, S. (2013) The Education Debate, 2nd edn. Bristol: Policy Press.

- Bartlett, S. and Burton, D. (eds) (2003) Education Studies: Essential Issues. London: SAGE.

- Bartlett, S. and Burton, D. (2006a) 'The Growth of the "New Education Studies''', Escalate Newsletter, 5: 6-7.

- Bartlett, S. and Burton, D. (2006b) 'Practitioner Research or Descriptions of Classroom Practice? A Discussion of Teachers Investigating their Classrooms', Educational Action Research, 14 (3): 395-405.

- Burton, D. and Bartlett, S. (2006b) 'Shaping Pedagogy from Psychological Ideas', in D. Kassem, E. Mufti and J. Robinson (eds), Education Studies. Maidenhead: Open University Press.

- Carr, W. and Kemmis, S. (1986) Becoming Critical: Education, Knowledge and Action Research. London: Falmer.

- Curtis, W. (2011) 'The Philosophy of Education', in B. Dufour and W. Curtis (eds), Studying Education: An Introduction to the Key Disciplines in Education Studies. Buckingham: Open University Press.

Semester II

Course Title: Entrepreneurial Mindset **Credits: 02**

Course Code: MED 212 **MM:100**

Course Objectives:

- To provide a foundation for basic entrepreneurial skills and to acquaint them with the world of entrepreneurship and inspire them to set up and manage their businesses.
- To acquaint students with the process of creativity and innovation
- To expose students to various aspects of entrepreneurship and business
- To expose students to case studies on successful entrepreneurs

Course Content:

Unit I: Introduction: The Entrepreneur; Theories of Entrepreneurship; Characteristics of successful entrepreneurs, myths of entrepreneurship; entrepreneurial mindset- creativity (steps to generate creative ideas, developing creativity) and innovation (types of innovation)

Unit II: Promotion of a Venture and Writing a business plan: Opportunity Analysis; External Environment Analysis Economic, Social and Technological Analysis. Business plan- What is business plan, parts of a business plan. Writing a Business Plan

Unit III: Entrepreneurship Support: Entrepreneurial Development Programmes (EDP): EDP, Role of Government in Organizing EDPs. Institutions supporting small business enterprises: central level, state level, other agencies, industry associations.

UnitIV:Practicals

- Presenting a Business plan
- Project on Startup India or any other government policy on entrepreneurship
- Discussion on why startup fails, role of MSME etc.
- Discussion on role of entrepreneurs in Economic growth.

- Discussion on technology park.
- Case study discussion on successful
  Indian Entrepreneurs .

Expected Course Outcomes

- Students form a foundation for basic entrepreneurial skills

- Students understand creativity and innovation for opportunity recognition

- Students learn about opportunity analysis and writing a business plan

- Students are inspired by examples of successful entrepreneurs.

Suggested Readings:

- Charantimath (8th Ed., 2014), Entrepreneurship Development and Small Business Enterprise, Pears Education.

- Bamford C.E (1st Ed 2015), Entrepreneurship: A Small Business Approach, McGraw Hill Education.

- Hisrich et al. (2013) Entrepreneurship, McGraw Hill Education

- Balaraju, Theduri (2012), Entrepreneurship Development: An Analytical Study, Akansha Publishing House.

- David, Otis, (2014), A Guide to Entrepreneurship, Jaico Books Publishing House, Delhi.

- Kaulgud, Aruna, (2012), Entrepreneurship Management, Vikas Publishing House, Delhi.

- Chhabra, T.N. (2014), Entrepreneurship Development, Sun India.

Semester II

Elective

Course Title: MOOCs   **Credits: 4**

                                                                           MM:100

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

Semester II

Practical Course :Dissertation

Course Code :MED250   **Credits: 3**

Course Objectives

- Develop an understanding of the different steps involved in the development of a research proposal.

(A) Development of Research Proposal

(i) Development of the Research Proposal shall be the practical component of this course.

(ii) Each faculty mentor will be responsible for regular guidance in the development of the research proposal before the end of the first Semester in order to assess student performance on the research proposal developed and in the viva voce examination in the end term examination with respect to internal and external evaluation. Regularity and Punctuality of research scholars is a must for mentors to guide meaningf lly.

(iii)Two workshops by experts in the field of research either in house / from other intuitions shall be held to hone the knowledge and skills of M.Ed. scholars for the development of research proposal.

(B) The Students shall be required to develop the tools for collection of data based on the research objectives of the study.

Expected Course Outcome:

- Develop research proposal to achieve the research objectives

<div align="center">

Semester II

</div>

Practical Course: Internship in Teacher Education Institutions

Course Code :MED 252   **Credits: 4**

Course Objectives:

- Develop understanding of the working of teacher education institutions and organizations working in the field of education.
- Examine the challenges faced by Practitioners in the field of Teacher Education.
- Reflect on the existing gaps in theory and practice in teacher education.

INTERNSHIP DETAILS:

- Internship will be organized with deputation of M.Ed students 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 orientation to the students, teachers, concerned supervisor and teacher educators from the respective institutions of teacher education shall be provided before organizing the internship.

Assessment (Marks wise) is based on the following activities:

Activities	Marks
1. Observation of day-to-day activities of the institution and report of an in- depth study of any two activities.	20
2. Participation and Organization of Co-curricular activities a. Cultural b. Literacy c. Games & Sports	20

d. *Shramdaan* e. Annual Day f. Seminar / Workshops	
3. Teaching of Five Classes in any one compulsory paper of TEI and Five periods in Methodology of Teaching.	20
4.Observation & Supervision of five lessons in teaching subjects	20
5.Documentation of Experiences on a daily bases in a Reflective Journal	20
	100

Expected Course Outcomes:

- Develop critical understanding of the working of a teacher education institution
- Address challenges to fill the gap between theory and practice based on critical reflection on prevailing practices in teacher education institutions.

SEMESTER III

<div align="center">**Semester III**</div>

Course: Curriculum Planning and Development

Course Code : MED 301   **Credits:3(2L+1T)**

Course Objectives:

- To develop a perspective on the Theoritical Foundations of Curriculum Planning and Development.
- To Develop a Critical Understanding of the Process involved in the Development of Curriculum, Textbook, Workbooks, Laboratory Manuals and Teachers Handbook.
- To Critically Reflect upon Emerging Areas of Research with respect to Curriculum Development and Curriculum Change.

Unit I: Theoritical Foundations: Curriculum Planning and Development

(a) Meaning of Curriculum, Difference between Curriculum, Syllabus, Programme of Study, Course; Components of Curriculum; Types of Curricula, Curriculum as a Field of Study and it's Evolution.

(b) Foundational Orientations in Curriculum Study:

(i) Epistemological (Structure and Forms of Knowledge, Knowledge Construction)

(ii) Psychological: Learner, Cognition and Curriculum Understanding the Interface in terms of Cognitive Development and Curricular Practices.

(iii) Sociological: Ideology and Curriculum, Social Change, Societal Aspirations and Culture.

(c) Meaning and Nature of Curriculum Theory, Approaches to Curriculum Theory: Scientific, Humanistic and Systems Approach.

(d) Characteristics of Curriculum theory: Logical Structure, Conceptual Structure, Cognitive Structure, Empirical Structure, Existential Structure.

Unit II: Process of Curriculum Development

(a) Stages in the Process of Curriculum Development; Approaches of Curriculum Development: Subject Centred, Learner Centred, Broad fields Curriculum, Humanistic Curriculum, Social Reconstructionist Curriculum.

(b) Principles of Curriculum Organisation/ Development

(c) Models of Curriculum Development: Inductive and Deductive.

(d) Process of Curriculum Development: Notifications of Curriculum Development Committee Finalisation of Learning Objectives, Selection and Organisation of Content, Finalisation of Learning Experiences (including co- scholastic activities), Vetting of the Final Curriculum by External Subject Experts, Approval of the Curriculum by Concerned Academic and Administrative Bodies.

(e) Characteristics of a Textbook, Process of Textbook Development, Process of Development of Work books, Laboratory Manuals, Teachers' Handbook in India.

Unit III: Research in Curriculum Development

(a) Hidden Curriculum and it's Impact: Critical Understanding

(b) Factors Affecting Decisions on Content of Curriculum: Factors, Challenges and Implications on Curriculum Development.

(c) Intended, Implemented and Attained Curriculum: Critical Reflection on the Underlying Factors.

(d) Curricular Frameworks in India: Vision and Implementation with special reference to NCF 2005 and NCFTE 2009.

(e) History, Politics and Reforms: Understanding the Interrelationship with respect to Curriculum Change.

(f) Critical Reflection on Recent Researches in the Field of Curriculum Development.

Unit IV: Futuristic Curriculum and Curriculum Change: Critical Reflection

(a) Need Assessment for Curriculum Change, Difference between Curriculum Improvement and Change.

(b) Factors Determining Curriculum Change: Political, Social, Technological, Knowledge Expansion.

(c) Critical Reflection on the Role of NCERT and SCERT with respect to Curriculum Review and Change.

(d) Examining the International Curricula with respect to their Vision, Mission and Objectives and Curriculum Organisation: ICSE, IB, GCSE.

Expected Course Outcomes:

- Participate in the process of textbook and workbook development effectively.
- Develop teacher's handbook and laboratory manuals as teaching learning materials.

- Examine existing curricula for their strengths and weaknesses.

Suggested Readings:

- Apple, M.W. (1991). The Politics of Curriculum and Teaching. NASSP Bulletin 75(532), 39-50.

- Beauchamp, G (1982) Curriculum Theory: Meaning, Development & Use. Theory Into Practice, 21, 1, 23-28.

- Connelly, F. M. , and Clandinin, D. J. (1988). Teachers as Curriculum Planners: Narratives of Experience. NY: Teachers College Press. Ch.3, p. 24-32; Ch. 7, p.81-97.

- Marsh, C.J. (2009). Key Concepts for Understanding Curriculum. Taylor and Francis.

- Marsh, C.J., & Willis, G.(2007). Curriculum: Alternative Approaches, Ongoing Issues (4th Ed.). Upper Saddle River, NJ: Prentice Hall.

- Ornstein, Pajak, and Ornstein. (2011). Contemporary Issues in Curriculum(5th Ed,). Pearson .

- Pinar, W.F., & Reynolds, W.M. (Eds.). (1992). Understanding Curriculum as Phenomenological and Deconstructed Text. NY: Teachers College Press. Introduction, p. 1-14; Appendix, p.237-261.

- Pinar, William, Reynolds, William, Slattery, Patrick, & Taubman, Peter. (2000). Understanding Curriculum. New York: Peter Lang.

Semester III

Course: Assessment and Evaluation in Education

Course Code :MED 303   **Credits:3(2L+1T)**

Course Objectives:

- To Appreciate and Understand the Difference between Measurement, Assessment and Evaluation Including their Need and Relevance in Education.
- To Develop Insights in the Different Types of Classroom Assessments and their Purpose.
- To Develop in depth Understanding of the Procedure Involved in Establishing the Reliability and Validity of Assessment Tools.
- To Develop Critical Understanding of the Trends in Measurement and Evaluation in Education.

Unit I: Measurement and Evaluation in Education: Need, Purpose and Types

(a) Assessment, Measurement and Evaluation – Concept and Characteristics.

(b) Difference between Assessment of Learning and Assessment for Learning.

(c) General Principles of Assessment; Scales of Measurement.

(d) Types of Evaluation: Formative, Diagnostic, Summative and Placement; Norm-Referenced and Criterion – Referenced.

(e) Application of Educational Assessments for Different Purposes: Evaluation of Student Performance, Instructional Decisions, Selection in Institutions, Placement Decisions, Classification Decisions, Policy Decisions, Guidance and Counselling Decisions.

(f) Types of Tests: Educational Tests, Sociological Measurements and Psychological Tests (Need, Purpose and Characteristics).

Unit II: Classroom Based Assessment and Evaluation

(a) Purpose of Classroom Tests and Assessment, Developing Parameters for Tests and Assessments.

(b) Achievement Tests: Characteristics of Teacher Developed Tests and Standardised Tests.

(c) Types of Achievement Tests: Objective, Short Answer, Essay Type (Purpose and Construction of Test items).

(d) Assessment Techniques: Observation Techniques, Peer Appraisal and Self – Reporting Techniques.

(e) Performance Assessments: Types of Performance based Assessments, Guidelines for Developing Effective Performance Assessments, Rubrics (Development and Scoring) Rating Scales and Check Lists.

(f) Use of Portfolios for Assessment: Purpose, Guidelines for Portfolio Development, Using Portfolios for Evaluating   Student Performance Including Development of Evaluation Criteria.

Unit III: Reliability and Validity of Tests: Concept and Types

(a) Reliability and Validity: Concept and Types.

(b) Different Procedures of Establishing Reliability and Validity of Test Items.

(c) Measurement Norms: Concept and Types (Age, Grade, Percentile, Sigma Scores, T-Scores, Sten Scores and Stanines) and their Development.

(d) Limitations of Non Standardised Tests with respect Reliability and Validity.

(e) Challenges in Establishing Reliability and Validity of Test Items.

Unit IV: Trends in Measurement and Evaluation

(a) Grading: Purpose Types, Relative Advantages and Disadvantages with respect to Award of Marks.

(b) Choice Based Credit System: Purpose, Advantages and Calculation for Evaluation of SGPA (Semester Grade Point Average) and CGPA (Cumulative Grade Point Average).

(c) Open Book Examination: Purpose, Characteristics and Procedures Involved.

(d) Online Testing and Evaluation: Purpose, Characteristics, Types and Relative Advantages and Disadvantages.

(e) Examination on Demand: Concept and Purpose.

Expected Course Outcomes:

- Develop need based assessment tools for evaluation
- Develop insight of recent trends in assessment and evaluation in order to use them effectively.
- Apply different techniques of assessment to cater to diversity in the classroom.

Suggested Readings

- Aiken, L.R. & Groth- Marnat, G. (2009) Psychological Testing and Assessment (TwelfthEdition) New Delhi: Pearson Education.

- Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed). New Delhi: PrenticeHall.

- Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Pubications.

- Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (FourthEdition), New Delhi: Pearson Education.

- Kaplan, R.M., & Saccuzzo, D.P. (2004). Psychological Testing: Principles, Applicationsand Issues. Wadsworth Publishing.

- Kline, J., B., T. (2005) Psychological Testing: A Practical Approach to Design and Evaluation New Delhi: Sage Publications.

- Singh, A.K. (1997) Tests, Measurement and Research Methods in Behavioural Sciences.(Second Editon). Patna: Bharathi Bhawan Publishers and Distributors.

- Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8thEdition New York: McGraw-Hill.

<div align="center">

Semester III

</div>

Course: Environmental Education

Course Code: MED 305   Credits: 3(2L+1T)

Course Objectives:

- To Develop Insight about the Interface between Human Beings, Environment and Education.
- To Appreciate and Sensitise towards Education for Sustainable Development.
- To Develop Skills and Competencies as Teachers for Management of Environmental Awareness Programmes.
- To Develop a Critical Understanding of Environmental Disaster Management.

Unit I: Environment, Initiatives for Protection and Disaster Management

(a) Environment: Meaning & Types Natural, Social & Economic Environment: Interdependence & Interaction among them, Relationship between Human Beings and Environment.

(b) International Conferences For Environmental Protection:

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

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

(d) Environmental Disasters: Meaning, Natural & Manmade Disasters and their Management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood & Drought.

(e) Air pollution, Water pollution, Land Pollution and Sound Pollution: Causes, Effects & Control.

Unit II: Education for Conservation of Natural Resources and Sustaina le Development

(a) Conservation of Natural Resources: Concept, Need and Importance

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

(c) Role of Environmental Conservation Movements and Projects in Environmental

Conservation: Chipko Movement, Silent Valley, Narmada Bachao Andolan and Project Tiger.

