

SIKKIM UNIVERSITY

(A Central University Established by an Act of Parliament of India, 2007)

LEARNING OUTCOME - BASED CURRICULUM

TWO-YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

Based on NCTE Curriculum Framework 2014-15 and NEP 2020

(With effect from Academic Session 2023 – 24)



DEPARTMENT OF EDUCATION

SIKKIM UNIVERSITY

6TH MILE, TADONG - 737102

GANGTOK, SIKKIM, INDIA

PREAMBLE

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, educational administrators, supervisors and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education or in secondary education.

POST GRADUATE ATTRIBUTES

Post-Graduate attribute includes disciplinary knowledge and understanding in education, skills required to perform and accomplish tasks in teacher education. The attributes must also comprise of post graduates' ability to apply knowledge and skills in the field of teacher education. The generic learning outcomes, values and teaching skills must be demonstrated by the post graduates of the programme.

Post graduates of the M.ED. programme must demonstrate the following attributes:

- **PGA 1: Disciplinary Knowledge and Understanding:** Comprehensive knowledge and coherent understanding of education as a discipline and its inter-relationship with other disciplines. Understand the current and emerging developments in the field of education. Procedural knowledge required to execute various tasks related to teaching profession in schools and higher education institutes.
- **PGA 2: Critical Thinking and Problem Solving:** Capability to critically analyze and evaluate policies, theories, practices and issues related to education by following scientific approaches to knowledge development. Capacity to extrapolate one's learning and competencies in real life situation.
- **PGA 3: Research Related Skills:** Curiosity to know new knowledge, capability for inquiry identifying problems, formulate hypothesis, test hypothesis, analyze, interpret and draw conclusions. Ability to plan execute and report the results of research study abiding by the principles of research ethics.
- **PGA 4: Communication Skills:** Listen carefully, read texts and research papers analytically and express thoughts and ideas effectively in written and oral form.
- **PGA 5: Digital Competence:** Capability to use ICT in variety of learning and work situations and to use appropriate software for creating content and research work. Develop, design and deliver courses using appropriate digital resources.
- **PGA 6: Teamwork and leadership Quality:** Ability to work effectively and respectfully as an individual and as a leader in diverse groups.

PROGRAMME LEARNING OUTCOMES

The programme Learning Outcomes for post graduate programme in education are as follows:

PLO1- demonstrate advanced theoretical and technical knowledge in the field of teacher education focusing on concepts, theories, emerging development and issues.

PLO2- demonstrate advanced knowledge and understanding of foundations of education, policies, current trends and challenges in teacher education.

PLO3- demonstrate advanced knowledge and understanding of the educational research and keep an update of emerging trends and research in the field of education.

PLO4- demonstrate procedural knowledge required for performing and accomplishing complex and specialized professional tasks relating to teaching and research.

PLO5- demonstrate cognitive, technical, professional and practical skills required for pedagogy, assessment, management to address issues in teaching-learning process.

PLO6- apply advanced knowledge of research methods to address complex problems for finding out evidence-based solutions in order to improve educational practices.

PLO7- demonstrate the ability to think critically, creatively and communicate effectively the information and arguments in a clear and concise manner.

PLO8- demonstrate integrity and honesty in all aspects of research by adhering to the ethical guidelines, regulatory framework and academic standards of an institution.

PLO9- embrace and practice constitutional, humanistic, ethical and moral values in one's life, adopt objective and unbiased actions in all aspects of work related to the teaching and related fields, participate in actions to address environmental protection and sustainable development.

PLO10- demonstrate the knowledge, skills and dispositions required for successful employment and adapt to changing educational landscapes, policies and technologies.

MAPPING OF POST GRADUATE ATTRIBUTES (PGAS) WITH PROGRAMME LEARNING OUTCOMES (PLOS)

	PGA1	PGA2	PGA3	PGA4	PGA5	PGA6
PLO1	✓	✓				
PLO2	✓		✓			
PLO3	✓	✓	✓			
PLO4	✓	✓	✓		✓	
PLO5	✓	✓	✓	✓	✓	
PLO6	✓	✓	✓	✓		
PLO7		✓		✓		
PLO8			✓			
PLO9		✓				✓
PLO10			✓		✓	✓

DURATION OF THE PROGRAMME

The M.Ed. programme shall be of a duration of two academic years which consists of four semesters. The academic programme includes field engagement for a period of minimum four weeks. The research is an essential component of the programme which requires submission of dissertation.

WORKING DAYS

The total number of working days of the programme in an academic year shall be at least two hundred working days, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

COURSE STRUCTURE OF TWO-YEAR M.ED. PROGRAMME

The curriculum of the two-year M.ED. programme shall comprise of the following components:

- (1) A Common core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a self-development component;
- (2) Specialization branches where students choose to specialize in any one of the school levels such as elementary or secondary and senior secondary;
- (3) Research leading to dissertation; and
- (4) Field Engagement/attachment/internship.

(a) Theory (Core and Specialization) Courses

The theory courses are divided into core course and specialization courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses. Perspective Courses are Philosophy of Education, Sociology-History-Political Economy or Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses comprise of basic and advanced level education research, academic writing, communication skills and educational technology. Teacher Education courses are linked with the field internship /engagement/ attachment in a teacher education institution.

The Specialization course branches into specialization either in elementary or secondary and senior secondary school stages. The courses within the school stage specializations covers selected thematic areas pertinent to that stage such as: Curriculum pedagogy and assessment, educational management, administration and leadership, inclusive education, guidance and counselling, educational technology and Education policy, economics and planning. A field internship/attachment relevant to the area of specialization shall be organized during the programme. Critical reflection on gender, disability and marginalization shall cut-across the courses in core and specializations. Similarly, skills pertaining to ICT and educational technology should be integrated in various courses in the programme.

(b) Dissertation

The dissertation is a compulsory course for the M.ED. programme. The total weightage for the dissertation will be of 8 credits. The dissertation work will start in the second semester and students must submit the dissertation in the prescribed format in the fourth semester. The dissertation shall be evaluated by the external examiner through viva-voce exam.

(c) Internship and Field Engagement

The internship is compulsory for all the students. The total credits for internship shall be 8 credits which will be divided into two phases. The first phase of the internship involves attachment with a teacher education institution during second semester. The second phase involves attachment with a field site relevant to the area of specialization during the fourth semester. The assessment shall be based on the presentations and written reports regarding the activities undertaken during the internship.