(d) Sustainable Development: Meaning & Dimensions (Natural, Social & Economic)

(e) Agenda 2030 - 17 Sustainable Development Goals.

(f) Role of Environmental Education in Conservation of Natural Resources Leading to Sustainable Development-Need of an Inter- disciplinary Approach.

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

Unit III: Environmental Education-Need and Scope

(a) Environmental Education: Meaning, Need and Scope.

(b) Need of Environmental Education for School Teachers and Teacher Educators.

(c) Guiding Principles of Environmental Education.

(d) 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.

(e) Recommendations of NEP 2020 on Environmental Education: Study and Critique.

Unit IV: Environmental Education- Transaction and Evaluation

(a) Teaching-Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group-Discussion, Dramatization, Simulation and Games.

(b) Training of Teachers and Teacher Educators for Environmental Education–Preparing an Environmental Education Teacher, Major Components o the Training Programme, Role of Central & State Government in Environmental Education.

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

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

Expected Course Outcomes:

- Apply different strategies and techniques to conserve and protect the environment.
- Create awareness in students and teachers about the need to protect the environment.
- Develop insight into the ways and means to avert and manage natural and man

made disasters.

Suggested Readings:

- Datta Amol K., (2000). Introduction to Environmental Science & Engineering, NewDelhi- 110 001: Raju Primlani for Oxford & IBH Publishing, Co. Pvt. Ltd., 66, Janpath.

- Dayani, S. N., (1993). Management of Environmental Hazards. Vikas Publishing House, Pvt. Ltd.: New Delhi.

- Fien, J. (2000). Education for the Environment: a critique—an analysis, Environmental Education Research, 6(2), pp.179-192. Taylor & Francis Ltd.

- Mukherjee, Biswarp (1996). Environmental Biology. Tata-Mc-Graw Hill, Publishing Co. Ltd.: New Delhi.

- NCTE, (2005). Environmental Education Curriculum Framework for Teachers & Teacher Education. New Delhi.

- The World Summit on Sustainable Development: Agenda 21 Chapter 36, UNESCO 2002 http://habitat.igc.org/agenda21/a21-36.htm. (20 June 2004).

Semester III

Elective

Course Title: MOOCs   **Credits: 4**

                                                                             MM:100

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

<div align="center">

Semester III

Specialization Course

Course : Elementary Education in India: Administration and Management

</div>

Course Code :MED 307   **Credits:3(2L+1T)**

Course Objectives:

- Understand the need and relevance of Elementary Education as a basic foundation stage.

- Reflect on the various concerns of Elementary Education including Access, Enrolment, Retention &Achievement

- Gain insight into factors promoting the Universalisation of Elementary Education.

- Develop a critical understanding of the different types of Elementary Schools in India.

Unit I: Elementary Education: Concept and Provisions

(a) Meaning and Scope of Elementary Education.

(b) Constitutional Provisions to achieve UEE (Including RTE and its critique)

(c) Government Policies and Steps for UEE since Independence: Recommendations of Kothari Commission, NPE 1986, PoA 1992.

(d) Relevance of MDGs (Millennium Development Goals) with respect to UEE in India.

Unit II: Programmes and Initiatives to achieve UEE in India

(a) District Primary Education Programme: Aim, Objectives, Strategies, Achievement.

(b) Relevance of 73rd and 74th Constitutional Amendment with respect to empowerment of PRIs.

(c) Sarva Shiksha Abhiyan: Programme, Objectives, Interventions with respect to Access, Enrolment, Retention and Achievement.

(d) Samagra Shiksha Abhiyan: Objectives and Interventions.

(e) Monitoring, Research, Evaluation of Specific Schemes like Mid- Day Meals, Operation Black board, and Establishment of VECs in India.

(f) Recommendations of the 12th Five Year Plan on Elementary Educati n (Including the

critiquing of the same with respect to Allocated Budget and Programme Interventions).

Unit III: Elementary Education in School: Issues and Concerns

(a) Availability and Management of Resources:

i. Physical Resource Management – Management of the School Plan

ii. Human Resource Management – Management of the School Staff, Delegation of Roles and Responsibilities (Need and Relevance) Democratic Decision Making: Need and Purpose

iii. Financial Resource Management: Process and Procedure including Zero Budgeting and Performance Budgeting.

(b) School Effectiveness: Parameters to ascertain Effectiveness; Role of the School Head and Teachers in Creating a Joyful Learning Environment that ensures Effectiveness.

(c) Problems of Wastage and Stagnation in School: Concept and Remedies.

(d) School Supervision and Leadership: Need, Purpose ; Role of Academic Leadership in Institutional Development , Role of School Head ,Teachers, Staff, PTAs, SMCs, MTAs and Students in Supervision.

Unit IV: Elementary Education: Research and Innovation

(a)Launch of Innovative Programmes to strengthen Elementary Education: Hoshangabad Vigyan Project, B. El. Ed. Programme, D. El. Ed, Laadli Scheme.

(b)Financing of Education in India (Centre- State Relationship, Mobilisation of Resources): Perspective from Research.

(c) Action Research Areas in Elementary Education: Study and Critique.

Expected Course Outcomes:

- Develop plans and strategies to achieve Universalisation of Elementary Education   in India.

- Examine the govt initiatives to implement programmes for UEE in India.

- Critically analyse the plan outlay for Elementary Education in India.

Suggested Readings:

- Government of India (1986). National Policy on Education, New Delhi, MHRD.

- Hayes, Denis (2008). Elementary Teaching Today: An Introduction. Routledge

Publications.

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

- Lewis, Ramón (2008). Understanding Pupil Behaviour. Routledge Publications, U.K.

- Mohanty, J. N. (2002). Elementary and Elementary Education. Deep & Deep Publications, New Delhi.

- National Curriculum Framework (2005). NCERT, New Delhi.

- Rao,V.K.(2007).Universalization of Elementary Education. Indian Publishers, New Delhi.

- Sharma, Ram Nath (2002). Indian Education at the cross road. Shubhi Publications.

- Singh, L.C. (Ed.) (1987).Teacher Education–A Resource Book, NCERT, New Delhi.

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

<div align="center">

Semester III

Specialization Course

Course : Secondary Education in India: Administration and Management

</div>

Course Code :MED 309   **Credits:3(2L+1T)**

Course Objectives:

- Appreciate and Understand the Scope and Development of Secondary Education in India.
- Develop Insight of the Principles, Processes and Techniques of Educational Planning, Administration and Management.
- Critically Reflect upon the Emerging Trends in Management of Education.

Unit I: Secondary Education: Scope and Development in India

(a) Meaning, aims, objective of secondary & Senior Secondary education

(b) Purpose, function & Indigenous system of Secondary education.

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

(d) Recommendations of Committees and Commissions: Secondary Education Commission, Kothari Commission, NPE 1986, PoA 1992, Ramamurti Review Committee, Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005, NEP 2020.

Unit II: Principles and Techniques of Educational Planning

(a) Principles of Educational Planning

(b) Micro Planning and School Mapping: Meaning, Nature and Scope.

(c) Need and importance of Institutional Planning.

Unit III: Educational Management

(a) Meaning, Concept and Need for Management at Secondary to Senior Secondary School Level.

(b) Management at National Level: MHRD, CABE, NCERT

(c) State, District: SCERT, DIET.

(d) Steps of Management, Edward Demming's 13 Principles.

(e) TQM in Education.

(f) Recent Trends in Research and Innovation in the field of Educational Management.

Unit IV: Institutional Planning

(a) Institutional Planning: Concept, Scope and Significances.

(b) Approaches to Educational Planning: Social Demand approach, Man-Power Approach, Rate of Return Approach.

(c) Types of Institutional Planning.

(d) Evaluation of an Institutional Plan.

(e) Supervision: Concept, Need.

(f) Role of Academic Leadership in Institutional Planning.

Expected Course Outcomes:

- Undertake microplanning and school mapping to achieve universalisation of secondary education in India.

- Develop effective institutional plans to achieve the quality mandate.

- Apply principles of Total Quality Management in Education.

Suggested Readings:

- Mudhopadyay, Sudesh and Anil Kumar K (2001). Quality Profiles of Secondary Schools, NIEPA, New Delhi.

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

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

- Govt. of India (1986/1992). National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education.

- 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 Jagannath, (1990). "Educational Administration, Supervision and School Management, Deep & Deep Publications, New Delhi.

Semester III

Specialization Course

Course: Language Education

Course Code :MED 311   **Credits:3(2L+1T)**

Course Objectives:

- Understand the Interface between Language, Culture and Cognition with respect to Acquisition of Languages.
- Develop Insight into the Process, Theories, Models and Techniques of language Learning and Acquisition.
- Critically Reflect upon Curriculum Development and Evaluation with respect to Language Education.
- Examine the Policies and Research in the Field of Language Education.

Unit 1: Language, Culture and Cognition

(a) Understanding the Interface between Socio-Lingual, Socio-Cultural and Psychological Aspects of Cognition by Examining the Work of Cole, Lave and Rogoff.

(b) Understanding the Interrelationship of Language and Thought.

(c) Culturally Relevant Pedagogy and Role of Language: Reflection on the work of Lisa Delpit and the Citizen School Project in Brazil.

(d) Understanding Language Diversity in India: Issues and   Challenges such as Dialects, National Language, Regional Languages.

(e) Three Language Formula: Implementation, Issues and Challenges.

Unit II: Language Teaching-Learning

(a) Nature and Functions of Language.

(b) Principles of Language and Learning of Language:

    (i) Studying the Contribution of Yask, Panini, Patanjali, Bhartrihari.

    (ii) Studying the Contribution of Behaviorists and Cognitivists.

(c) Language Learning Process and Pedagogy.

(d) Language Learning Techniques.

(e) First Language, Second Language Learning: Process and Challenges.

(f) Factors Affecting Teaching-Learning of Languages.

Unit III: Language Acquisition

  (a) Linguistics: Contribution to Language Learning and Acquisition.

  (b) Language Acquisition Theories.

  (c) Language Acquisition Stages: First Language and Second Language.

  (d) Models of Language Acquisition.

  (e) Evaluation of Language Acquisition in Students: Approaches and Techniques.

Unit IV: Language Education: Curriculum, Research and Policy

  (a) Language Education Curriculum: Dimensions, Objectives, Selection and Organisation of Content, Development of Instruction Material.

  (b) MOOCs and Language Education: Status, Issues and Challenges.

  (c) Distance Education Programmes: Rationale, Objectives with respect to Language Education Outcomes, Challenges.

  (d) Parameters to be kept in mind for developing a Language Education Programme for Pre-Service and In-Service Teachers.

  (e) Historical Analysis of Language Policy in India: Pre-Independence and Post Independence.

  (f) NEP 2020: Recommendations on Language Education in India (Study and Critique).

  (g) Reflections on Ten Recent Researches in the Field of Language Education.

Expected Course Outcomes:

- Address the challenges related to language diversity in classrooms.

- Develop language proficiency by understanding the nature and functions of language.

- Contribute towards research in language education to feed language poli y in India.

Suggested Readings:

- Chomsky, Noam(2003). On language, Penguin Books, India.

- Daniels,H., Lauder, H. and Porter, J.(2009). Knowledge, Values and Educational Policy: A Critical Perspective. NY: Routledge.

- John, R., Grindstaff, L. and Cheng Lo, M. (2015) Handbook of Cultural Sociology. NY: Routledge.

- Krashen, Stephen (1998), Second Language Acquisition and Second La guage Learning, Prentice Hall International.

- Lyons, John(1981). Language and Linguistics – An Introduction, New York, Cambridge University.

- Robson, S. and Quinn, S.F. (Eds) (2015). The Routledge Handbook of Young Children's Thinking and Understanding. NY: Routledge.

<div align="center">

Semester III

Specialization Course
</div>

Course: Social Science Education

Course Code :MED 313   **Credits:3(2L+1T)**

Course Objectives:

- Understand and Appreciate the Nature and Function of Social Science as an Interdisciplinary and Multidisciplinary Field of Study.

- Develop a Critical Understanding of the Development of Social Science across the Globe.

- Understand and Examine the Contribution of Social Science to Individual and Societal Development.

- Develop an Insight into the Curriculum, Pedagogy and Research per aining to Social Science.

Unit I: Nature, History and Development of Social Science

(a) Nature of Social Science; Influence of Modern Science on the Development of Social Science Knowledge, Methods of Inquiry used in Social Sciences; Scientific Method and Social Science.

(b) Sources of knowledge in Social Science: Observation and Interpretation, Reason, Analysis, Synthesis, Intuition, Inductive and Deductive.

(c) Debates on Understanding Social Reality through Social Science Research :

    i)   Objectivity and Subjectivity.

    ii)   Rationality versus Interpretivism and Empiricism.

    iii)   Individual Opinions versus Social Facts.

(d) Emergence of Social Science: History and Development.

(e) Interdisciplinarity and Multidisciplinarity of Social Science; Understanding the Interface between Natural Sciences and Social Sciences.

Unit II: Contribution of Social Science

(a) Contribution of Herodotus, Machiavelli, Gibbon, Locke, Adam Smith, Marx, Manu, Kautilya, Gandhi and Ambedkar.

(b) Contribution of Individual Disciplines of Social Science: History, Sociology, Political Science, Economics, Geography.

(c) Changing Trajectories of Social Science in Different Societies: Eurocentric, Orientalists, Subaltern, Gender Perspectives; Contribution of Social Sciences to Diversity and Pluralism.

(d) Social Science and Citizenship: Examining the Contribution in the Context of Citizenship of a Nation State and Global Citizenship.

(e) Methods of Research in Social Sciences: Narrative Research, Focus Group Research, Ethnography, Historical Analysis, Trend Analysis and Prediction etc.

Unit III: Social Science and Social Science Education: Curriculum Planning, Development and Transaction.

(a) Social Science Curriculum and Pedagogy: Individual-Society Interface; Integration of ICT in Teaching-Learning, Development of Cost Effective Teaching-Learning Materials, Self Instructional Material.

(b) Use of Biographies, Autobiographies, Essays, Case Studies, Historical Documents and Library Resources(Online and Offline) in the Teaching of Social Science.

(c) Understanding the Need and Relevance of Field Visits, Theatre in Education, Film Screenings, Debates (Analysis of Relevant National and International Debates), Social Science Clubs, Social Science Fairs.

(d) Social Science Laboratory: Need and Relevance, Planning and Implementation for Establishing a Social Science Laboratory in School.

Unit IV: Research and Evaluation in Social Science

(a) Evaluation in Social Science: Understanding the Need and Relevance of Portfolios , Rubrics, Projects as Assessment Techniques.

(b) Typology of Questions in Different Disciplines of Social Science: History, Geography, Political Science, Sociology and Economics.

(c) Review of Ten Contemporary Researches in the Field of Social Science Education.

(d) Curricular Innovations in Social Science Across the World.

(e) Critical Review of the following: NCF Position Paper on Social Science and Recommendations of NEP 2020 with respect to Social Science(In School) and Social Science Education(Pre-Service and In-Service).

Expected Course Outcomes:

- Develop insight in the debates surrounding social sciences.

- Apply the different methods of social science research to education to understand social reality.

- Develop critical understanding on the thoughts of social thinkers to examine thgeir relevance to Education.

Suggested Readings:

- Batra, P.(Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publication India Pvt. Ltd. New Delhi.

- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.

- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.

- Wagner, P. (1999). The Twentieth Century-the Century of the Social Sciences? World Social Science Report.

- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

- William, M. (2000). Science and Social Science: An introduction. Routledge, London and new York.

Online Readings:

- Karl Popper. From Stanford Encyclopedia of Philosophy.

- Science, Pseudo-Science, and Falsifiability. By: Karl Popper, 1962

- The Philosophy of Logical Positivism. By: Murzi Mauro (http:www.murzim.net/lp/lp.pdf.

<div align="center">

Semester III

Specialization Course

</div>

Course: Science Education

Course Code :MED 315   **Credits:3(2L+1T)**

Course Objectives:

- Reflect upon the Nature of Science as a Dynamic body of Knowledge and as a Social Endeavour.
- Understand and Appreciate the Interface between Science, Technology and Society.
- Examine and Analyse Science Curricula in the Light of the Recommendations of Commissions and Policy Frameworks on Science Education.
- Critically Reflect upon Innovative Curricular Efforts at National and International level in the Domain of Science Education.

Unit I: Nature and Process of Science

(a) Science - its Origin and Development; Meaning of Facts, Generalization, Concepts, Principles, Theories and Laws.

(b) Science: Structure, Nature and Process; The Scientific Method.

(c) Historical Development of Science and Science Education.

(d) Science and Scientific Revolutions (Contribution of Thomas Kuhn).

(e) Scientific Literacy: Meaning, Relevance and Types.

(f) Correlation of Science with other Subjects.

(g) Characteristics of Different Disciplines of Science, their Interrelationship and Integration.

Unit II: Curriculum of Science Education

(a) Science Curriculum: Recommendations of Kothari Commission, Yashpal Committee, NPE 1986, POA 1992, NCF 2005 and NEP 2020.

(b) Instructional Materials Including Print and Electronic Resources, Contextualization, Criteria and Concerns.

(c) Constructive and Culturally Responsive Pedagogies in Science Education.

(d) Use of Co-Curricular in Transaction of Science Curriculum.

(e) Innovative School Science Curricula: Hoshangabad Science Teaching Project, Nuffield Science(Study and Critique).

(f)   Research in Science Education: Critical Examination of Five Recent Researches in the Field of Science Education.

Unit III: Approaches to Teaching-Learning of Science

(a)   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.

(b)   Role of Experiments in Science, Integration of theories and Experiments: P lanning and Organization of Laboratory Work, Reporting Skills, Low Cost Science Experiments,

(c)   Role of Language(Oral, Visual Representation) in Teaching Science.

(d)   Science Communication and Media: Role in Classroom Discourse.

(e)   Use of ICT in Teaching-Learning of Science.

(f)   Role and Significance of Extended Experiences in Science Education: Science Centres, Science museums, Science Clubs, Science fairs , Mobile Science Lab.

Unit IV: Assessment & Contemporary Issues in Science Education

(a)   Assessment in Science: Critical Analysis of Existing Practices at School Stage.

(b)   Tools of Assessment in Science: Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories and Interviews.

(c)   Assessment of Laboratory skills: Use of Rubrics.

(d)   Question Bank: Need and Relevance.

(e)   Projects and Assignments: Use and Limitations.

Expected Course Outcomes:

- Develop critical understanding of the application and contribution of Science in daily life.

- Apply different innovative methods to teach Science catering to different learning styles.

- Devise different assessment tools to evaluate student performance in Science.

Suggested Readings:

- Aikenhead, G.S. (2006) Science Education for Everyday Life.   Teachers College Press, N.Y.P 1-23, 107-127.

- Chalmers, A. (1999). What is the thing called Science.3rd Ed.Open University Press, Bucking ham?

- Cobern, w.w.(1998).Socio-Cultural Perspectives on Science Education. Kluwer Academic Publishers.

- Lederman, Norman G. & Abell, Sandra K.(Eds) (2014). Handbook of Research on Science Education, Volume II. Routledge.

- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.

- NCERT(2006) Position Paper on the Teaching of Science. New Delhi: National Council for Education Research and Training.

- Rhoton, Jack & Shane, Patricia. (2006) Teaching Science in the 21st Century. NSTA Press.

- Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.

<div style="text-align:center">

Semester III

Specialisation Course

</div>

Course: Mathematics Education

Course Code: MED 317   **Credits:3(2L+1T)**

Course Objectives:

- Appreciate the Need and Significance of Understanding the emergence of Mathematics as an Abstract field of study.

- Understand the contribution of Mathematics to Individual and Societal Development by examining it's History.

- Examine the relevance of Language in a Mathematics Classroom to cater to Individual Differences.

- Critically Reflect upon the Methods, Strategies and skills used in Mathematics Teaching – Learning and Assessment based on Research in the Field.

Unit I: Mathematics: Nature, Functions and Language

(a) Mathematics: Concept, Field of Study, Functions of Mathematics in terms of contribution to development of Analytical and Logical Thinking and Reasoning.

(b) Mathematical Language: Nature and Significance in terms of Accuracy, Precision, Symbolic and Logical Expression. Understanding and Interpreting language of Mathematics as Qualifiers, Quantifiers, Implications, Establishing Equivalence.

(c) Axioms and Notations: Nature, Structure and Significance in Mathematics.

(d) Significance of Proof and Methods of Proving in Mathematics; Building Mathematical Structures Through different Methods of Proving.

(e) Understanding Mathematical Discourse: Use of Symbols; Mathematical language that is distinct in terms of Syntax, Spoken and Written forms; Mathematical Explanations.

(f) Need and Significance of Examining Classroom Discourse in Mathematics; Issues and Concerns with respect to addressing Multilinguality in a Mathematics Classroom.

Unit II: Teaching – Learning Mathematics: Foundations and Perspectives

(a) History of Mathematics: Development Contribution to Humanity.

(b) Understanding the Contribution of the following with respect to Teaching – Learning Mathematics: Piaget, Bruner, Vygotsky and Fischbein.

(c) Philosophical Foundations/ Perspectives of Teaching – Learning Mathematics (Study and Implications):

(i) Cognitive – Constructivist Theories

(ii) Interactionist Theory

(iii) Social – Cultural Theories.

(d) Teaching Strategies used in Mathematics: Problem Posing and Problem Solving, Conjecturing, Argumentation, Logical Reasoning (For understanding   the essence of Abstraction, Particularisation & Generalisation.

(e) Teaching Methods used in Mathematics: Problem Solving, Demonstration, Heuristic, Discussion, Project method (Use and Application).

(f) Dialogue as a means of stimulating critical thinking in a Mathematics Classroom.

Unit III: Mathematics: Curriculum and Research Education

(a) Mathematics Curriculum at School Level: Review with respect to recommendations of NCF Position Paper on Mathematics and policy recommendations of NEP 2020.

(b) Understanding the approaches and strategies needed to remove the Psychological Anxiety and Fear associated with learning Mathematics due to learning difficulties encountered by students.

(c) Understanding the interface between Mathematics and Classroom Culture with respect to Gender, Language, Socio- economics and individual differences in learning.

(d) Professional Development of Mathematics Teachers and Teacher Educators: Agencies, Present Status and Challenges.

(e) Emerging Issues in Mathematics Education; Review of ten recent researches in the field of Mathematics Education.

Unit IV: Assessment and Evaluation in Mathematics

(a) Diagnostic, Formative and Summative / Evaluation in Mathematics: Need and Significance.

(b) Typology of Questions to assess different concepts and skills in Mathematics.

(c) Understanding the Need and Relevance of Differentials Instruction vis a vis Differentiated Assessment.

(d) Mathematics Olympiads, TISA, TIMSS: Need Relevance and Comparative Analysis with respect to Assessment Goals and Expected Outcomes.

(e) Review of Contemporary Researches in the field of Assessment in Mathematics.

Expected Course Outcomes:

- Develop insight in the nature and functions of Mathematics in solving problems of daily life.

- Understand the significance of language in a Mathematics classroom to understand concepts.

- Develop different assessment tools to evaluate learners in Mathematical understanding.

Suggested Readings:

- Apple, M. (1992). Do the Standards Go Far Enough? Power, Policy, and Practice in Mathematics Education? Journal for Research in Mathematics Education.

- Chapman, A. (1995). Inter- textuality in School Mathematics: The Case of Functions. Linguistics and Education, 7, 243-262.

- Ernest, P. (2009). New philosophy of Mathematics: Implications for Mathematics Education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson- Barber (Eds.), Culturally Responsive Mathematics education (pp. 43-64). Routledge.

- Gutstein, E. (2006). Reading and Writing the World with Mathematics: Toward a Pedagogy for Social Justice. New York: Routledge.

- Howson, G., Keitel, C., & Kilpatrick, J. (1981). Curriculum development in Mathematics. Classrooms. The Elementary School Journal, 102(1), 59-80.

- Lakatos, I. (1976). Proof and Refutations: The Logic of Mathematical Discovery, ed. J. Worrall and E. Zahar. Cambridge: Cambridge.

Semester III

Specialization Course

Course :Business Education

Course Code:MED 319   **Credits:3(2L+1T)**

Course Objectives:

- Familiarize with the concept of Business Education.
- Acquaint with the needs of Business Education from Sociological, Philosophical and Psychological perspectives.
- Understand the process of   curricula development in Business Education at various levels.
- Develop Insight in the structure of Business Education in different countries.

Unit -1: Framework and Dimensions of Business Education

(a) Business Education: concept and scope.

(b) Needs of Business Education - Sociological, Philosophical and Psychological.

(c) Division of Business Education - Academic and Vocational Streams.

(d) Curriculum Development in Business Education-Levels and Contents.

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

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

Unit -II: Curriculum Transaction, Evaluation and Research

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

(b) Business Education and Innovations in Training.

(c) Programmed Learning and Simulation in Business Education.

(d) Business Education and Information Technology, MOOCs in Teaching Learning of Business Education.

(e) Evaluation in Business Education: Typology of Questions, Critical Examination of Innovative Curricula in the field of Business Education.

(f) Coordination of Industry with Business Education Institutions.

(g) Business Education for special groups.

(h) Research in Business Education: status, trends and priority areas, review of ten recent researches in Business Education.

Unit- III: Professional Growth of Business Education Teachers

(a) Professional Growth of Teachers: a lifelong process.

(b) 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.

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

(d) 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.

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

(f) 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.

Expected Course Outcomes:

- Develop insight in Business Education to transact and assess curriculum effectively.

- Apply the competencies acquired in Business Education   in the field of Educational Administration.
- Compare the growth of Business Education in other countries to learn from best practices.

Suggested Readings:

- Baird, John W. and James B. Stull(1983): Business Communications-Strategies and Solutions, McGraw-Hill, New York.
- Bhatia S.K.(2012), teaching of Business education and Accountancy, Arya Book Depot.
- Brantley, Clarice P. and Bobbye J. Davice(1997): The Changing Dimensions of Business Education, NBEA, Yearbook no.35, Reston, Virginia.
- Calhors, Calfrey C(1984), Managing the Learning Process in Business Education, Colonial Press, Alabama .
- Cohen, L.(1986) Educational Research in Classrooms and schools, Harper & Row Ltd., London .
- Hildebrandt, Herbert W.(ed.)(1984), International Business Communication: Theory, Practice, teaching throughout the world, University of Michigan Press, Ann Arbor.
- Schrag, Adele F. and Robert P.Polanol(1987), A System for Teaching Business Education, McGraw Hill Book Company.

Semester III

Practical Course: Expository and Academic Writing

Course Code : 351   **Credits: 3**

Course Objectives:

- To appreciate the difference between academic writing and expository writing
- To acquaint students with the different types of expository writing
- To develop a thorough understanding of the need, relevance and process of academic writing in research.
- To develop academic and expository writing skills.

Unit I: Need, Relevance and Types of Expository Writing

(a) Definition and meaning of Expository Writing.

(b) Need and Relevance of Expository Writing in Research.

(c) Types of Expository Writing – Description Essay, Process Essay, Cause and Effect Essay, Problem Solution Essay, Sequential Essay, Compare and Contrast Essay.

(d) Expository Organisational Patterns – Circum Location, Narrative Interspersion Recursion.

Unit II: Expository Writing Strategies

(a) Understands Types of Expositions- Exemplification, Narration, Definition, Classification, Description, Analogy, Cause & Effect Process Analysis

(b) Forms of Expositions: Debates, Expository Essays, Speeches (Situational Writing), Blogs , Spoken arguments, Legal Defences (in court), Review of Books, Movies.

(c) Steps in Expository Writing –Pre Writing, Drafting, Revising, Editing,

Unit III: Academic Writing: Need and Purpose in Research Publishing

(a) Academic Writing: Need and Purpose.

(b) Introduction to the Conventions of Academic Writing.

(c) Steps in Academic Writing and Characteristics of Sound Academic Writing.

(d) Types of Academic Writing – Descriptive, Narrative, Expository, Argumentative.

Unit IV: Skills of Academic Writing

(a) Paraphrasing and Summarising.

(b) Note Taking and Report Writing.

(c) Critical Thinking, Synthesis, Analysis, Evaluation of one's own writing.

(d) Structuring an Argument: Introduction, Interjection and Conclusion.

(e) Citing Resources, Referencing and Development of a Bibliography.

Expected Course Outcomes:

- Write expository essays on different themes in Education.

- Follow the guidelines of academic and expository writing to publish in quality journals.

- Develop reference list and bibliographies based on established conventions.

Semester III

Practical Course :Dissertation

Course Code : MED 353   **Credits: 3**

Course Objectives:

- Understand the process of collection of data through reliable and valid tools of data collection.

Practical :

- The Students shall be required to collect data based on the tools developed and analyse the same using appropriate data analysis techniques. The same shall be done under the regular guidance of the faculty mentor.

- This semester should also be utilised for finalisation of first three chapters of the M.Ed. Dissertation and getting the same approved as per given timelines given by the faculty mentor.

- The students shall be evaluated based on the report compiled with respect to the above work and the viva- voce examination on the same.

Expected Course Outcomes:

- Collect data objectively to achieve the objectives of the research study.

Semester III

Practical Course: Internship in School

Course Code : MED 355   **Credits: 4**

Course Objectives:

- Develop a critical understanding of the academic and social environment of a school.
- Appreciate the need for linkages between Teacher education institutions and schools in both theory and practice.
- Identify and Reflect upon the solutions to challenges faced by teachers and students in a school.

Internship Details:

The M.Ed. students shall be required to undertake the following activities as a part of the Internship in the allocated school. Each activity carries (1 to 5) carries 20 marks.

(1) Document the roles and responsibilities of a class teacher in a school based on an interview with the concerned teacher.

(2) In consultation with the class teacher organise a co- curricular activity for students and document the experiences in the reflective journal. You need to click photographs and also record the engagement (if permitted by the school authorities) in order to reflect upon the ways in which you may have improved the conduct of the a tivity organised. The entire experience needs to be recorded in the reflective journal.

(3) Observe a class at upper primary/ secondary stage in school (five observations of the same class and the same teacher) in order to look at the classroom discourse with respect to gender, caste, socio-economic status, religious tolerance, inclusion of children with disabilities and peaceful co- existence with each other and nature. The findings and implications based on the observations undertaken need to be documented in the reflective journal.

(4) Interview any three children in order to understand the challenges they face in school. (Ensure that the interviews are conducted keeping in mind the ethics of social science Research. The same need to be documented in the reflective journal.

(5) Interact through the conduct of an Interview with the non- teaching staff of the school (any two: one from the Housekeeping department and one from the transport/ security department (Guards/ Drivers/ Conductors/ Staff of the Estate or Transport office) in order to understand the challenges they face in the discharge of their responsibilities.

Based on the suggestions they put forth for improvement of their present status prepare a suggestion list for the school head. Document the interviews and the plan of improvement in the reflective journal.

The students shall be evaluated based on the regularity, punctuality and sincerity of efforts put in to undertake the above activities and documentation of the same in the reflective journal and the viva- voce examination based on the records submitted.

Expected Course Outcomes:
- Develop insight into the working of a school in totality.
- Critically reflect upon the problems plaguing school education.
- Develop insight in the prevailing gap between school education and pre- service teacher education.

SEMESTER IV

Course :Economics, Politics and Education

Course Code :MED 402   Credits: 3 (2L+1T)

Course Objectives:

- To Examine the Relationship between Education, Development and Politics.
- To Analyse the impact of Liberalisation and Globalisation on Education in terms of Policies and Practices.
- To critically reflect upon the impact of Privatisation and Commoditisation of Education with respect to Equality and Equity.