(d) Experiential Learning / Nai Talim

The Experiential learning/Nai Talim is compulsory for all the students. The students need to visit a village or community for experiential learning. The total weightage for the Experiential learning is of 2 credits. The assessment shall be based on the report and presentation by the students.

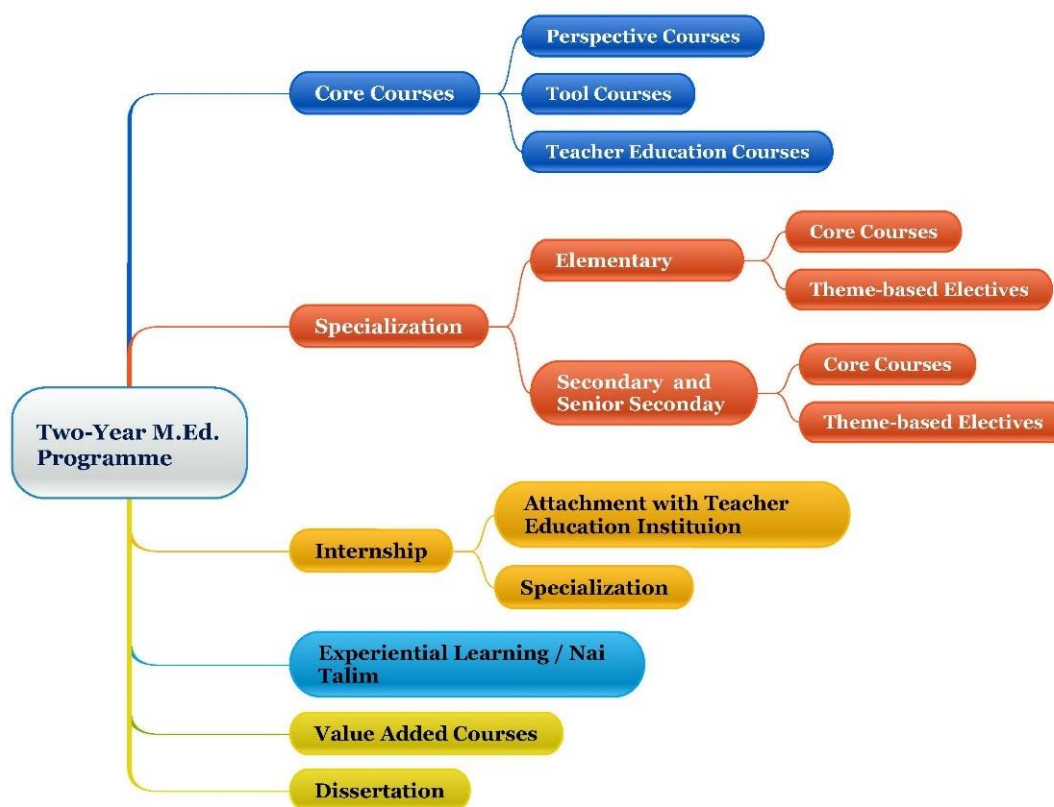
(e) Value Added Courses:

The value-added courses are the additional academic courses which are designed to enhance overall educational experiences, knowledge, skills and abilities of students beyond the regular course. These courses are inter-disciplinary in nature which allows students to explore the relationship between various disciplines and develop a holistic understanding of a domain.

(f) Elective Course: The students can select any one elective course from the courses offered by the university department/institution. The course is selected as per interest of the student to gain additional knowledge and skills.

CREDIT STRUCTURE BASED ON THE CATEGORY OF THE COURSES

S. No	Category of Courses	Credits
1	Perspective Courses	24
2	Tool Courses	12
3	Teacher Education Courses	8
4	Specialisation – Core Course	8
5	Specialisation – Theme based electives	8
6	Electives	4
7	Experiential Learning/Nai Talim	2
8	Value Added Courses	6
9	Internship	
	(i) Teacher education Institution	4
	(ii) Area of specialization	4
10	Dissertation	8
	TOTAL	88



SWAYAM COMPONENT

Students can complete up to 40% of the course of the programme through SWAYAM (Study Webs of Active–Learning for Young Aspiring Minds) online platform (subject to availability). The selection of the courses from SWAYAM is subject to the availability and the 75% content similarity with the existing course in the department. The credits and the grade earned by the students for the particular course will be transferred and added in their mark statement.

ASSESSMENT FRAMEWORK

For each theory course, 30% weightage has been assigned for Formative assessment and 70% for summative assessment which is conducted by the university. The distribution of Marks for formative assessment has been given below. Among the three components (FA-I, FA-II and FA-III), the best two will be considered for the final assessment.

The total weightage for the end-term examination for a four-credit theory course will be 70 marks. The duration of the examination will be of 2 hours and shall consist of two parts: Part-I (Short answer questions) and Part-II (Essay type questions). The pattern and the distribution of marks for the end-term examination has been given below.

EXAMINATION AND EVALUATION**I. Paper Wise Evaluation Scheme**

Semester / Paper		Sem. I			Sem. II			Sem. III			Sem. IV			Grand Total		
		EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total	EA	IA	Total
Theory & Dissertation	Compulsory	280	120	400	280	120	400	140	60	200	140	60	200	840	360	1200
	Optional	-	-	-	-	-	-	140	60	200	210	90	300	350	150	500
Practicum	Practicum Activities	-	100*	50*	-	100*	100*	-	50*	50*	-	100*	100*	-	300*	300*
TOTAL		280	120	400	280	120	400	280	120	400	350	150	500	1190	510	1700

EA = External Assessment; IA = Internal Assessment

* = Result of Practicum (out of 300) shall be awarded in terms of Grades Separately.

II. Awarding Result for Practicum

Result of Practicum (out of 300) shall be awarded in terms of Grades Separately as follows:

Marks in %	Grade Point Scale	Grade	Grade Point
90 and above	9.0 and above	O	10
80 – 89.99	8.0 – 8.9	A+	9
70 – 79.99	7.0 – 7.9	A	8
60 – 69.99	6.0 – 6.9	A-	7
50 – 59.99	5.0 – 5.9	B +	6
40 – 49.99	4.0 – 4.9	B	5
30 – 39.99	3.0 – 3.9	B -	4
20 – 29.99	2.0 – 2.9	C +	3
10 – 19.99	1.0 – 1.9	C	2
0 – 9.99	0.0 – 0.9	C -	1

- Grade Point can be obtained on dividing the percentage figure by 10 (ten) and the Grade Point can be converted into percentage on multiplying it by 10 (ten).
- A candidate must get a minimum of 'B' Grade to clear Practicum separately so as to qualify for the M.Ed. degree

NOTE: The mark sheet issued to M. Ed. candidates shall show the result in Grade along with 'Grade Point' for Practicum separately.