Unit I: Economics and Education

(a) Education as Public Good, Service, Merit: Views and Contestations.

(b) Education as Long Term Investment by Individuals and Society: Concept and Implications.

(c) Human Capital Theory: Need and Significance, Critique.

(d) Education for Human Development: Examining the Need and Status of Public and Private Investments in Education.

Unit II: Education, Development and Economic Growth

(a) Financing of Education in India: Examining the Centre - State Relationship.

(b) Examining the Plan Outlay of Education in Five Year Plans since Independence in India.

(c) Liberalisation and Globalisation: Assessing the Impact on Education and Economy.

(d) Education as an Index of Development: Case Studies on India and Best Global Achievers in Education.

(e) Critical Reflection on Dominant Discourses in Education in Policy and Practice: Understanding and Examining Capability, Competition, Efficiency and Accountability vis a vis Marginalisation, Discrimination, Exclusion and Capability Deprivation.

Unit - III: Political Economy of Education

(a) Liberalism to Neoliberalism : Examining the Impact on Policy and Practices in Education.

(b) Market Economy of Privatisation of Education: Examining Commoditization and Commercialisation vis a vis Quality of Education in Schools and igher Education Institutions in India,The Issue of Brain Drain.

(c) Demystifying 'Quality': Case Studies of Low and Medium Budget Private Schools in India in terms of Education and Practices.

(d) Teacher Education: Changing Landscape - Privatisation and Politicisation: Examining and Critiquing the Practices in Teacher Education Institutions with respect to Autonomy of Teacher Education; Accountability Mechanisms; Affiliation and Self Financing Roles and Functioning.

Unit - IV: Economics of Education

(a) Public Funding of Education : Status and Challenges

(b) Foreign University Bill and Higher Education in India: Status and Critique

(c) Birla Ambani Report on Education : Study and Critical Reflection on Impact

(d) Public Private Partnership: Need, Relevance, Alternate Viewpoints with respect to Reforming Education.

Expected Course Outcomes:

- Reflect upon the critical role of Economics in Education.
- Critically analyse the impact of globalization and privatization on Education.
- Suggest reforms in policy to fulfill the mandate of quality Education at all levels.

Suggested Readings:

- Banerjee, S. Cole, E. Duflo and L. Linden. 2003. "Improving the Quality of Education in India: Evidence from Three Randomized Experiments," NBER mimeo.

- Chattopadhyay, Saumen.2012. Education and Economics. Oxford

- Geetha Nambissan. Poverty, Markets and Elementary Education in India. Working Papers of the Max Weber Foundation's Transnational Research Group India "Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century"

- Giroux, H. 2005. The Terror of Neoliberalism: Cultural Politics and the Promise of Democracy. Boulder: Paradigm Publishers.

- Naik, J.P.1975.Equality, Quality and Quantity. The Elusive Triangle in Indian Education. Allied: Bombay.

- Prakash, Ved and K. Biswal.2008. Perspectives on Education and Development, NUEPA: Delhi.

- Tilak, Jandhyala B.G.2006. "Economics of Human Capital in India". Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.

- Tilak, Jandhyala B.G.2008. "Education, Growth and Development, Keynote Address". Indian Economic Journal (91st IEA Annual Conference Volume): 705-19.

<div align="center">

Semester IV
</div>

Course: Curriculum Implementation and Evaluation

Course Code :MED 404   **Credits: 3 (2L+1T)**

Course Objectives:
- To understand the Need and Relevance of Effective Curriculum Implementation.
- To Develop a Critical Understanding of the Concept, Need and Process of Curriculum Evaluation.
- To Develop Competencies in the Techniques of Curriculum Evaluation.

Unit I: Curriculum Transaction and Implementation

(a) Understanding Key Concepts with respect to Curriculum: Instruction, Transaction, Pedagogy, Pedagogical Practice, Instructional Media, Implementation.

(b) Factors Affecting Curriculum Implementation: Analysis of the role of Physical Infrastructure, Qualities and Competencies of Teachers, Overall Ambience of the Institution: Organisational Culture.

(c) Role of Communication (Verbal and Non Verbal) in Effective Curriculum Transaction.

(d) Factors influencing Curriculum Transaction: Critical Reflection on the Role of Teachers' Knowledge, Aptitude, Attitudes, Values and Ethical Practices in Teaching- Learning and the Attitudes and Values of Students towards Teaching - Learning.

(e) Approaches to Curriculum Transaction: Team Teaching, Collaborative Learning & Cooperative Learning.

Unit II: Curriculum Evaluation: Concept and Scope

(a) Curriculum Evaluation: Need, Purpose and Scope

(b) Formative Evaluation: Feedback based review of curriculum by successive revisions of the curriculum at the developmental phase.

(c) Summative Evaluation: Critical review of the emergent curriculum.

(d) Approaches to Curriculum Evaluation.

(e) Models of Curriculum Evaluation.

(f) Parameters of Curriculum Evaluation.

Unit III: Techniques and Process of Curriculum Evaluation

(a) Use of Rubrics and Portfolios for evaluating a Curriculum.

(b) Use of Content Analysis in evaluating a Curriculum.

(c) Analysis and Review of a Syllabus: Parameters and Process.

(d) Criteria and Process of analysis and review of a Curriculum.

(e) Pedagogical Analysis and Concept Mapping: Need and Relevance in Curriculum Evaluation.

(f) Criteria and Process of Textbook Evaluation.

Unit IV: Emerging Areas of Research: Curriculum Transaction and Evaluation

(a) Mapping Curriculum Objectives to Curriculum Outcomes: Understanding the Need, Relevance and Purpose.

(b) Pedagogical Practices and the Attained Curriculum: Understanding the Relationship.

(c) History of Curriculum Reform in India: Challenges and Prospects.

(d) Enriched Teaching – Learning Class room Environments: Factors, Process and Outcomes.

(e) Transparency and Objectivity in the Process of Curriculum Evaluation.

Expected Course Outcomes:

- Develop insight in the processes of curriculum implementation and evaluation.
- Develop appropriate need based tools of curriculum evaluation
- Undertake research in emerging areas of curriculum transaction and evaluation.

Suggested Readings

- Apple, M.W. (1991). The politics of curriculum and teaching. NASSP Bulletin 75(532), 39-50.
- Beauchamp, G (1982) Curriculum Theory: Meaning, Development & Use. Theory Into Practice, 21, 1, 23-28.
- Connelly, F.M., and Clandinin, D.J. (1988). Teachers as Curriculum Planners: Narratives of Experience. NY: Teachers College Press. Ch.3, p.24-32; Ch. 7, p.81-97.
- Marsh, C.J.(2009). Key concepts for understanding curriculum. Taylor and Francis.
- Ornstein, Pajak, and Ornstein. (2011). Contemporary Issues in Curriculum (5th Ed,). Pearson.
- Squires, D.A. (2009). Curriculum Alignment: Research based strategies. Corwin Press.
- Terwel, J. (1999) Constructivism and its implications for curriculum theory and practice. Journal of Curriculum Studies, 31, 2, 195-199.

Course :Use of ICT in Education

Course Code :406   Credits: 3 (2L+1T)

Course Objectives:

- To Develop Critical Understanding to Integrate ICT into Teaching – Learning and Evaluation.
- To Develop Capacities of Identifying and Using ICT tools and Digital Resources in Ethical and Legal Ways.
- To Examine various Policies and Frameworks for the Safe Use of ICT for Teaching Learning, Evaluation and Research.

Unit I: Theoretical and Ethical Perspectives in Use of ICT in Education

(a) Access, Equity and Quality as Challenges to use of ICT in Education.

(b) Web Technologies in Education: Evolution and Emerging Trends, Challenges and Prospects.

(c) Mobile and Ubiquitous Teaching – Learning Environments: Use and Challenges.

(d) Theoretical Frameworks for Integration of ICT in Educational Contexts: TPCK, SAMR, TIM, TIP.

Unit II: ICT, Pedagogy and Education

(a) ICT based Pedagogical Approaches and Models: Examining and Critique.

(b) Use of ICT for Assessment of Learning at School and Teacher Education Institutions.

(c) Teaching in a Web based World: Beliefs, Knowledge and Skills.

(d) Digital Literacy for Teachers: Cognitive Strategies, Skills and Situated Practice.

Unit III: ICT Policies and Frameworks

(a) Policies on ICT in Education and Recommendations of NEP 2020 on ICT and its use in Education.

(b) Open Educational Resources: Concept, Mandates and Policies.

(c) IPR: Copyright, Trademarks, Patents, Fair Use, Open Licenses.

(d) Curriculum Frameworks in India: NCF 2005 and NCFTE 2009 on ICT and it's use in Teaching- Learning and Evaluation.

(e) Legal, Socio – Economic, Political and Environmental Concerns with respect to ICT in Education.

Unit IV Use of ICT for Professional Development and Research

(a) Modes of Continuous Professional Development of Teachers and Teacher Educators through use of ICT: Webinars, MOOCs, Virtual Conferences, Online Professional Communities.

(b) Inter University Online Collaborations for Knowledge Creation and Dissemination.

(c) Swayam, CEC, NPTEL as Portals for Capacity Building through MOOCs.

(d) Use of ICT Tools in Research: Citing Resources, Referencing, Data Collection and Data Analysis.

Expected Course Outcomes:

- Develop competencies in the effective use of ICT in Education

- Reflect critically on the ethical ways of using ICT in Education.

- Use the skills of integration of ICT tools in Education effectively.

Suggested Readings:

- Hansson, T. (2008). Handbook of Research on Digital Information Technologies: Innovations, Methods and Ethical Issues. New York: Information Science Reference.

- McGreal, R. K. (Ed.). (2013). Open Educational Resources: Innovation, Research and Practice. Vancouver: Commonwealth of Learning.

- Selwyn, N. (2010). The 'New' Connectivities of Digital Education. In M. B. Apple (Ed.), The Routledge International Handbook of the Sociology of Education (pp. 90-98). New York: Routledge.

- Slyke, C. (2008). Information Communication Technologies: Concepts, Methodologies, Tools, and Applications (Vols. I-VIII). Hershey: Information Science Reference.

- Stallman, R. M. (2010). Free Software, Free Society : Selected Essays of Richard M. Stallman (Second ed.). Boston: Free Software Foundation, Inc.

- UNESCO. (2011). Media and Information Literacy: Curriculum for Teachers. Paris: UNESCO.

<u>**Semester IV**</u>

Elective

Course Title: MOOCs   **Credits: 4**

                                                                             MM:100

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

<div align="center">

Semester IV

Specialization Course-I

</div>

Course Title: Elementary Education in India: Concerns and Prospects

Course Code:MED 408   **Credits:3(2L+1T)**

Course Objectives:

- Understand and Analyse the Different Schemes of Universalisation of Elementary Education in India.
- Sensitize towards the Concerns and Issues of Curriculum Transaction and Research in the Field of Elementary Education.
- Examine the Emerging Trends with Respect to Elementary Education Locally and Globally.

Unit I:Issues & concerns of Elementary Education

(a) Elementary Education in India: Quality, Quality Monitoring Mechanisms, Present Status(Government Reports and ACER Report to be Discussed).

(b) Quality Issues at Elementary Stage: - Teacher Qualification, Competency, Subject specific Deployment in Schools, Assessment of Training Needs of Teachers, Classroom based Support and Supervision Issues. Minimum Level of Learning, Quality Assurance.

(c) Concerns in Elementary Education: Dialect, Drop Out, Socio-Economic Issues, Wastage, Stagnation, Language and Inclusive Education.

(d) RTE Act and Present Status of Implementation: Examination of Implementation Based on Research Studies and Published Reports.

Unit II: Curriculum Planning and Transaction

(a) Constructivist Curriculum and Elementary Education.

(b) Teachers and Pedagogical Attributes: Relevance at Elementary Stage.

(c) Enriched Teaching Learning Environments and Joyful learning (Essays on Pedagogy by Robin Alexander to be discussed).

(d) Analysis of Elementary Education Curriculum: Parameters and Process.

(e) Recent Researches in Use of Innovative Pedagogy at Elementary Stage (Discussion on Ten Recent Researches from across the World).

Unit III: Reflections on Curriculum and Pedagogy at Elementary Stage

(a) Child Centred Pedagogy: Contribution of Piaget, Vygotsky, Bruner, Rabindra Nath Tagore, Gijubhai Badheka, Jiddu Krishnamurti.

(b) Critical Analysis of the Pedagogy Prescribed in the Educational thoughts of John Dewey, Gandhi, Pestalozzi, Montessori with Special Reference to their Relevance in Teaching-Learning.

(c) Forms of Learner's Engagement: Observing, Exploring, Discovering, Analyzing, Critical Thinking and Reflection, Contextualization, Multiple Interpretations, Collaboration.

Unit IV: Innovative Alternative Schools in India

Critical Study of the Curriculum and Pedagogy used in the following Alternative Schools:

(a) Diganter Vidyalaya.

(b) Rishi Valley School.

(c) Sahyadri School.

(d) Mirambika Free Progress School.

Expected Course Outcomes:

- Develop plans to achieve the goals of Universalisation of Elementary Education.

- Apply the principles of child centred pedagogy in teaching –learning.

- Undertake research to find solutions to problems and challenges faced by Elementary Education in India.

Suggested Readings:

- Aggarwal, J.C. (2005). The Progress of Education in free India. Arya Book Depot: New Delhi.

- Chaube, S.P. (2011). History and Problems of Indian Education. Agrawal Publications: Agra.

- Ronald C. Doll. (1978). Curriculum Improvement Decision Making and Process, Allyn and Bacon, Inc., Massachusetts.

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

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

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

- National Curriculum Framework on School Education, NCERT (2005).

Semester IV

Specialization Course-I

Course: Secondary Education in India: Concerns and Prospects

Course Code :MED 410   **Credits:3(2L+1T)**

Course Objectives:

- 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 to Secondary Education.

Unit I: Quality in secondary Education

(a) Concepts, Indicators of Quality, Setting Standards for Performance.

(b) Continuous Professional Development of Teachers.

(c) Teacher Selection Test CTAT,SAT etc. and In-Service Programme

(d) Privatization of Secondary Education.

(e) Present Status of Quality Education in India – Reflection on the R commendations of Delor's Commission Report

(f) Professional Enrichment of Secondary Teachers: Need and Relevance of In-Service Programmes for Professional Development of Secondary School Teachers, Role of Different Agencies such as SCERT, NCERT, CIET, NUEPA, IASE etc. in Capacity Building of Secondary School Teachers.

Unit II: Issues & Concerns

(a) Challenges Related to Universalization of SecondaryEducation, RMSA.

(b) Problems and Strategies of Alternative Schooling at Secondary School Stage.

(c) Challenges / Strategies / Intervention in Relation to Access, Enrolment, Dropout, Achievement and Equality of Educational Opportunities.

(d) Problems of Education for Girls, Disadvantaged and Differently abled Children and Slow Learners and Interventions to Solve the Problems.

(e) Management of Secondary Education in India: MHRD, State Government, Directorate of Education.

(f) Supervision: Need, Process, Innovative Techniques (To Improve the Status of

Secondary Education in India).

Unit III: Teachers and Curriculum Transaction Strategies

(a) Competencies of a Secondary Stage Teacher.

(b) Analysis of Secondary Education Curriculum: Parameters and Process.

(c) Research Trends in Secondary Education.

(d) Critical Appraisal of Present Secondary School Curriculum in the State.

(e) Blended Learning and Mobile Learning: Need and Relevance, Effective Use.

Unit IV: Assessment and Evaluation

(a) Meaning, Nature and Functions of Evaluation & Assessment, Difference between Assessment and Evaluation, Testing, Appraisal and Examination, Types of Assessment Formative, Diagnostic and Summative Assessment.

(b) Emerging Trends in Evaluation – Grading, Internal Assessment, Semester System, CCE, On Demand Examination System.

(c) Critique of the Present Evaluation System at Secondary School Level.

Expected Course Outcomes:

- Develop plans to achieve the goals of Universalisation of Secondary Education.

- Develop need based in-service programmes for professional development of secondary teachers.

- Undertake research to find solutions to problems and challenges faced by Secondary Education in India.

Suggested Readings:

- Aggarwal, J.C. (2005). The Progress of Education in free India. Arya Book Depot: New Delhi.

- Chaube, S.P, (2011). History and Problems of Indian Education. Agrawal Publications: Agra.

- Ronald C. Doll, (1978). Curriculum Improvement Decision Making and Process. Allyn and Bacon, Inc.: Massachusetts.

- 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

<div align="center">

Semester IV

Specialization Course-II

</div>

Course :Comparative Education

Course Code :MED 412   **Cr dits: 3 (2L+1T)**

Course Objectives:

- To Equip with the Understanding of Comparative Education as an Interdisciplinary and Multidisciplinary Field.
- To Develop an Insight into the Evolution of Comparative Education as an Indispensable Field of Study to Solve the Issues and Concerns Plaguing Education at all Levels.
- To Critically Reflect on the Role and Functions of Comparative Education to Develop Cross Cultural Sensitivity in order to develop a Global Outlook.

Unit I Comparative Education: Need and Conceptual Underpinnings

(a) Comparative Education as a Multidisciplinary Field of Study and as a Foundation of Education.

(b) Development and Evolution of Comparative Education as a Field of study: History and Present Status.

(c) Comparative Education: Need, Significance and Scope.

(d) Comparative Education as a Field to Foster Cross-Cultural Sensitivity and Understanding to Develop a Global Outbook

Unit II Theoretical Perspectives and Concerns in Comparative Education

(a) Comparative Education: The Need to Understand the Theoretical Framework.

(b) Structural Functionalist Perspectives in Comparative Education: Modernisation Theory, Human Capital Theory.

(c) Marxist Reflections on Comparative Education : Dependency Theory and Liberation Theory.

(d) Postmodernism and Poststructuralism Theories and their Agendas including Feminist Theories and Ecological Theories.

Unit III: Conceptual Understanding of Comparative Education as an Emerging Field: Frameworks and Critique

    (a) Educational Institutionalization: Study and Critique of Ideas of Philip Selznick (1957)

    (b) Neo – Institutional Theory: Study and Critique.

    (c) Consensus, Conflict and Critical Theories of Comparative Education: A Comparison.

    (d) Bereday's and Kandel's Perspectives on Comparative Education and it's Objectives and Processes.

Unit IV: Globalisation and Localisation : Issues and Perspectives

    (a) Globalisation : As a Transforming Power Institutionally and Economically, Conflict and Resistance in Terms of Equality and Equity.

    (b) Balancing Globalisation and Localisation in Education : Challenges and Prospects in terms of Policy and Practices.

    (c) International Agencies of Education: Role and Functions.

    (d) Comparative Education Societies: World Council of Comparative Education; Regional and National Organisations/ Societies: Need, Relevance and Functions.

Expected Course Outcomes:

- Reflect on the balance between localization and globalization in Education.
- Develop a critical perspective on the concerns of comparative education.
- Develop cross cultural understanding and global outlook through the study of comparative education.

Suggested Readings:

- Altbatch,P.G.(1998).Comparative Higher Education: Knowledge, The University and Development.Springer;Comparative Education Research Centre, University of Hongkong.
- Cowen,R.&Kazamias,A.M.(ed.)(2009).International Handbook of Comparative Education-Part One and Two.London.Springer;New York.
- Freire,P.(1973).Education for Critical Consciousness.Seabury:NewYork.
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press;London.
- Kandel,I.L.(1962).The New Era in Education-A Comparative Study.George G.Harrap & Co.Ltd;London.
- Kubow,P.K. & Fossum,P.R.(2003).Comparative Education-Exploring Issues in International Context.Merrill Prentice Hall; New Jersey.

- Manzon,M.(2011).Comparative Education:The Construction of a Field.:Springer;Comparative Education Research Centre,University of Hongkong.

<div align="center">

Semester IV

Specialization Course-II

</div>

Course :Educational Administration, Management and Leadership

Course Code: MED 414   **Credits:3(2L+1T)**

Course Objectives:

- To examine and reflect upon the dynamics of Educational Management and Administration at different levels.
- To develop critical understanding of the indispensable role of leadership in the growth of an educational institution.
- To sensitise towards the need and relevance of emerging trends in the management of education in changing social contexts.

Unit I: Educational Management: Nature and Scope

(a) Educational Management: Concept, Nature and Scope, Demmings 13 Principles and their relevance to education.

(b) Difference between Educational Management and Administration.

(c) Management of Education at Centre, State, District, Block and Village Levels: Hiearchical Organisation and Functions.

(d) Steps (Process) of Educational Management: Planning, Organising, Coordinating, Directing, Implementing, Supervising, Evaluating.

(e) Organisational Behavior: Need and Relevance in Management of Educational Institutions.

Unit II: Educational Administration: Concept and Functions

(a) Educational Administration: Nature and Scope.

(b) Theories of Administration and their implications to Education.

(c) Dynamics of Educational Administration: Understanding the concepts of Authority, Hierarchy, Responsibility, Autonomy, Accountability, Academic Freedom and their interface in Education.

(d) Decentralised Planning and Management: Concept, Process and Implementation in India with respect to Education.

(e) Supervision: Concept, Need and Functions, Difference between Inspection and Supervision.

Unit III: Leadership and Education: Types, Relevance & Implications

(a) Concept of Leadership: Leadership Styles.

(b) Theories of Leadership and their implication to Education.

(c) Leadership Qualities: Definition, Types and Relevance to Effective Management of Education.

(d) Influence of Leadership on Growth of an Institution: Critical reflection on published Case Studies with respect to Education.

(e) Transformational Leadership: Concept and Implications for Educational Institutions.

Unit IV: Emerging Trends in Management of Education

(a) Quality: Concept, Debates and Critique with respect to Education.

(b) Integrated Learning Solutions; Augmented Reality and Personalised Learning (MOOCs): Use and Management.

(c) Shifting from STEM to STEAM: Need, Relevance and Managing the Change.

(d) Self Directed Professional Development: Concept, Need and Relevance and Management in Educational Institutions.

(e) Critical Reflection on Recent Researcher in the field of Management and Administration of education.

(f) Recommendations of NEP 2020 with respect to Management of Higher Education and Teacher Education: Reflection and Critique.

Expected Course Outcomes:

- Develop competencies in leading institutions in different capacities.
- Manage institutions effectively using different management processes.
- Adapt to changing roles of leadership to emerge as transformational leaders.

Suggested Readings:

- Callahan, R.C. (1962) Education and the Cell of Efficiency. Chicago: Chicago University Press.
- Charters, W. and et.al. (1965). Perspectives on Educational Admin stration and the Behavioral Sciences. Centre for the Advanced Study of Educational Administration. Oregon: University of Oregon.
- Knight, E.W. (1967). Reading in Educational Administration. New York: Henry Holl and Co.

- Lane, Corwin and Mohanan (1967) Foundation of Educational Administration. New York: Henry Holl and Co.

- Mineas, J.B. (2006) Organizational Behaviour I Essential theories of Motivation and leadership. New Delhi: Prentice Hall.

- Mineas, J.B. (2006) Organizational Behaviour II Essential theories of Motivation and Leadership. New Delhi: Prentice Hall.

- Mukherji, S.N. (1970) Administration of Educational Planning and Finance, (Theory and Practices) Baroda: Acharya Book Depot.

- Robbins, P.S. (2004) Organizational Behaviour Tenth Ed., New Delhi: Prentice Hall.

<div align="center">

Semester IV

Specialization Course-II

</div>

Course :Inclusive Education and Inclusion

Course Code :MED 416   Credits: 3 (2L+1T)

Course Objectives:

- To Equip Students with the Understanding to Create Inclusive Pedagogical Spaces.

- To Develop Attitudes and Skill Sets to Appreciate, Accept and Value Diversity.

- To Facilitate the Development of Competencies to Work towards the Inclusion of all Children and Developing their Sense of Being.

Unit I Inclusion: Foundations and Perspectives

(a) History of Exclusion and Discrimination in Education.

(b) Philosophical Sociological, Historical and Political Foundation of Inclusion.

(c) Need and Significance of Inclusion in Educational Institutions.

(d) Difference between Inclusion in Education and Inclusive Education.

Unit II Diversity and Inclusion

(a) Diversity, Homogeny, Inclusion, Discrimination and Positive Discrimination: Meaning and Definitions.

(b) Creating an Environment of Inclusion: Negotiating Attitudes, Challenging Biases and Breaking Stereotypes .

(c) Diversity in the Classroom: Concept, Nature and Characteristics of Multiple Disabilities.

(d) Addressing Diversity in Inclusive Schools: Diversity based Pedagogy, Evidence based Practices in Education; Universal Design for Learning.

Unit III Policy Perspectives on Inclusive Education

(a) The Convention on the Rights of the Child (Article 3, 6, 10, 12, 23, 28, 29)

(b) The UNICEF World Summit for Children (1990)

(c) UN Convention on the Rights of Persons with Disabilities

(d) PWD Act (2016) RCI Act (1992), The National Trust Act (1999)

(e) NEP 2020 and Recommendations on Inclusive Education.

Unit IV Inclusive Education, Inclusion and Teacher Preparation

(a) Curricular Adaptations, Multiple Representations (Teaching Learning Material), Modified Learning Tasks, Assessment Procedures and Tools.

(b) Use of Portfolios / Case Profiles for Identification, Assessment and Intervention for Inclusive Classrooms.

(c) Role of Community Participation and Parental Involvement in Inclusive Setups.

(d) Collaboration in Inclusive Set Ups: Role of Governmental and Non Governmental Organizations.

Expected Course Outcomes:

- Develop positive attitude towards inclusion and inclusive Education.

- Develop competencies to creative inclusive teaching-learning settings.

- Develop perspective to respect diversity in all forms.

Suggested Readings:

- Barton, L. and Armstrong, F. (2007) Policy Experience and Change: Reflections on Inclusive Education, Dordrecht: Springer.

- Boscardin, M.L. (2005) The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices, American Secondary Education, Vol. 33, No. 3, pp. 21-32.

- Dovidio, J.F., Hewstone M., Glick,P. & Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication

- Hammersley, M. (Ed) (2007) Educational Research and Evidence-based Practices, UK: Sage.

- Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009) Finding Pathways Social Inclusion in Rural Development, Bangalore: Books for change.

- Smith, J.P. (2000) Policy Response to Social Exclusion: Towards Inclusion. USA: Open University Press.

- UNESCO (2003) Overcoming Exclusion through Inclusive Approaches in Education. A Challenge and a Vision. Conceptual Paper

<div align="center">

Semester IV

Specialization Course-II

</div>

Course: Educational Technology

Course Code : MED 418   **Credits: 3(2L+1T)**

Course Objectives:

- Appreciate the Relevance of Information and Communication Technology in education.
- Develop an Understanding of Media Technology and Instructional System for use in education.
- Appreciate the Nature, Forms, Research Trends and Application of Educational Technology.

Unit I: Educational Technology: Basic Concepts

(a) Educational Technology (E.T.): Concept and Scope.

(b) Historical Development and Evolution of Educational Technology and Information Communication Technologies.

(c) 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.

(d) Models of Teaching: Concept, Nature and Major Types, with special reference to CAM, AOM, ITM (Suchman), Jurisprudential Inquiry.

Unit II: Instructional Media and Theory

(a) Communication: (i) Concept, Process and Components: Unidirectional and Interactive Communication. (ii) Teaching-Learning as a Communication Process, Factors Influencing Classroom Communication.

(b) Face to Face, Online and Blended Teaching-Learning Modes: Meaning, Advantages and Limitations.

(c) Media: Concept, Characteristics, Uses and Limitations of Various Media. Media-Selection and Integration, Multi-Media Packages and their Uses in Formal, Non-Normal and Distance   Education. Media Development Policy, Programmes and Strategies.

Unit III: Instructional Design

(a) Instructional Design: Concept and Components. Individualized Instruction (Programmed Instruction, Keller's Plan, Mastery Learning), Cooperative Instruction, Collaborative Instruction, Small-Group Instruction, Large-Group Instruction.

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

(c) 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

(a) Research in Educational Technology - Trends and Priority Areas.

(b) Information Technology in Education.

(c) Development of Teaching Learning Material, Development of self-Learning Material and Audio Video Material.

(d) Interactive Multimedia and their Use.

(e) Role of CIET, UGC, IGNOU etc. in Promoting Education Technology.

Expected Course Outcomes:

- Develop skills and competencies in the use of Educational Technology
- Develop instructional designs to cater to different learning styles.
- Develop teaching-learning materials for both face to face and onlin   teaching using Educational technology.

Suggested Readings:

- Alexis, L. (1999). Fundamentals of Information Technology. Vikas Publishing House Pvt. Ltd.: New Delhi.

- Babola, D.T. (1998). Microsoft World. Prentice Hall of India Pvt. Ltd.: New Delhi.

- Basandra, S.K. (2001). Computers Today. Galgotia Publishers Pvt. Ltd.: New Delhi.

- Bharihoke, D.(2000). Fundamental of Information Technology. Pentagon Press: New Delhi.

- Barron, A.E., Orwig,   G.W., Ivers, K. S. &Lilavois, N. (2002). Technologies for Education: A Practical Guide, Reference Sources in Science and Technology Series, (Edition 4). New York: Libraries Unlimited.

- Chauhan, S. S. (1983). Innovations in Teaching Leaving Process, Vikas Publishing House Pvt. Ltd.: New Delhi.

- Cheng, I., Safont, L.V. &Basu, A. (2009). Multimedia in Education: Adaptive Learning and Testing. New Jersey: World Scientific Pub Co Inc.

- Das, B. C. (2000). Educational Technology. Kalyani Publications: Cuttack.

- Goswamy, B. P. (2006): Shaikshik Takniki Evam Kaksha-Kaksh Prabandh. Delhi: Swati Publication.

- Honcok, A. (1977). Planning for Educational Mass Media. Lougman Group Ltd.: New York.

- Jonassen, D.H. (ed) (2003). Learning to Solve Problems with Technology: A Constructivist Perspective, (Edition 2). California: Merrill.

- Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). Learning with Technology: A Constructivist Perspective. California: Merrill.

- Joyce, B.R., Weil, M. & Calhoun, E. (2009). Models of Teaching, Alternative eText Formats Series, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.

- Kanvaria, V. K. (2014). A Comprehension on Educational Technology and ICT for Education. GBO: Delhi.

- Kovalchick, A. and Dawson, K. (2005). Encyclopedia of Education and Technology, Vol. 1 and 2. Pantagon Press: New Delhi.

- Kumar, K. J. (2006). Mass Communication in India. Mumbai.

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

- Ledford, B.R. &Sleeman, P.J. (2001). Instructional Design: A Primer. Greenwich: Information Age Publishing.

- Mohanti, J. (1992). Educational Technology. Deep and Deep Publication Co.: New Delhi.

<center>**Semester IV**</center>

<center>**Specialization Course-II**</center>

Course: Education, Values and Human Development

Course Code : MED 420   **Credits:3(2L+1T)**

Course Objectives:

- Sensitise towards the need to Inculcate Values that Support Harmonious Development of Self and Others.

- Develop Insight to Understand the Difference between Virtues ,Values, Norms, Morality, Ethics , Customs and Traditions.

- Appreciate the Interface between Culture, Education and Value Development.

- Critically Reflect upon the Interrelationship of Value based Education and Sustainable Development.