SEMESTER-WISE COURSE STRUCTURE OF TWO-YEAR MEDPROGRAMME

SEMESTER-I					
Course Code	Title of the Course	Credit	Total Marks	FA	SA
MED-C-501	Introduction to Educational Studies	4	100	30	70
MED-C-502	History and Political Economy of Education	4	100	30	70
MED-C-503	Psychology of Learning and Development	4	100	30	70
MED-C-504	Research Methodology – I	4	100	30	70
MED-V-505	Indian Knowledge System	2	50	15	35
MED-P-506	Communication, Expository & Academic Writing ¹	3	75*	75*	--
MED-P-507	Self-Development ¹	1	25*	25*	--
		22	550	235	315
SEMESTER-II					
MED-C-551	Philosophy of Education	4	100	30	70
MED-C-552	Sociology of Education	4	100	30	70
MED-C-553	Teacher Education – I	4	100	30	70
Specialization (Select either 554 or 555 for core specialization)					
MED-CS-554	Elementary Education-I	4	100	30	70
MED-CS-555	Secondary Education-I				
MED-R-556	Dissertation (Selection of Research Problem and Review of Related Literature) ²			30	
MED-P-557	Internship in a TEI – 1 st Phase ¹	4	100*	100*	--
MED-P-558	Experiential Learning	2	50	15	35
		22	550	235	315
SEMESTER-III					
MED-C-601	Research Methodology – II	4	100	30	70
MED-C-602	Teacher Education – II	4	100	30	70
Specialization (Select as per specialization in semester II)					
MED-CS-603	Elementary Education-II	4	100	30	70
MED-CS-604	Secondary Education-II				
Theme-based specialization-I (Select any one course from 605 to 610 (OR) from 611 to 616 as per the specialization)					
MED-SE-605	Curriculum, Pedagogy and Assessment in Elementary Education-I				
MED-SE-606	Educational Management, Administration and leadership in Elementary Education-I				
MED-SE-607	Inclusive Education with reference to Elementary Education-I				
MED-SE-608	Guidance and Counseling in Elementary Education-I				
MED-SE-609	Educational Technology in Elementary Education-I				
MED-SE-610	Educational Policy and Planning in Elementary Education -I				

OR		4	100	30	70
MED-SS-611	Curriculum, Pedagogy and Assessment in Secondary Education-I				
MED-SS-612	Educational Management, Administration and leadership in Secondary Education-I				
MED-SS-613	Inclusive Education with reference to Secondary Education-I				
MED-SS-614	Guidance and Counseling in Secondary Education-I				
MED-SS-615	Educational Technology in Secondary Education-I				
MED-SS-616	Educational Policy and Planning in Secondary Education-I				
Electives (Select any one course from 617 to 621)					
MED-E-617	Adolescence Education	4	100	30	70
MED-E-618	Value education				
MED-E-619	Women's Education				
MED-E-620	Mental Health education				
MED-E-621	Higher Education				
MED-R-622	Dissertation (Preparation and Presentation of Research Proposal) ²			30	
MED-V-623	Cyber Security	2	50	15	35
		22	550	165	385
SEMESTER-IV					
MED-C-651	Curriculum Studies	4	100	30	70
Theme-based specialization-II (Select any one course from 652 to 657 (OR) from 658 to 663 as per the specialization)					
MED-SE-652	Curriculum, Pedagogy and Assessment in Elementary Education-II				
MED-SE-653	Educational Management, Administration and leadership in Elementary Education-II				
MED-SE-654	Inclusive Education with reference to Elementary Education-II				
MED-SE-655	Guidance and Counseling in Elementary Education-II				
MED-SE-656	Educational Technology in Elementary Education-II				
MED-SE-657	Educational Policy and Planning in Elementary Education-II				
OR		4	100	30	70
MED-SS-658	Curriculum, Pedagogy and Assessment in Secondary Education-II				
MED-SS-659	Educational Management, Administration and leadership in Secondary Education-II				
MED-SS-660	Inclusive Education with reference to Secondary Education-II				
MED-SS-661	Guidance and Counseling in Secondary Education-II				
MED-SS-662	Educational Technology in Secondary Education-II				

MED-SS-663	Educational Policy and Planning in Secondary Education-II				
MED-V-664	Global Citizenship Education	2	50	15	35
MED-R-665	Dissertation (Field work and Submission) ³	8	200	60	140
MED-P-666	Internship in specialization - 2 nd Phase ¹	4	100*	100*	--
		22	550	235	315
	TOTAL AGGREGATE	88	2200	870	1330

C – Core, **CS**- Core Specialization, **SE**- Specialization in Elementary Education, **SS**- Specialization in Secondary Education, **E**- Electives, **V** – Value Added Courses, **P** – Practicum, **R** – Research.

FA: Formative Assessment; **SA**: Summative Assessment

1 * -- To be evaluated internally in grade.

2-- Internal Assessment Marks to be carried over to the Fourth Semester under MED-C-404 along with final External Evaluation.

3-- To be evaluated by external expert with viva-voce.



SEMESTER – I**MED-C-501****INTRODUCTION TO EDUCATIONAL STUDIES****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain education as an academic discipline including its interdisciplinary and multidisciplinary nature.
- CLO 2:** analyze the relationship of education with other disciplines such as philosophy, psychology, sociology, economics, and anthropology.
- CLO 3:** analyze the aims and goals of education as a reflection of socio-political ideology of the society.
- CLO 4:** analyze the provisions and challenges of equality in educational opportunities in terms of schooling, teaching, learning and preparing curriculum.
- CLO 5:** explain the school as a social system and the role of education in socialization and social change.
- CLO 6:** discuss social organizations, social groups and social processes such as social stratification, social mobility in the context of education.
- CLO 7:** analyze the role of education in the preservation and transmission of culture, unity in diversity and international understanding.
- CLO 8:** explain the constitutional provisions and policies related to education.
- CLO 9:** discuss the role of the regulatory and advisory bodies in shaping education system in India.
- CLO 10:** discuss the various types of institutions of higher education and teacher education in India.

UNIT – I: EDUCATION AS A DISCIPLINE

- Education as an academic discipline; Interdisciplinary and multidisciplinary nature of education.
- Relationship of Education with other disciplines (Philosophy, psychology, sociology, economics and anthropology).
- The aims and goals of Education as reflection of Socio-Political Ideology of the Society.
- Equality in educational opportunities: Provisions and critical analysis on schooling, teaching, learning and preparing curriculum.