Unit-I:Values and Education: Concepts and Relevance

(a) Meaning and Definitions of: Values, Norms, Ethics, Virtues, Morality, Customs and Tradition

(b) Types of Values: Classification and Relevance

(c) Basis of Values: Philosophical, Socio-Cultural, Psychological, Religious

(d) Values and Education: Development of Values through Formal, Non-formal and Informal Education (Process and Expected Outcomes)

(e) Objectives of Value Education

(f) Dysfunctionality of Values**:** Reasons and Effects (on Self and Society)

Unit-II: Morality, Values, and Education

(a) Morals and Morality : Concept and Relevance in Education

(b) Moral Instruction, Moral Education, Moral Indoctrination: Understanding the Difference

(c) Value Based Education: Approach and it's key values (Resilience, Det rmination, Care, Humility, Tolerance, Curiosity, Kindness, Peaceful Co-existence, Positivity, Wisdom, Empathy.

(d) Theories of Value Development**:** Sigmund Freud, Erickson, Kohlberg and Crilligan.

(e) Universal Human Values: Concept and Types.

Unit-III: Value Education and Curriculum

(a) Cultivation of Respect for Different Types of Values:

(i) Constitutional Values-Democracy, Secularism, Socialism, Equality, Justice, Freedom, Liberty, Fraternity, Patriotism.

(ii) Social Values-Collective Responsibility, Human Dignity, Fairness, Honesty, Safeguarding Human Rights.

(iii) Professional Values-Punctuality, Politeness and Respect for Others, Discretion and Confidentiality, Personal Responsibility, Integrity.

(b) Approaches to Value Education: Direct Approach, Indirect Approach, Integrated Approach and Holistic Approach.

(c) Methods and Strategies to Develop Values: Discussion on Biographies (such as Helen Keller, M.K Gandhi, Mother Teresa, Elizabeth Fry, Oskar Schindler, Martin Luther King Jr etc) and Life Experiences of Malala Yousafai, Oprah Winfrey etc. Demonstration of Model Behaviour in front of Students (Role Modelling), Story Narration about the Lives of Great Men and Women or Moral Stories on Values, Film Screenings and One Act Plays that Depict the Relevance and Implications of Values in Life.

Unit-IV: Values , Education and Sustainable Development

(a) Environmental Values: Concept, Classification and Relevance to a Peaceful Global Order.

(b) Understanding Nationalist Values: Concept of National Values vis a vis Source of these Values; Difference between Nationalism, Patriotism and Hyper nationalism.

(c) Values for Global Peace and Citizenship: Creativity, Innovation, Commitment to Peace and Human Rights, Concern for Sustainable Development by understanding SDGs in Letter and Spirit, Respecting Diversity in All Forms.

(d) Organisational Values: Courage, Trustworthiness, Respect for Equity, Diversity, Inclusion, Accessibility, Fostering Cordial Workplace Relationships, Integrity and Accountability, Lifelong Learning and Growth.

(e) Aesthetic Values: Role of Literature and Arts in Developing Aesthetic Sensibilities; Aesthetic Dimension to Education: Contribution to Human Development; Creating interest and Meaning in Education by Effective Presentation of Different Forms of

Knowledge through the use of Poems, Stories, Biographies, Essays, Plays, Paintings, Sculpture, Puppetry, Music, Dance; Supporting Teaching as a Art.

(f) Human Centred Education**:** Concept and Relevance to Values and Sustainable Development.

Expected Course Outcomes:

- Develop critical insight in the need and relevance of Value based Education.

- Develop value based curricula in order to integrate values in all subjects.

- Reflect on the relationship between values ,education and sustainable development.

Suggested Readings:

- Bergman, R. (2004). Caring for the Ethical Ideal: Nel Noddings on Moral Education.

- Eisenberg, N. (2006). Empathy-related Responding and Prosocial Behavior. In Empathy and Fairness, Novartis Foundation (pp.71-79). Chicester: Wiley.

- Hare, R.M. (1998) Language and Moral Education. In: Hare, R.M., Essays on Religion and Education (pp. 154-72). Oxford: Clarendon.

- Noddings, N. (1984). Caring: a Feminine Approach to Ethics and Moral Education. Berkeley: University of California Press.

- Oddie, G. (2005). Value, Reality and Desire. Oxford: Oxford University Press.

- Putnam, H. (2002). The Collapse of the Fact/Value Dichotomy and Other Essays. Cambridge, MA: Harvard University Press.

- Simon, S.B., L. W. Howe, and H. Kirschenbaum. (1972). Values Clarification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing.

- Singer, T. (2006). The Neuronal Basis of Empathy and Fairness. In Empathy and Fairness, Novartis Foundation (pp.20-29).

<div align="center">

Semester IV

Specialization Course-II

</div>

Course :Education for Sustainable Development

Course Code :MED 422   **Credits:3(2L+1T)**

Course Objectives:

- To Develop an Understanding of the Interrelationship between Education and Development.
- To Appreciate the Critical role of Education for Sustainable Development.
- To Examine and Analyze the Need and Relevance of Values for Sustainability.
- To Critically Reflect on the Ways and Means for Education to be a Catalyst for Peaceful Coexistence in the New Global Social Order.

Unit I: Development and Education

(a) Education for Citizenship, Responsibilities and Qualities of Responsible Citizens.

(b) National Development – Meaning, Scope, Diverse Viewpoints.

(c) Indicators of National Development.

(d) Education and Development of 21st Century Life Skills.

(e) Education as an Investment.

Unit II: Sustainable Development and Education

(a) Understanding the Interface between Sustainable Development and Education.

(b) Need of Sustainable Development, Brundtland Commission (1987).

(c) United Nations Division for Sustainable Development (DSD): Role and F nctions.

(d) Education for Sustainable Development and UNESCO: Role and Landmarks.

(e) NEP 2020 Recommendations on Sustainable Development through Education.

Unit III: Values for Sustainability

(a) Peaceful Coexistence, Religious Tolerance, Secular Outlook.

(b) Environmental Sensitivity, Conservation as a Value.

(c) Empathy, Care and Compassion towards all Forms of Life.

(d) Non Violence in Words and Behavior to Create a Cohesive, Just and Equitable Social Order.

Unit IV: Education for Peace

(a) Recommendations of Delor's Commission on Education for Peace and International Understanding.

(b) Methods for Peace Education: Discussion on Biographies of Mother Teresa, Nelson Mandela, Dalai Lama, Baba Amte.

(c) Role of a Teacher to Foster Peace through Education.

(d) Critical Reflection on the Review of Ten Recent Researches in the Field of Peace Education.

Expected Course Outcomes:

- Inculcate the values of sustainability in students through curricular activities.

- Foster peaceful co-existence by creating respect for diversity.

- Develop positive attitude towards the responsibilities of a citizen in a democratic order.

Suggested Readings:

- Agarwal, A et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment.

- NCERT (2006). Position Paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.

- Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE) Education. In the Role of Moral Reasoning on Socio- Scientific Issues and Discourse in Science Education. Science and Technology Education. Vol. 19, 219-239.

- Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication.

- UNEP (2013). Emerging Issues in our Global Environment (year book). United Nations Environment Programme.

- UNESCO – UNEP (1980). Environment Education: What, Why, How Paris: International Education Series.

- UNESCO- UNEP (1990). Basic Concepts in Environmental Education. In Environment Education Newsletter. Paris: UNESCO.

<div align="center">

Semester IV

</div>

Course: Social Theory of Education: Issues and Trends

Course Code: MED 424   **Credits:3(2L+1T)**

Course Objectives

- To Develop Understanding of Social theory of Education and its various approaches.
- To Critically Examine the Interface of Social Theory, Social Practice and Education.
- To Examine the Role of Knowledge, Ideology and Critical Theory in Construction of social reality.
- To understand the emerging trends with respect to Social Movements, Democracy and Education.

Unit I Understanding the Interface: Social theory and Education

(a) Critical review of Capitalism and Socialism with Respect to School, State and Society.

(b) Classical Approaches: Consensus, Conflict and Reproduction.

(c) Contemporary Approaches: Multilineal Evolution Social Theories (Neo Evolutionism Theory of Post Industrial Society, Post Modern Feminist).

(d) Emerging Approaches: Rational Choice Theory and Symbolic Interactionism.

Unit II Social Practice and Education

(a) Education Opportunities: Revisiting Hierarchy, Status, Caste ,Gender with reference to Equity and Equality in Education.

(b) Understanding Marginalisation, Exclusion and Inclusion as Social Practices in the context of making Education accessible and available to all children.

(c) Autonomy, Accountability, Academic Freedom: Status of Educational Institutions in Terms of Practice.

(d) Hermeneutics and Social theory of Education.

Unit III Knowledge, Social Reality and Critical Theory

(a) Sociology of Knowledge, The Role of Ideology and Mass Media in Knowledge Construction .

(b) Ethnomethodology, Rituals and Solidarity as Social Practices.

(c) Critical Review of the Thought of Habermas, Lyotard and Foucault with reference to Knowledge, Society and Social Control.

(d) Indigenous System of Knowledge

Unit - IV: Education, Social Movements and Democracy

(a) Human Rights Perspective to Caste , Gender , Class , Disability and Children : Role of Social Movements.

(b) Democracy, Welfare and Social Change : Role of State

(c) Revisiting Feminism from the Modern and Post Modern Perspective for Theorising Gender.

(d) Teachers and Students Unions and Associations: Role and Responsibilities in Democratising Education.

Expected Course Outcomes:

- Develop a perspective towards understanding the role of social theories in Education.

- Contribute towards creating a just and equitable social order through education.

- Reflect on the role of teachers towards democratizing education.

Suggested Readings

- Blackledge, D. and Hunt, B.(1985)Sociological Interpretations of Education, Routledge.

- Bourdiew, P, and Passeron, J.C. (1990) Reproduction in Education, Society and Culture.

- Crook, N. (1996) The Transmission of Knowledge in South Asia, Oxford University Press.

- Chanana, K. (2001) Interrogating Women's Education, Rawat Publication, Delhi.

- Kingdon, G. and Muzammil, M. (2008) A Political Economy of Education in India: The Case of Uttar Pradesh, Published by Oxford Policy Institute

- Kumar, K. (2005) Political Agenda of Education, Sage Publication.

- Sarangapani, P.M. (2003) Constructing School Knowledge: An Ethnography of Learning in an Indian Village, Sage Publicaiton: India.

- Srinivas, M.N. (1993) On Living in a Revolution and Other Essays, Oxford University Press: USA.

Semester IV

Course: Continuing Professional Development of Teachers

Course Code :426   **Credits:3(2L+1T)**

Course Objectives:

- To sensitise towards the need, relevance and process of Inservice Teacher Education in India.
- To critically reflect upon the problems, challenges and prospects of Inservice Teacher Education in India.
- To develop insight into the process of organising and evaluating an Inservice Teacher Education Programme.
- To examine and analyse the research and innovative practices in Inservice Teacher Education.

Unit I: Inservice Teacher Education: Need and Scope

(a) Meaning and Nature of In-Service Education.

(b) Teacher Expertise: Berliner's Stages of Development of a Teacher.

(c) Concept of Androgogy and it's principles.

(d) Inservice Teacher Education: Need, Purpose and Scope.

(e) Teacher Development: Concept, Factors Influencing the Process and Outcome of Teacher Development: Personal and Contextual.

(f) Types of Inservice Teacher Education Programmes: Orientation, Refresher, Workshop, Seminar, Conference, Symposium Concept and Objectives of the Programmes.

(g) Models and Modes of Inservice Teacher Education Programmes: Induction, One Shot, Recurrent, Cascade, Multisite, School based (Scope, Merits and Limitations) Modes: Face to Face, Distance, Online, Blended.

Unit II: Planning and Organising an Inservice Teacher Education Programme

(a) Planning an Inservice Teacher Education Programme: Primary Considerations:

(i)Need Assessment and Duration of the Course Parameters to decide.

(ii)Number of Participants: Considerations for Optimal number.

(iii) Funding Organisations (Share of Funding and Dynamics of Approvals keeping the Time Frame in mind)

(iv) Model and Mode of In-service Teacher Education Course

(v) Drafting the Concept Note including the Vision, Objectives, Theme, Subthemes and Outcomes foreseen.

(vi) Decision on Fee to be charged from Participants(Taking the funding if any into consideration)

(vii) Preparation of Budget

(viii) Administrative and Financial Sanction on Funding Received and Total Expenditure in Budget for Organisation of Programme.

(ix) After Approval Drafting of Course Materials if any in consultation with Experts, Development of Feedback Form for Each day(Online and Offline both to be options).

(b) Organisation of Programme:

(i) Inviting Applications

(ii) Selecting the Participants based on a approved Selection Criteria that is objective and need based both.

(iii) Registration of Selected Participants and Collection of Registration Fee(as per the authorisation in the organization either through drafts or by online transfer)

(iv) Selection of Subject Experts for Every Session Per day.

(v) Taking Consent for Delivering of Lectures by Experts.

(vi) Organisation of Hospitality for Entire Duration of Programme.

(vii) Making Arrangements for Disbursal of Honorarium and Conveyance to Experts(Including keeping records of the same).

(viii) Keeping records of Attendance and Feedback of every session.

Unit III: Inservice Teacher Education: Problems, Challenges and Prospects in India

(a) Reflection on the Recommendations of NEP 2020 on Inservice Teacher Education in India: Critical Study and Prospects of Implementation on Ground.

(b) Problems Plaguing Inservice Teacher Education in India: Critical Reflection on Systemic Factors and Reforms Needed.

(c) Role of NCERT,CBSE, IASE, IIMs, NUEPA and NGOs in Inservice Teacher Education in India.

(d) Inservice Teacher Education under DPEP, SSA and RMSA: Objectives, Outcomes, Challenges.

(e) Inservice Teacher Education: Reflection on Best Practices from US, UK, Australia and Finland.

Unit IV: Research and Innovative Practices in In-service Teacher Education

(a) Paradigms for Conducting Research in Teaching: Reflecting on Contribution of Gage, Doyle and Shulman.

(b) Evaluation of the Effectiveness of a In-service Teacher Education Programme: Parameters and Process.

(c) Professional Skill and Competency Development Course in In-service Teacher Education: Analysis with respect to Existing Awareness of Teachers, Best Practices and their Documentation, Improvement Based on Feedback of Participants.

(d) Innovative Practices in In-service Teacher Education: Critical Reflection.

(e) Critical Reflection on Recent Research in In-service Professional Development of Teachers and Teacher Educators.

Expected Course Outcomes:

- Conduct surveys to gauge the need for in-service teacher education programmes.
- Develop need based in-service teacher education programmes for various cadres of teachers.
- Evaluate the effectiveness of in-service teacher education programmes through appropriate tools.

Suggested Readings:

- Education Commission Report (1964-66). Government of India, New Delhi.
- Agarwal J. C. (1983): Landmarks in the History of Modern Indian Education, Vikas Publishing House Pvt. Ltd. New Delhi.
- Aggarwal J. C. (1998): Teacher Education, Theory and Practices, Doaba Home, New Delhi.
- Anderson. L.W.et al (1997): International Encyclopedia of Teaching and Training education, Pergmon Press.

- Dunkin Michael J. (1987): The International Encyclopedia of Teaching and Teacher Education, Pergmon Education Forum, Vol 4 no. 12, New York.

- Hittlilman, Daniel. R.(1976): A Model for a Competency Based Teacher Preparation in Program- Teacher Education Forum, Vol 4 no. 12, New York.

- Pradeep Kumar. T. (2010): Teacher Education APH Publishing Corporation.

<div align="center">

Semester IV

</div>

Course: Education, Culture and Diversity

Course Code : MED 428   **Credits:3(2L+1T)**

Course Objectives:

- To critically examine the Interplay of Education, Culture, Politics and Power Structures.
- To Sensitise towards the Need and Relevance of Respecting Diversity in all Forms and Manifestations in Education.
- To equip with the Attitudes, Values and Skills to nurture and respect diversity.
- To Appreciate the Need and Relevance of Global Citizenship Education to create an Inclusive and Just Social Order.