UNIT – II: SOCIO-CULTURAL PERSPECTIVE OF EDUCATION

- School as Social System, Education for Socialization and Social Change.
- Social Organizations, Social Groups, Social Stratifications and Social Mobility – Role of Education.
- Culture and Education; Common cultural heritage of India, role of education in culture.
- Education for Unity in Diversity, Education for International Understanding.

UNIT – III: POLICY PERSPECTIVES ON EDUCATION

- Constitutional provisions on education; NPE (1986) & POA, (1992); Right of Children to Free and Compulsory Education Act, 2009 (RTE-2009).
- National Curriculum Framework (NCF)-2005 and National Curricular Framework for Teacher Education (NCFTE) 2009.
- Sarva Siksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Samagra Siksha Abhiyan.
- National Education Policy (2020).

UNIT – IV: INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION

- Regulatory bodies in education: University Grants Commission (UGC), National Assessment and Accreditation Council (NAAC), National Council for Teacher Education (NCTE).
- Advisory bodies: National Council for Educational Research & Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Central Advisory Board of Education (CABE), Indian Council of Social Science Research (ICSSR).
- Institutions of higher education (universities, deemed, private universities, institutes of national importance and autonomous colleges).
- Institutions of teacher education- National Council for Educational Research & Training (NCERT), State Council for Educational Research & Training (SCERT), District Institute of Educational Training (DIETs) and Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education (IASE), Department of Education in Universities.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Library readings, Critical Discussion, Problem based teaching-learning, Policy discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Dissertations, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Gutek, G.L. (2009). *New Perspectives on Philosophy and Education*. USA: Pearson Education Inc.
- Brubacher, J.S. (2007). *Modern Philosophies of Education (3rd Edition)*. Delhi: Surjeet Publication.
- Habib, S.I. (2010). *Moulana Abdul Kalam Azad and the national education system*. New Delhi: NUEPA.
- Tilak, Jandhyala, B. G. (2003). *Education society and development: National and international perspective*. New Delhi: APH Publishing Corporation
- MHRD (1992). *Programme of Action*. Govt. of India. New Delhi.
- MHRD (2012). *RUSA*. New Delhi.
- Nayak, B.K. (2013). *Text Book on Foundation of Education*. Cuttack: Kitab Mahal.
- NCERT (2005). *National Curriculum Framework-2005*. New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi.
- Ozmon, H. A. & Craver, S. M. (2008). *Philosophical Foundation of Education*. USA: Pearson Education Inc.
- Rao, K.S. (2009). *Educational policies in India: Analysis and review of promise and performance*. New Delhi: NUEPA

MED-C-502**HISTORY AND POLITICAL ECONOMY OF EDUCATION****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** describe the evolution of education across civilizations with a special focus on India, including the ancient and medieval education systems in India.
- CLO 2:** analyze the recommendations of major education commissions and committees in pre- and post-independent India and their impact on the Indian education system.
- CLO 3:** assess the significance of the National Policy on Education (NPE) 1968, 1986, 1992, and the National Education Policy (NEP) 2020 in shaping the educational landscape of India.
- CLO 4:** examine the role of education in the attainment of sustainable development goals in the context of the UN's Agenda 2030.
- CLO 5:** analyze the different approaches to political economy, including classical, neo-classical, Marxist, Keynesian, neoliberalism, and critical political economy, in the context of education.
- CLO 6:** analyze the different perspectives on the politics of education, including liberal, conservative, and critical perspectives, in the context of their implications for educational policy and practice.
- CLO 7:** analyze the different economic classifications of education and the sources and financing of education at different levels including primary, secondary, and higher education levels.
- CLO 8:** evaluate the impact of economic reforms, including liberalization, privatization, and globalization, on education.

UNIT-1: DEVELOPMENT OF EDUCATION IN PRE-INDEPENDENT INDIA

- History of education across civilizations with special reference to India - Ancient and medieval education system in India.
- Indian education system during the British rule in India-I: Macaulay's Minute upon Indian Education (1833), Woods Dispatch (1854), Hunter Commission Report (1882), Sadler Committee report (1917).
- Indian Education System During British Rule –II: Hartog Committee Report (1929), Zakir Hussain Committee (1938), Sargent Committee (1944).
- 1909, 1919, 1935 Acts and Education.

UNIT-II: DEVELOPMENT OF EDUCATION IN THE POST-INDEPENDENT INDIA

- University Education Commission (1948-49), Secondary Education Commission (1952-54), Education Commission (1964-66).
- Policies on Education- NPE-1968, 1986, 1992, PoA-(1986 and 1992), NEP 2020.
- Ramamurthy Review Committee (1990), National Knowledge Commission (2005), Ganguly Committee (2007), The Committee to Advice on Renovation and Rejuvenation of Higher education in India (2009).
- International Education Commission report (Delores Commission Report (1996)), Sustainable Development Goals-2030 and education

UNIT-III: POLITICAL ECONOMY OF EDUCATION

- Concept of political economy; Approaches to political economy: Classical, Neo-classical, Marxist, Keynesian, Neoliberalism, Critical political economy.
- Political economy as a method of understanding education and its nature.
- Relationship between education and politics; Perspectives on politics of Education: Liberal, conservative and critical.
- Education and the dynamics of state–center relationship in India; Politics of educational reforms in India.

UNIT-IV: ECONOMICS OF EDUCATION

- Education as economic good (public good, private good, merit good and non-merit good); Education as consumption and investment.
- Contribution of education to economic growth; Concept and importance of Human Capital; Education and human capital formation: Human capital theory; Capability approach and human development.
- Sources of financing education; Financing of education at various levels (primary, secondary and higher education); mobilization of non-governmental resources for financing of education.
- Impact of economic reforms on education: Liberalization, Privatization, Globalization; Education and Market mechanisms: Commercialization and marketization of education; Knowledge as property and Education as an industry.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Library readings, Critical Discussion, Problem based teaching-learning, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
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Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Dissertations, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Angela, S. (2013). *Public Spending in Education and Human Capital Development*. Lambert Academic Publishing.
- Chowdhury, S. R. (2017). *Politics, policy and higher education in India*. Palgrave Macmillan.
- Daniele, C. (2008). *The Economics of Education - Human Capital, Family Background and Inequality*. Cambridge University Press.
- Dubey, A. (2007). *Commercialization of Education in India: Policy, Law and Justice*. APH Publishing Corporation.
- Frei, M. (2013). *How Important Are Education, Human Capital and Knowledge for Economic Growth and Development?* Grin Verlag.
- Geeta, G. K. & Mohd M. (2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. OUP Press.
- Ghosh, S. C. (2013). *The History of Education in Modern India: 1757-2012*. Orient Blackswan.
- Hasan, Z. (ed). (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*. Oxford University Press.
- Mooij, J & Majumdar, M. (2010). *Education and Inequality in India: A Classroom View* (Routledge Contemporary South Asia Series). Routledge: Chapman & Hall.
- Patnaik, P. (2013). On the Political Economy of Educational 'Reforms'. *Social Scientist*, 41(7/8), 93-100.
- Pinar. W. F.(ed). (2015), *Curriculum Studies in India: Intellectual Histories, Present Circumstances (International and Development Education)*. Palgrave Macmillan.
- Priyam, M. (2015). *Contested politics of educational reform in India: Aligning opportunities with interests*. Oxford University Press.
- Rao, D. P. (2010). *Economics of Education and Human Development in India*. Akansha Publishing House.
- Rashmi, S. & Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. Routledge.
- Saltman, K. J. (2018). *The politics of education: A critical introduction*. Routledge.

- Sharma, R.C. (2004). *National Policy on Education and Programme of Implementation* Mangaldeep Publications.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. A B D Publisher.
- Tilak, J. B. (2018). *Education and Development in India: Critical Issues in Public Policy and Development*. Palgrave Macmillan.
- Zajda, J. (2015). *Globalisation, ideology and politics of education reforms*. Springer, Cham.



MED-C-503**PSYCHOLOGY OF LEARNING AND DEVELOPMENT****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, principles, and characteristics of growth and development across different phases, including social, emotional, and intellectual development.
- CLO 2:** evaluate the theories of language, cognitive, moral and emotional development and their educational implications
- CLO 3:** analyze the different theories of learning and their educational implications.
- CLO 4:** analyze the historical perspectives and the different theories of intelligence along with their implications for education and learning.
- CLO 5:** explain the concept and process of creativity as well as the role of school in fostering creativity in children.
- CLO 6:** discuss the historical perspectives on personality and the different methods of personality assessment.
- CLO 7:** analyze the major theories of personality and their educational implications.
- CLO 8:** explain the concept, process of adjustment, and the role of defense mechanisms in adjustment.

UNIT-I: UNDERSTANDING THE DEVELOPMENTAL CHARACTERISTICS OF THE LEARNER

- Growth and Development: Concept, Principles, Characteristics; Different phases of Social, Emotional and Intellectual.
- Language Development in Learners: Basic concepts and critical analysis of the theories of Chomsky and Whorf on language development.
- Cognitive development in learners: Theories of Piaget, Bruner; Development of concepts; Strategies for teaching concepts; Meta-cognition.
- Moral and emotional development in learners: Kohlberg's theory of moral development; Goleman's theory of emotional intelligence.

UNIT-II: LEARNING AND LEARNING THEORIES

- Behaviorist theories of learning: Thorndike's trial and error theory, Pavlov's classical conditioning theory, Skinner's operant conditioning theory and their educational implications.

- Cognitivist theories of learning: Kurt Lewin's field theory, Tolman's sign theory, Gestalt theory of insightful learning and their educational implications.
- Albert Bandura's social learning theory, Bruner's theory of discovery learning and their educational implications.
- Constructivist theory of learning: Vygotsky's Socio-cultural theory of learning.

UNIT-III: INTELLIGENCE AND CREATIVITY

- Intelligence: Concept and nature; Historical perspectives on intelligence.
- Theories of Intelligence-I: Spearman's two-factor theory, Thurston's group intelligence theory and Sternberg's triarchic theory.
- Theories of Intelligence-II: Guilford's structure of intellect theory, Howard Gardner's theory of multiple intelligence.
- Creativity: Concept and process of Creativity; Role of School in fostering Creativity.

UNIT-IV: PERSONALITY AND ADJUSTMENT

- Concept of personality; Historical perspectives on personality.
- Theories of Personality: Sigmund Freud, Alfred Adler, Carl Jung, Gordon Allport, Raymond Cattell and Carl Rogers.
- Assessment of Personality: Projective and Non-Projective tests.
- Adjustment: Concept, process of adjustment; Defense Mechanism: Concept, types and its role in adjustment.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Library readings, Critical Discussion, Psychological testing, Problem based teaching-learning, Concept Mapping, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Dissertations, Article Review, Psychological testing and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, psychological testing and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Atkinson, J.W & Feather, N.T. (1960). *Theory of Achievement Motivation*, New York: Wiley Publishers.
- Bark, L.E. (2017). *Child development*. India: Pearson
- Baron, R.A. (1996). *Essentials of psychology*. Boston: Allyn & Bacon
- Bhatnagar, S. (2002). *Advanced Educational Psychology*, Agra: Bhargava Book House.
- Bruner, R.F. (1978). *Psychology Applied to Teaching*. Boston: Hongton Miffing.
- Chadha, D.S. (2004). *Classroom Teaching and Learning*. New Delhi: Mittal Publications.
- Chauhan, S.S. (2000). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Cobb, N.J. (2004). *Adolescent: Continuity, Change and Diversity* (5th Edition). New York: McGraw Hill.
- Fetsco, Thomas and Mclure, John (2005). *Educational Psychology- An Integrated Approach to classroom decisions*. New York: Pearson.
- Guilford, J.P. (1967). *The Nature of Human Intelligence*, New York: McGraw Hill
- Hall, C.S & Lindsey, G (1978). *Theories of Personality* (3rd Ed), New York: John Wiley
- Hilgard, E.R. (2007). *Theories of learning*. Surjeet Publications.
- Piaget, J. (1999). *Judgment and Reasoning in the Child*. London Routledge.
- Ranganathan, N. (2000). *The primary school child: Development and education*. India: Orient Blackswan
- Woolfolk, A., & Kapur, P. (2019). *Educational psychology*. India: Pearson
- Woolfolk, Anita (2004). *Educational Psychology*. New Delhi: Pearson Education in South Asia.
- Zanden, J.W.V., Crandel, T.L.N. & Crandell, C.H. (2007); *Theories of Development of Human Development*. Delhi: McGraw Hill.