Unit I: Understanding the Interface of Education and Culture

(a) Site of Education: Understanding the Dynamics of Transition from Home to School.

(b) Language as a Tool to Perpetuate Marginalisation, Discrimination and Exclusion in Education (Examining the Indian Context)

(c) Classroom Practices: Competition vs Cooperation, Dialogic Discourse Versus Silencing Voices, Individual Aims Versus Social Aims.

(d) Textbooks, Reproduction of Dominant Culture and Hidden Curriculum: Understanding the Dynamics of Power, Politics and Ideology.

Unit II: Diversity and Classrooms – Issues and Concerns

(a) Learners and Diversity: Appreciating and Recognising Diversity by Understanding and Respecting Differences in Social, Cultural, Political, Economic   and Educational Backgrounds.

(b) Education, Language and Politics: Examining the Marginalisation   of Indigenous Languages and People Speaking them in Formal Education Settings.

(c) Respecting the Myth of 'Homogeny': Assumptions, Biases, Prejudice and Perpetuating Dominant Stereotypes by Politics of Silencing Dissent.

(d) Countering 'Homogeny': Resistance, Counter Narratives, Counter   Culture, Critical Pedagogy.

(e) Understanding Classroom Processes and Practices to Create build Inclusive Classrooms.

Unit III: Marginalisation, Diversity and Power: Understanding the Interplay

(a) Differential Backgrounds, Participation and Achievement : Understanding Diversity in Learners and Teachers

(b) Theories regarding the "Marginalised Groups" Participation and Achievement in Education.

(c) Study and Critique of the Deficit Model

(d) Power, Hierarchy, Caste, Class, Gender, Disability, Religion: Understanding the Politics of Systematic Exclusion from Education.

(e) Marginalisation and Exclusion vis a vis Differential Schooling.

Unit IV: Culturally Responsive Pedagogy

(a) Understanding the Parameters to Develop a Multicultural Curriculum.

(b) Addressing Diversity by Communicating across Cultures in Pedagogical Spaces.

(c) Global Citizenship Education: Teaching to Respect Linguistic, Caste, Gender, Racial, Religious and Others Forms of Diversity across Cultures.

(d) Teaching Valuing Diversity: Educating Pre Service and Inservice Teachers Strategies.

(e) NEP 2020: Revisiting Recommendations towards Culturally Responsive Education and Pedagogy.

Expected Course Outcomes:

- Develop a cadre of teachers who have the attitude ,skills and competencies to respect diversity.

- Develop a sound understanding of culturally responsive pedagogy and education.

- Counter all attempts of marginalization and exclusion in education and create inclusive educational spaces.

Suggested Readings:

- 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, pp104-109.

- Dovidio, J.F., Hewstone M., Glick, P. & Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication.

- Kugelmass, J.W. (2006) Sustaining Cultures of Inclusion: The Value and Limitation of Cultural Analysis, European Journal of Psychology of Education, Vol. 21(3), pp 279-292.

- Sleeter, C.E. and McLaren, P. O.(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.

- UNESCO (2003) Overcoming Exclusion through Inclusive Approaches in Education. A Challenge and a Vision,A Conceptual Paper.

Semester IV

Course: Gender, Education and Society

Course Code :MED 430   **Credits:3(2T+1L)**

Course Objectives:

- To Develop a Critical Understanding of the Interplay of Gender and Society with respect Inequality in Education.
- To Reflect on the Policy Framework and Programmes Instituted to bring Gender Equality at all levels in Education.
- To Develop Positive Attitudes towards facilitating the Inclusion of Transgender in Education.

Unit I: Gender and Inequality

(a) Gender Understanding Patriarchy, Power, Hierarchy, Dominance Subjugation, Violation across the Gender Spectrum and connect it with Inequality in Education at all levels.

(b) Transgender: Meaning, Types, Problems and Challenges in Education.

(c) Inclusion of Transgender in Education: Tracing the History and Present Status in India.

(d) Transgender Law 2019: Study and Critique India.

(e)Issues and Challenges Surrounding Protection of Rights of Children and Women: Sexual Abuse, Child Abuse, Deconstructing Myths, Superstitions and Rituals, Disability, Domestic Violence, Acid Attacks, Widowhood, Divorce, Marital Rate, Growing up Unequal.

Unit II: Gender Studies, Policies and Media

(a) Gender Studies: Concept, Need and Scope as an Academic Discipline.

(b) Gender Rights Developments: Global and India Developments.

(c) Policies and Programmes for Gender Equity in Education.

(d) National Commissions and Committees for Safeguarding Women's Rights.

(e) Government and Non Governmental Organisations working for Women and Child Development in India.

(f) Potrayal of Women in Media vs Women in Media: Challenges and Change.

Unit III: Gender, Education and Development

(a) Empowerment of Women and Transgender: Alternative Approaches.

(b) Women in Development (WID), Women and Development (WAD).

(c) Gender and Development (GAD): Policies and Programmes in India.

(d) Self Help Groups, Women and Leadership, Women and Entrepreneurship.

(e) Educational Experiences of Women by Revisiting their Journeys showcased in Documentaries, Films and Poetic Expressions.

Unit IV: Gender Equality and Social Change

(a) Empowering PRIs in India: Political Role and Participation of Women.

(b) Advocating 33% Reservation for Women in the Parliament in India: Need, Significance, Status, Challenges.

(c) Inclusion of Transgender in Education: Challenges and Prospects in India.

(d) Role and Work of National and International Funding Agencies in Bridging the Gender Divide in India - Men and Transgender.

(e) Women and Pioneers to usher Social Change in India: Revisiting the Contribution of Medha Patkar, Sarojini Naidu, Laxmi Narayan Tripathi

Expected Course Outcomes:

- Develop positive attitude towards the creation of a gender neutral society.
- Critically reflect on the role of Education in creating a gender equal world.
- Deconstruct and bust the myths, assumptions and misconceptions that lead to Gender Stereotyping.

Suggested Readings:

- Apple, Michael W.&Smith,Christian L.(ed.),(1991)The Politics of the Textbook, Routledge, New York.
- Arya Sadhana, Menon, Niveditaetc.; Naarivaadi Rajniti: Sangharsh aur Muddey.
- Bhasin, Kamla (1994).What is Patriarchy? Kali for Women, New Delhi.
- Chakravarti,Uma (1998).Rewriting History;The Life and Times of Pandita Ramabai. OUP; Delhi.
- Geetha,V.(2002).Gender: Stree; Kolkata.
- NCERT-National Curriculum Framework 2005, N.C.E.R.T. New Delhi.
- Roy, Kumkum (2010).The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi.

Semester IV

Practical Course : **Dissertation**

Course Code : MED 450   **Credits: 4**

Course Objectives:

- To analyse and interpret the results of the data collected.
- To deduce and articulate educational implications based on the findings of the research study.
- To finalise the chapters of the dissertation based on the established guidelines.

Practical Course Outline:

- In this Semester the students shall be required to complete the data analysis (if remaining) and finalise the following chapters after due approval by the respective faculty mentors before submission of the dissertation
  - (a) Chapter 1: Introduction
  - (b) Chapter 3: Conceptual / Theoretical Framework
  - (c) Chapter 2: Review of Related Literature
  - (d) Chapter 4: Research Design
  - (e) Chapter 5: Analysis and Interpretation of Results.
  - (f) Chapter 6: Findings, Educational Implications and Suggestions for Further Research.
- The students shall also finalise the following pages and work to be attached in the dissertation after getting it approved by the faculty mentor.
- (1) Acknowledgement
- (2) Declaration
- (3) Supervisor's Certificate
- (4) Table of Contents
- (5) Table of Figures (if any)
- (6) Bibliography
- (7) Appendices (Copy of Tools used in the Dissertation to be attached in this part in the end)
- (8) Plagiarism Test Report

- The students will be evaluated on the final dissertation submission and the Viva Voce on the same in the end term examination.

Semester IV

Practical Course :Critical Use of ICT in Education

Course Code : MED 452   **Credits: 3**

Course Objectives

- To Develop the Skills and Competencies of using Different types of Instructional Software in Teaching and Learning Effectively.
- To Equip with the ICT Skills Useful in Navigating Web based Resources including Open Educational Resources.
- To Develop Competencies for Web based Communication, Collaboration, Design and Creation:
- To Understand the Use of Blended and Online Teaching Models and their Integration.

Unit I Instructional Software for Enhancing Student Learning

(a) Instructional Software: Definition, Teaching Functions, Selecting Appropriate Instructional Software.

(b) Drill and Practice Software: Characteristics, Selection, Benefits   and Challenges, Integration Strategies using Drill and Practice.

(c) Tutorial Software: Characteristics, Selection Criteria, Benefits and Challenges, Integration Strategies for using Tutorial Software.

(d) Simulations: Concept and Characteristics, Types of Simulations, Selecting Appropriate Simulation Software, Benefits and Challenges, Strategies to Integrate Simulation Softwares in Teaching and learning.

(e) Problem Solving Software: Selecting Appropriate Software, Benefits and Challenges, Integrate Strategies Using Problem Solving Software.

(f) Personalised Learning Systems: Characteristics, Selection Criteria, Benefits and Challenges, Integration Strategies using Personalised Learning Systems.

Unit II: Web based Resources for Teaching and Learning

(a) Methods for Navigating the Web, Using URLs, Downloading Software, Apps, Plug - Ins.

(b) Types of Search Engines, Search Tools and Strategies, Research and Reference Tools.

(c) Online Educational Content: Archived Online Content, Interactive Web Content.

(d) Open Educational Resources: Locating of OER, Benefits and Types of Using OER, Challenges in Using OERs.

(e) Online Safety and Digital Citizenship: Issues of Online Safety and Security, Ethical and Legal Issues, Guidelines for Ethical Online Behavior, Digital   Citizenship and Netiquette.

(f) Integration Strategies for Web Content.

Unit III: Web based Communication, Collaboration, Design and Creation

(a) Online Communication Modes

Email and Listservs, Instant Messaging and Text Messaging, Videoconferencing for Synchronous Communication.

(b) Collaboration in Online Mode

Blogs, Microblogs, Content Curtain, Wikis, Photo and Video Sharing Communities, Social Networking Sites.

(c) Web Design and Development

Web Authoring Tools, Research for Final Site Production, Design Perspectives, Web Development Steps and Evolution Criteria.

(d) Online Designing and Creating

Web based Presentations: Creation of Narrated Slidedecks, Animated Videos, Interactive Lessons, Use of Collaborative and Interactive Whiteboard, Creating Digital Posters, Creating Web based Digital Portfolios, Audio and Video Development: Creating Podcasts, Vodcasts and Vlogs, Audio and Video Lesson Integration Strategies.

Unit IV: Blended and Online Teaching – Learning

(a) Blended Learning Models: Rotation Model – Station Rotation, Lab Rotation, Flipped Classroom, Individual Rotation, Benefits and Challenges of Blended Learning.

(b) Online Learning: Online Course Models – The Non Interactive Online Model, The Interactive Asynchronous Online Model, The Interactive Online Course with Synchronous Events Model, The Massive Open Online Course (MOOC).

(c) Integration Strategies for Online Learning.

(d) Competencies of Successful Online Instructors.

(e) Designing a Learning Management System.

(f) Importance of Continuous Technical Support for Online Teaching.

Expected Course Outcomes:

- Develop a critical understanding of the use of the blended and online teaching learning modes.

- Develop online teaching-learning resources to cater to different learning styles of students.

- Create web based digital portfolios with ease.

Practical Record and Evaluation

The students shall be evaluated on the digital portfolio of the work done. The e – Port folio shall be the basis of the Viva Voce examination at the end of the semester.

Suggested Readings:

- Abbott, C. (2001). ICT: Changing Education. London: Routledge Falmer. (chap 3&7; pg. 28-44, 102-118).

- Fallows, S., & Bhanot, R. (2002). Educational Development through Information and Communications Technology. London: Kegan Page. (chap 1,9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)

- Florian, L., & Hegarty, J. (Eds.). (2004). ICT and Special Educational Needs: A Tool for Inclusion. Berkshire: Open University Press. (chap 1; 7-20).

- Kasinathan, G. (2009). ICTs in School Education – Outsourced versus Integrated Approach, Policy Brief. Retrieved August 10, 2011, from IT for Change: https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf

- Leask, M.(Ed.). 2001. Issues in Teaching using ICT. London: Routledge Falmer. (chap 1,8; pg.3-14, 105-115).

- Monteith, M.(Ed.). (2004). IT for Curriculum Enhancement. Bristol: Intellect Books. (chap 2,3,8,9; pg.26-56, 113-139).

- Pritchard, A. (2007). Effective Teaching with Internet Technologies: Pedagogy and Practice. New Delhi: Sage Publications. (chap 1, 2; pg.1-27).

city building in

Semester I

Course: Philosophical Foundations of Education

Course Code: MED 101

CEO1	Apply critical inquiry in all endeavors of education and life
CEO2	Compare and contrast the strengths and weaknesses of different philosophical thoughts.
CEO3	Understand the implications of different schools of Philosophy of Education in teaching, learning and evaluation

Semester I

Course: Psychological Foundations of Education

Course Code: MED 103

CEO1	Appreciate the need and relevance of motivation and emotion in understanding different personality types among students.
CEO2	Develop clear understanding of the application of theories of intelligence to nurture creativity.
CEO3	Understand the process of adjustment and the mechanisms to prevent or deal with maladjustment.

Semester I

Course: Sociological Foundations of Education

Course Code : MED 105

CEO1	Understand students and teaching-learning environments from t e perspective of agencies and processes of socialization .
CEO2	Develop critical understanding of the interface of tradition and modernity in India.
CEO3	Examine the interrelationship between knowledge,curriculum,politics and power through relevant examples.

Semester I

Course: Research in Education-I

Course Code :MED 107

CEO1	Apply the understanding of research in the development of research proposals.
CEO2	Choose appropriate research designs to conduct research
CEO3	Develop reliable and valid tools of data collection.

Semester I

Course: Research and Ethical Practice

Course Code :MED 109

CEO1	Understand the need and relevance of ethical practices in research.
CEO2	Develop critical understanding of the types of unethical practices and penalties thereof.
CEO3	Use the plagiarism software to detect plagiarism in research.

Semester I

Elective

Course Title: MOOCs

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

Semester I

Practical Course: Personality Development

Course Code : MED 151

CEO1	Develop understanding of self in order to adapt to different situations in life.
CEO2	Develop harmonious relationships at home,at workplace and community at large.
CEO3	Develop a positive outlook towards self and others for peaceful co-existences.

Semester I

Practical Course: Life Skills Education

Course Code: MED 153

CEO1	Apply life skills in daily life to live happily.
CEO2	Use different strategies to develop life skills in others.
CEO3	Conduct life skill workshops for different stakeholders.

Semester-I

Practical Course: Dissertation

Course Code: MED 155

CEO1	Review Related Literature using the library resources available offline and online.
CEO2	Develop annotated bibliography using online resources
CEO3	Effectively use Plagiarism software in research practice.

Semester II

Course: Teacher Education and Pedagogical Practice

Course Code : MED 202

CEO1	Reflect critically on the policy and practices in teacher education in India.
CEO2	Examine the impact of privatization and globalization on education.
CEO3	Critically analyse the evolution of pre-service and in-service teacher education in India.

<div align="center">

Semester II

</div>

Course: Human Rights Education

<div align="center">

Course Code :MED 204

</div>

CEO1	Apply the Human Rights based approach in all endeavors of education.
CEO2	Create awareness and sensitization among different stakeholders with respect to safeguarding human rights .
CEO3	Understand the application of different conventions and laws that are there for protection of human rights.