MED-C-504**RESEARCH METHODOLOGY – I****Semester: First Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze the different sources of acquiring knowledge, the characteristics of scientific method including their application and limitations in research.
- CLO 2:** analyze the different paradigms of research including positivist, post-positivist and interpretivist paradigms.
- CLO 3:** explain the classification of educational research by purpose and approach along with the importance of interdisciplinary approach to educational research
- CLO 4:** discuss the ethical practices that should be followed throughout the research process.
- CLO 5:** discuss the different sources and criteria for selecting a research problem along with the process of identifying the research gap through the review of related literature.
- CLO 6:** formulate research questions, objectives and hypotheses that are aligned with the research problem and variables.
- CLO 7:** analyze the suitability of different sampling techniques and the tools and methods of data collection for a given research problem.
- CLO 8:** prepare a research proposal for a research problem, incorporating the key elements such as the problem statement, research questions, methodology, and ethical considerations.

UNIT-I: INTRODUCTION TO RESEARCH

- Sources and methods of acquiring knowledge: Experience, authority, tradition, reasoning and scientific method.
- Basic assumptions of Science and Scientific method; Scientific theory: Meaning, components, purpose and characteristics.
- Research: Concept and purpose; Application of scientific method in the field of education.
- Paradigms of research: Positivist, post-positivist, interpretivist.

UNIT-II: INTRODUCTION TO EDUCATIONAL RESEARCH

- Educational research: Concept, areas and limitations.
- Classification of educational research by purpose: Basic, Applied, Action and Evaluation.
- Classification of educational research by approach- Quantitative, Qualitative and Mixed method.

- Inter-disciplinary approach to educational research; Ethics of educational research, ethical practices throughout the research process.

UNIT-III: PLANNING OF EDUCATIONAL RESEARCH

- Research problem: Sources, criteria and formulation; Variables: Meaning and types; Defining and operationalizing variables in research.
- Developing research questions and objectives in research.
- Review of related literature: Meaning, purpose, sources, and steps; Identifying the research gap through literature review.
- Hypothesis: Concept, types, formulation and testing; Characteristics of a good hypothesis.

UNIT-IV: SAMPLING TECHNIQUES, TOOLS AND PROPOSAL DEVELOPMENT

- Concept of population and sample; Characteristics of a good sample.
- Sampling: Concept and purpose; Probability and non-probability sampling techniques: Purpose, steps, merits and limitations.
- Tools and methods of data collection: Questionnaire, interview, observation, focused group discussion, scales, tests and inventories.
- Preparation of research proposal in educational research.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Library readings, Critical Discussion, Problem based teaching-learning, Concept Mapping, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Dissertation, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education (Tenth Edition)*. Cengage Learning.
- Best, J. W., & Kahn, J. V. (2016). *Research in Education (Tenth Edition)*. Pearson Education India.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (Eighth Edition)*. Routledge.
- Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative, qualitative research (Sixth Edition)*. Pearson.
- Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational Research: An introduction*. Longman Publishing.
- Johnson, R. B., & Christensen, L. B. (2016). *Educational Research: Quantitative, Qualitative, and Mixed Approaches (Sixth Edition)*. SAGE Publications.
- Koul, L. (2019). *Methodology of Educational Research. (Fifth Revised and Enlarged Edition)*. Vikas Publishing House Pvt. Ltd.
- Lochmiller, C. R., & Lester, J. N. (2015). *An Introduction to Educational Research: Connecting Methods to Practice*. SAGE Publications.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods In Educational Research: From Theory to Practice*. John Wiley & Sons.
- Mertler, C. A. (2021). *Introduction to Educational Research (Third Edition)*. SAGE publications.
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for Analysis and Applications (Twelfth Edition)*. Pearson.
- Punch, K. F., & Oancea, A. (2014). *Introduction to Research Methods in Education*. SAGE Publications.
- Sanden, S., & Egbert, J. (2013). *Foundations of Education Research: Understanding Theoretical Components*. Routledge.
- Suter, W. N. (2011). *Introduction to Educational Research: A Critical Thinking Approach*. SAGE Publications.

MED-V-505**INDIAN KNOWLEDGE SYSTEM****Semester: First Semester****Course Level: 500****Total Marks: 50****L+T+P: 1+1+0 = 2 Credits****Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** discuss the concept Bharatavarsha, Bharat and India in the context of Indian knowledge system.
- CLO 2:** discuss the ethics and values proposed in different schools of Indian philosophy.
- CLO 3:** apply the yoga and ayurvedic practices in daily routine for mental and physical wellbeing.
- CLO 4:** illustrate the multicultural nature of Indian society emphasizing the principle of unity in diversity
- CLO 5:** discuss the indigenous knowledge and cultural heritage of Sikkim.

UNIT-I: INTRODUCTION TO INDIAN KNOWLEDGE SYSTEM (IKS)

- Concept of Bharatavarsha, Bharat and India; Indian Knowledge System: Meaning, nature, scope and importance.
- Indian Ethics (Values): Vedic Ethics, Ethics of Carvaka, Buddhist Ethics, Jain Ethics, Islamic Ethics, Christian Ethics, Sikh Ethics and Constitutional Values.
- Brief outline on different schools of Indian Philosophy: a) Orthodox Schools of Indian Philosophy (Samkhya, Yoga, Nyaya, Vaisheshika, Purva Mimamsa, Vedanta) b) Heterodox Schools of Indian Philosophy (Carvaka, Buddhist Philosophy, Jain Philosophy).
- Brief overview of Indian health and medical sciences: Yoga (Common Yogic Practices, Yoga for Health, Physical fitness and Concentration), Ayurveda (Vata, Pitta and Kapha).

UNIT-II: INDIAN CULTURE AND HERITAGE WITH REFERENCE TO SIKKIM

- Indian culture: Meaning, nature and significance; Components of Indian culture, Continuity and change, multiculture and Unity in Diversity
- Languages and literature, Arts, Architecture and folklore of India in general and Sikkim in particular.
- Drama, food and fashion of India in general and Sikkim in particular.
- Culture and Heritage of Sikkim: Indigenous Communities, Indigenous Knowledge and Religion

TEACHING -LEARNING MEDIUM AND TECHNIQUES

Field Trips, Heritage Tours, Collaborative Learning, Artistic Expression, Role Play, Simulation, Projects, Discussions, Debates and Use of Films and Documentaries that showcase culture and heritage.

ASSESSMENT FRAMEWORK

Modes	Written	Oral	Integrated
Formative Marks: 15	Class Test, Open Book Test, Self-Test, Online Test, Article Writing, Objective Test, Class Assignment, Home Assignment, Annotated Bibliographies, Reports, Portfolios, Dissertations, Book Review, Article Review, Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Role Playing, Quiz, Think-Pair-Share, Seminar	Presentation, Seminars, Field Assignments, Poster Presentations, Portfolios
Summative Marks: 35	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the CLO and feasibility.

SUGGESTED READINGS

- Basham, A. M. (1954). *The Wonder That Was India*. Sidgwick & Jackson.
- Dharampal. (1971). *Indian Science and Technology in the Eighteenth Century*. Impex India. The British Journal for the History of Science.
- Dharampal. (1983). *The Beautiful Tree: Indigenous India Education in the Eighteenth Century*. Biblia Impex. (Original work published 1983)
- Jain, M., & Jain, S. (Eds.). *The India They Saw series* (foreigner visitors on India in history from 5CE to 17th century). Prabhat Prakashan.
- Kak, S. (2016). *Computation in Ancient India*. Mount Meru Publishing.
- Kapoor, K., & Danino, M. (2012). *Knowledge Traditions and Practices of India*. CBSE.
- Kapoor, K., & Singh, A. K. (2005). *Indian Knowledge Systems: Vol I and II*. D. K. Print World Ltd.
- Mahadevan, B., Bhat, V. R., & Nagendra Pavana R. N. (2022). *An Introduction to Indian Knowledge Systems: Concepts and Applications*. Prentice Hall of India Ltd.
- Pujari, R. M., Kolhe, P., & Kumar, N. R. (n.d.). *Pride of India: A Glimpse into India's Scientific Heritage*. Samskrita Bharati Publication.

MED-P-506**COMMUNICATION, EXPOSITORY AND ACADEMIC WRITING****Semester: First Semester****Course Level: 500****Total Marks: 75****L+T+P: 0+0+3 = 3 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 90 Hrs****COURSE LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- CLO 1:** identify the components of an academic paper, review of book, dissertation and thesis.
- CLO 2:** produce effective expository and academic writing, including research papers, essays, and book reviews, that demonstrate critical thinking, research skills, and proper citation.
- CLO 3:** deliver presentations and speeches with confidence and clarity, using effective visual aids and engaging the audience.
- CLO 4:** apply the principles of ethics and integrity in academic writing that includes acknowledging the sources using paraphrasing, summarizing and quotations, proper citations and avoiding plagiarism.
- CLO 5:** critically evaluate their own work and provide constructive feedback to peers.

SELECT ANY ONE ACTIVITY FROM THE FOLLOWING:

1. Writing academic paper (Acknowledging sources, paraphrasing, summarizing, citations and referencing).
2. Book review (Identifying the central idea, critical analysis, synthesizing and summarization of the content).
3. Review of thesis / dissertation (Critical analysis of the different components of research work).

ASSESSMENT FRAMEWORK

Assessment will be formative focusing on the attainment of communication skills, ability to express in written and oral form with clarity and coherence. Assessment also will be made on the submission and presentation of the report on any one activity selected by the student.

MED-P-507**SELF-DEVELOPMENT****Semester: First Semester****Course Level: 500****Total Marks: 25****L+T+P: 0+0+1 = 1 Credit****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 30 Hrs****COURSE LEARNING OUTCOMES**

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

CLO 1: demonstrate sensitivity towards gender and other social disparities.

CLO 2: practice self-reflection and mindfulness techniques in order to improve the self-awareness.

CLO 3: reflect on their personal beliefs and values about various socio-cultural issues.

WRITE A REFLECTIVE REPORT ON ANY ONE FROM THE FOLLOWING:

1. Gender
2. Social disparities
3. Social media
4. Technology
5. Society and education
6. Disability
7. Psycho-social dimension of exclusion
8. Mental and physical wellbeing

ASSESSMENT FRAMEWORK

Assessment will be made on the submission of the reflective report on any topic selected by the student.

SEMESTER – II**MED–C-551****PHILOSOPHY OF EDUCATION****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the different branches of philosophy, functions of philosophy of education their relevance to educational inquiry.
- CLO 2:** analyze the ways in which philosophical perspectives shape the aims of education, curriculum, teaching methods, disciplinary practices, textbook, and the role of teacher.
- CLO 3:** analyze the of different Indian and Western schools of philosophy and their educational implications.
- CLO 4:** analyze the ways in which metaphysical beliefs influence the educational practices.
- CLO 5:** compare the different methods of acquiring valid knowledge with specific reference to Indian knowledge system, analytical, dialectical, and scientific methods.
- CLO 6:** analyze the theories of values, including Indian ethical values and their implications in education.
- CLO 7:** apply the principles of logic to educational practices, such as problem-solving, decision-making, argumentation, logical reasoning to reach sound conclusions.
- CLO 8:** analyze the educational thoughts of Indian and Western philosophers and their relevance in contemporary educational practices.

UNIT-I: UNDERSTANDING PHILOSOPHY OF EDUCATION

- Concept and nature of philosophy; Relationship between philosophy and theory.
- Branches of philosophy: Meta-physics, epistemology, axiology and logic.
- Philosophy of education: Concept, scope and importance; Functions of Philosophy of Education.
- Relation between philosophy and education: philosophy influencing aims of education, curriculum, method of teaching, discipline, textbook and the role of teacher.

UNIT-II: SCHOOLS OF PHILOSOPHY AND THEIR EDUCATIONAL IMPLICATIONS

- Indian schools of philosophy and its educational implications-I: Samkhya, Yoga, Nyaya, Vaisesika, Mimamsa and Vedanta.
- Indian schools of philosophy and its educational implications-II: Carvaka, Buddhism, Jainism and Islamic traditions.

- Western schools of philosophy and its educational implications-I: Idealism, Naturalism, and Realism.
- Western schools of philosophy and its educational implications-II: Marxism, Pragmatism, and Existentialism.

UNIT-III: BRANCHES OF PHILOSOPHY AND EDUCATION

- Metaphysics and education: The nature of reality, The relationship between mind and body, The implications of metaphysical beliefs for education.
- Epistemology and education: Concept of knowledge; Methods of acquiring valid knowledge with specific reference to Indian Knowledge System (IKS), analytical philosophy, dialectical approach, scientific inquiry.
- Axiology and education: Concept of ethics and values; Theories of values; Indian ethics and values; The role of values in education.
- Logic and education: Concept of logic; Principles of reasoning. The role of logic in critical thinking, Applications of logic in educational practices.