<div align="center">

Semester II

</div>

Course: Historical and Political Perspectives of Education

<div align="center">

Course Code :MED 206

</div>

CEO1	Examine the impact of different policies on Education in the Indian context.
CEO2	Engage in critical analysis of the interface of language, politics and education.
CEO3	Analyse the trends in education with respect to privatization and commercialization of education in independent India.

<div align="center">

Semester II

</div>

Course: Research in Education-II

<div align="center">

Course Code :MED 208

</div>

CEO1	Use qualitative and quantitative approaches in research to undertake research
CEO2	Develop appropriate tools for collection of data.
CEO3	Apply appropriate statistical techniques to analyse research data.

Semester II

Course: Education Studies

Course Code : MED210

CEO1	Appreciate role of education as a process and as social reconstruction of experiences.
CEO2	Develop critical understanding of the implications of philosophical thoughts of eminent educators.
CEO3	Compare and Contrast the influence of different ideologies on Education.

Semester II

Course Title: Entrepreneurial Mindset

Course Code: MED 212

CEO1	Students form a foundation for basic entrepreneurial skills
CEO2	Students understand creativity and innovation for opportunity recognition
CEO3	Students learn about opportunity analysis and writing a business plan
CEO4	Students are inspired by examples of successful entrepreneurs.

Semester II

Elective

Course Title: MOOCs

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

Semester II

Practical Course :Dissertation

Course Code :MED250

CEO1	Develop research proposal to achieve the research objectives

Semester II

Practical Course: Internship in Teacher Education Institutions

Course Code :MED 252

CEO1	Develop critical understanding of the working of a teacher education institution.
CEO2	Address challenges to fill the gap between theory and practice based on critical reflection on prevailing practices in teacher education institutions.

Semester III

Course: Curriculum Planning and Development

Course Code : MED 301

CEO1	Participate in the process of textbook and workbook development effectively.
CEO2	Develop teacher's handbook and laboratory manuals as teaching learning materials.
CEO3	Examine existing curricula for their strengths and weaknesses.

<div align="center">

Semester III

</div>

Course: Assessment and Evaluation in Education

<div align="center">

Course Code :MED 303

</div>

CEO1	Develop need based assessment tools for evaluation.
CEO2	Develop insight of recent trends in assessment and evaluation in order to use them effectively.
CEO3	Apply different techniques of assessment to cater to diversity in the classroom.

<div align="center">

Semester III

</div>

Course: Environmental Education

<div align="center">

Course Code: MED 305

</div>

CEO1	Apply different strategies and techniques to conserve and protect the environment.
CEO2	Create awareness in students and teachers about the need to protect the environment.
CEO3	Develop insight into the ways and means to avert and manage natural and man made disasters.

<div align="center">

Semester III

</div>

Elective

Course Title: MOOCs

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

<div align="center">

Semester III

Specialization Course

Course : Elementary Education in India: Administration and Management

Course Code :MED 307

</div>

CEO1	Develop plans and strategies to achieve Universalisation of Elementary Education in India.
CEO2	Examine the govt initiatives to implement programmes for UEE in India.
CEO3	Critically analyse the plan outlay for Elementary Education in India.

Semester III

Specialization Course

Course : Secondary Education in India: Administration and Management

Course Code :MED 309

CEO1	Undertake micro planning and school mapping to achieve universalisation of secondary education in India.
CEO2	Develop effective institutional plans to achieve the quality mandate.
CEO3	Apply principles of Total Quality Management in Education.

Semester III

Specialization Course

Course: Language Education

CEO1	Address the challenges related to language diversity in classrooms.
CEO2	Develop language proficiency by understanding the nature and functions of language.
CEO3	Contribute towards research in language education to feed language policy in India.

Semester III

Specialization Course

Course: Social Science Education

Course Code :MED 313

CEO1	Develop insight in the debates surrounding social sciences.
CEO2	Apply the different methods of social science research to education to understand social reality.
CEO3	Develop critical understanding on the thoughts of social thinkers to examine thgeir relevance to Education.

Semester III

Specialization Course

Course: Science Education

Course Code :MED 315

CEO1	Develop critical understanding of the application and contribution of Science in daily life.
CEO2	Apply different innovative methods to teach Science catering to different learning styles.
CEO3	Devise different assessment tools to evaluate student performance in Science.

<h3>Semester III</h3>

<h3>Specialisation Course</h3>

Course: Mathematics Education

<h3>Course Code: MED 317</h3>

CEO1	Develop insight in the nature and functions of Mathematics in solving problems of daily life.
CEO2	Understand the significance of language in a Mathematics classroom to understand concepts.
CEO3	Develop different assessment tools to evaluate learners in Mathematical understanding.

<h3>Semester III</h3>

<h3>Specialization Course</h3>

Course :Business Education

<h3>Course Code:MED 319</h3>

CEO1	Develop insight in Business Education to transact and assess curriculum effectively.
CEO2	Apply the competencies acquired in Business Education in the field of Educational Administration.
CEO3	Compare the growth of Business Education in other countries to learn from best practices.

Semester III

Practical Course: Expository and Academic Writing

Course Code : 351

CEO1	Write expository essays on different themes in Education.
CEO2	Follow the guidelines of academic and expository writing to publish in quality journals.
CEO3	Develop reference list and bibliographies based on established conventions.

Semester III

Practical Course :Dissertation

Course Code : MED 353

CEO1	Collect data objectively to achieve the objectives of the research study

Semester III

Practical Course: Internship in School

Course Code : MED 355

CEO1	Develop insight into the working of a school in totality.
CEO2	Critically reflect upon the problems plaguing school education.
CEO3	Develop insight in the prevailing gap between school education and pre- service teacher education.

Semester IV

Course :Economics, Politics and Education

Course Code :MED 402

CEO1	Reflect upon the critical role of Economics in Education.
CEO2	Critically analyse the impact of globalization and privatization on Education.
CEO3	Suggest reforms in policy to fulfill the mandate of quality Education at all levels.

Semester IV

Course: Curriculum Implementation and Evaluation

Course Code :MED 404

CEO1	Develop insight in the processes of curriculum implementation and evaluation.
CEO2	Develop appropriate need based tools of curriculum evaluation.
CEO3	Undertake research in emerging areas of curriculum transaction and evaluation.

Semester IV

Course :Use of ICT in Education

Course Code :406

CEO1	Develop competencies in the effective use of ICT in Education.
CEO2	Reflect critically on the ethical ways of using ICT in Education.
CEO3	Use the skills of integration of ICT tools in Education effectively.

Semester IV

Elective

Course Title: MOOCs

A list of MOOCs will be provided by the University School of Education, GGSIPU every academic year. Students are required to successfully complete one of such prescribed MOOCs in order to get requisite number of credits and marks due for this semester.

Semester IV

<center>

Specialization Course-I

</center>

Course Title: Elementary Education in India: Concerns and Prospects

Course Code: MED 408

CEO1	Develop plans to achieve the goals of Universalisation of Elementary Education.
CEO2	Apply the principles of child centred pedagogy in teaching –learning.
CEO3	Undertake research to find solutions to problems and challenges faced by Elementary Education in India

<center>

Semester IV

Specialization Course-I

</center>

Course: Secondary Education in India: Concerns and Prospects

Course Code :MED 410

CEO1	Develop plans to achieve the goals of Universalisation of Secondary Education.
CEO2	Develop need based in-service programmes for professional development of secondary teachers.
CEO3	Undertake research to find solutions to problems and challenges faced by Secondary Education in India.

Semester IV

<center>

Specialization Course-II

</center>

Course :Comparative Education

Course Code :MED 412

CEO1	Reflect on the balance between localization and globalization in Education.
CEO2	Develop a critical perspective on the concerns of comparative education.
CEO3	Develop cross cultural understanding and global outlook through the study of comparative education.

Semester IV

Specialization Course-II

Course :Educational Administration, Management and Leadership

Course Code: MED 414

CEO1	Develop competencies in leading institutions in different capacities.
CEO2	Manage institutions effectively using different management processes.
CEO3	Adapt to changing roles of leadership to emerge as transformational leaders.

Semester IV

Specialization Course-II

Course :Inclusive Education and Inclusion

Course Code :MED 416

CEO1	Develop positive attitude towards inclusion and inclusive Education.
CEO2	Develop competencies to creative inclusive teaching-learning settings.
CEO3	Develop perspective to respect diversity in all forms.

Semester IV

Specialization Course-II

Course: Educational Technology

Course Code : MED 418

CEO1	Develop skills and competencies in the use of Educational Technology
CEO2	Develop instructional designs to cater to different learning styles.
CEO3	Develop teaching-learning materials for both face to face and online teaching using Educational technology

Semester IV
Specialization Course-II

Course: Education, Values and Human Development

Course Code : MED 420

CEO1	Develop value based curricula in order to integrate values in all subjects.
CEO2	Develop critical insight in the need and relevance of Value based Education.
CEO3	Reflect on the relationship between values ,education and sustainable development.

Semester IV

Specialization Course-II

Course :Education for Sustainable Development

Course Code :MED 422

CEO1	Inculcate the values of sustainability in students through curricular activities
CEO2	Foster peaceful co-existence by creating respect for diversity.
CEO3	Develop positive attitude towards the responsibilities of a citizen in a democratic

	order.

Semester IV

Course: Social Theory of Education: Issues and Trends

Course Code: MED 424

CEO1	Develop a perspective towards understanding the role of social theories in Education.
CEO2	Contribute towards creating a just and equitable social order through education.
CEO3	Reflect on the role of teachers towards democratizing education.

Semester IV

Course: Continuing Professional Development of Teachers

Course Code :426

CEO1	Conduct surveys to gauge the need for in-service teacher education programmes.
CEO2	Develop need based in-service teacher education programmes for various cadres of teachers.
CEO3	Evaluate the effectiveness of in-service teacher education programmes through appropriate tools.

Semester IV

Course: Education, Culture and Diversity

Course Code : MED 428

CEO1	Develop a cadre of teachers who have the attitude ,skills and competencies to respect diversity.
CEO2	Develop a sound understanding of culturally responsive pedagogy and education.

CEO3	Counter all attempts of marginalization and exclusion in education and create inclusive educational spaces.

Semester IV

Course: Gender, Education and Society

Course Code :MED 430

CEO1	Develop positive attitude towards the creation of a gender neutral society.
CEO2	Critically reflect on the role of Education in creating a gender equal world.
CEO3	Deconstruct and bust the myths, assumptions and misconceptions that lead to Gender Stereotyping.

Semester IV

Practical Course :Critical Use of ICT in Education

Course Code : MED 452

CEO1	Develop a critical understanding of the use of the blended and online teaching learning modes.
CEO2	Develop online teaching-learning resources to cater to different learning styles of students.
CEO3	Create web based digital portfolios with ease.

Mapping of POs and Cos

Course	COs	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO 4	PSO 5

Semester-I										
Philosophical Foundations of Education.	CO1	3	3	3	2	3	3	3	3	3
	CO2	3	3	3	3	2	3	3	3	2
	CO3	3	3	3	2	3	3	3	3	3
Psychological Foundations of Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	2	3	3	3	3	3
	CO3	3	3	3	3	2	3	3	3	3
Sociological Foundations of Education.	CO1	3	3	3	3	3	2	3	3	3
	CO2	3	3	3	3	2	3	3	3	3
	CO3	3	3	3	3	3	3	3	2	3
Research in Education-I	CO1	3	3	3	3	3	3	2	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	2	3	3	3	2	3	3	3
Research and Ethical Practice	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	2

	CO3	3	3	3	3	3	3	2	3	3
MOOC	CO1	-	-	-	-	-	-	-	-	-
	CO2	-	-	-	-	-	-	-	-	-
	CO3	-	-	-	-	-	-	-	-	-
Personality Development	CO1	3	3	3	3	3	3	3	3	3
	CO2	2	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	2
Life Skills Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Dissertation	CO1	3	3	3	3	3	3	2	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	2	3	3	3	3	3	3	3	3
Semester-II										
Teacher Education and Pedagogical	CO1	3	3	3	3	3	3	3	3	3

Practice	CO2	2	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	2	3
Human Rights Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	2	3	3	3	3	2	3
Historical and Political Perspectives of Education.	CO1	3	3	3	3	3	3	2	3	3
	CO2	3	3	3	2	3	3	3	3	3
	CO3	2	3	3	3	3	3	3	3	3
Research in Education-II	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	2	3	3	3
Education Studies	CO1	3	3	3	3	3	3	3	3	2
	CO2	3	3	3	3	3	3	3	3	3
	CO3	2	3	3	3	3	3	3	3	3
Entrepreneurial	CO1	3	3	3	3	3	3	3	3	3

Mindset	CO2	2	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
	CO4	3	3	3	3	3	3	3	2	3
MOOC	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Dissertation	CO1	3	3	3	3	3	3	3	2	3
Internship in TEI	CO1	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO2	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Semester-III										
Curriculum Planning and Development	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	2	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Assessment and Evaluation in Education	CO1	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO2	**3**	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**
	CO3	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**

Environmental Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	2	3	3	3	3	3
	CO3	3	3	3	3	3	3	2	3	3
MOOC	CO1	-	-	-	-	-	-	-	-	-
	CO2	-	-	-	-	-	-	-	-	-
	CO3	-	-	-	-	-	-	-	-	-
Elementary Education in Administration and Management	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	2	3	3
Secondary Education in India: Administration and Management	CO1	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO2	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO3	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Language Education	CO1	3	3	3	2	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3

Social Science Education	**CO1**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**
	CO2	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO3	**3**	**2**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Science Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	2
	CO3	3	3	3	3	3	3	3	3	3
Mathematics Education	**CO1**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**
	CO2	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
	CO3	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**
Business Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	2	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Expository and Academic Writing	**CO1**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**3**
	CO2	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**
	CO3	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**	**3**

Dissertation	CO1	3	3	3	2	3	3	3	3	3
Internship in School	CO1	3	3	3	3	3	3	2	3	3
	CO2	3	3	3	3	3	3	2	3	3
	CO3	2	3	3	3	3	3	3	2	3
Semester IV										
Economics, Politics and Education	CO1	3	3	3	3	3	3	3	3	2
	CO2	3	3	3	3	3	3	3	3	3
	CO3	2	3	3	3	3	3	3	3	3
Curriculum Implementation and Evaluation	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	2	3	3
	CO3	3	3	3	3	3	3	3	3	3
MOOCs	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Use of ICT in Education	CO1	3	3	3	3	3	3	3	3	2
	CO2	3	3	3	3	3	3	3	3	3

	CO3	3	3	3	3	3	3	2	3	3
Elementary Education in India: Concerns and Prospects	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	2
	CO3	3	3	3	3	3	3	3	3	3
Secondary Education in India: Concerns and Prospects	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Comparative Education.	CO1	3	3	2	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	2	3	3	3	3	3	3
Educational Administration, Management and Leadership.	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Inclusive Education and Inclusion.	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	2	3	3	3

	CO3	3	3	3	3	3	3	3	3	3
Educational Technology.	CO1	3	3	3	3	3	3	3	2	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Education, Value and Human Development.	CO1	3	3	3	3	3	3	2	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	2
Education for Sustainable Development.	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Social Theory of Education: Issues and Trends	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3
Continuing Professional Development of Teachers	CO1	3	3	3	3	3	3	3	3	2
	CO2	3	3	3	3	3	3	3	3	3

	CO3	3	3	3	3	3	3	2	3	3
Education, Culture and Diversity	CO1	3	3	3	3	2	3	3	3	3
	CO2	3	3	3	3	3	3	3	2	3
	CO3	3	3	3	3	3	3	3	3	3
Gender, Education and Society	CO1	3	3	3	3	3	3	3	3	3
	CO2	3	3	3	3	3	3	3	3	3
	CO3	2	3	3	3	3	3	3	3	3
Critical Use of ICT in Education	CO1	3	3	3	3	3	3	3	3	3
	CO2	2	3	3	3	3	3	3	3	3
	CO3	3	3	3	3	3	3	3	3	3