UNIT-IV: EDUCATIONAL THOUGHTS OF INDIAN AND WESTERN PHILOSOPHERS

- Indian Philosophers-I: Rabindranath Tagore, Swami Vivekananda, Shri Aurobindo.
- Indian Philosophers-II: Mahatma Gandhi and Jiddu Krishnamurthy.
- Western Philosophers-I: Fredrich Froebel, John Dewey, Johann Pestalozzi.
- Western Philosophers-II: Evan Illich, Paulo Freire.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Guided readings and discussions of classical texts written by famous philosophers, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Philosophical Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Bailey, R. (2014). *The philosophy of education: An introduction*. Bloomsbury Academic.
- Bailey, R., Barrow, R., Carr, D., & McCarthy, C. (Eds.). (2010). *The SAGE handbook of philosophy of education*. SAGE Publication.
- Banks, J. (2004). *Multicultural education: Characteristics and goals*. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. San Francisco, CA: Jossey-Bass.
- Barrow, R., & Woods, R. G. (2006). *An introduction to philosophy of education*. Routledge.
- Bhatt, S. R. (2018). *Philosophical foundations of education: Lessons for India*. Springer Singapore.
- Chattopadhyaya, D. (1964). *Indian Philosophy: A popular introduction*. People's Publishing House.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. Myers Education Press.
- Freire, P. (1970). *Pedagogy of the oppressed*. Bloomsbury Academic.
- Goswami, M. (2014). *Principles and Foundations of Education*. New Delhi Lakshmi Publishers& Distributors.
- Gutek, G. L. (2013). *Historical and philosophical foundations of education: A biographical introduction*. Pearson.
- Heyting, Frieda (Edt). (2001). *Methods in Philosophy of Education*. London Routledge.
- Hirst, P.H., & Peters, R.S. (2012). *The logic of education*. London: Routledge
- Moon Bob (Ed) (2000); *International Companion to Education*: London, Routledge.
- Moore, T. W. (2010). *Philosophy of education: An introduction*. Routledge.
- O'Connor, D. J. (2016). *An introduction to the philosophy of education*. Routledge.
- Perrett, R. W. (2016). *An Introduction to Indian Philosophy*. Cambridge University Press.
- Radhakrishnan, S., & Moore, C. A. (Eds.). (1957). *A source book in Indian philosophy*. Princeton University Press.
- Siegel, H. (2010). Knowledge and Truth. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Siegel, H. (2012). *The Oxford handbook of philosophy of education*. Oxford University Press.
- Singh, M.S. (2007). *Value Education*. Delhi: Adhyayan, Publication.
- Stehlik, T. (2019). *Educational philosophy for 21st century teachers*. Palgrave Macmillan.

MED–C-552

SOCIOLOGY OF EDUCATION

Semester: Second Semester

Course Level: 500

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain the concept and emergence of sociology of education and the relationship between sociology and education.
- CLO 2:** discuss the sociological concepts of social stratification, social mobility, social change and their relationship with education.
- CLO 3:** analyze the social functions of education in the Indian social context.
- CLO 4:** explain the concept, types and functions of social institution.
- CLO 5:** analyze the role of social institutions such as family, school, religion, state, media and community in socialization.
- CLO 6:** critique the sociological perspectives on education and its relevance of the present context.
- CLO 7:** explain the concept, characteristics and theories of social movements and their role in education.
- CLO 8:** analyze the concepts of social inclusion and social exclusion, social equity and equality, power and privilege in education in the context of creating an inclusive society.
- CLO 9:** discuss the role education in multiculturalism and multilingualism and in promoting national integration, sustainable development, digital citizenship, global citizenship, cultural diversity, intercultural communication, and democracy.
- CLO 10:** analyze the impact of neoliberal globalization on education and the key skills and competencies required for facing the challenges of 21st century.

UNIT – I: INTRODUCTION TO SOCIOLOGY OF EDUCATION

- Sociology of education: Concept and scope; Emergence of sociology of education as a discipline.
- Relationship between sociology and education; Relationship between sociology of education and educational sociology.
- Sociological Concepts and its relationship with education: Social stratification, social mobility, social change.
- Social functions of education: Social integration, social placement, socio-cultural innovation; Social construction of reality, identity and knowledge.

UNIT-II: SOCIAL INSTITUTIONS AND EDUCATION

- Social institutions: Concept, types and functions.
- Education as a social institution: Structure and function.
- Socialization of learners; The role of social institutions in socialization (Family, school, religion, state, media and community).
- Indian social structure: Caste, class, gender, tribes, ethnicity and its bearing on education.

UNIT –III SOCIOLOGICAL PERSPECTIVES OF EDUCATION

- Functionalism: Emile Durkheim (On education and society), Talcott Parsons (School as a social system).
- Conflict Theory: Gintis and Bowls (Education as a social reproduction), Michael Apple (Education and inequality), Pierre Bourdieu's theory of social and cultural reproduction, Marxist theory.
- Symbolic Interactionism: Blumer (Social interaction at school), Rosenthal & Jacobson (Self-Fulfilling Prophecy and The Pygmalion Effect).
- Social movement: Concept, characteristics; Theories of social movement: Relative deprivation theory, Resource mobilization theory, Political process theory, New social movement theory; Role of education in social movement.

UNIT- IV: EDUCATION IN NEW SOCIAL ORDER

- Sociological analysis: Social inclusion and social exclusion, social equity and equality, power and privilege in education.
- Sociological reflection on multiculturalism and multilingualism; Role of education.
- Education for national integration, cultural diversity, intercultural communication, sustainable development, digital citizenship, global citizenship and democracy.
- Education in the age neoliberal globalization (Global knowledge economy, 21st century skills, lifelong learning).

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions of classical texts written by famous sociologists, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Aikara, J. (2004). *Education-Sociological Perspective*, New Delhi: Rawat Publications.
- Ballantine, J.H., & Spade, Joan Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
- Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
- Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
- Bhushan, V. & Sachdeva, D.R., (2008). *An Introduction to Sociology*, New Delhi: KitabMahal.
- Blackledge, D & Hunt, B. (1985). *Sociological Interpretations of Education*, London: Groom Helm.
- Chanda, S.S. & Sharma, R.K (2002). *Sociology of Education*, New Delhi: Atalantic Publishers.
- Cook, L.A. & Cook, E. (1970). *Sociological Approach to Education*, New York: Mc.Graw Hill.
- Durkheim, E (1966). *Education & Sociology*, New York: Free Press.
- Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
- Joyee, L.E. & Sanders, M.G. (2002). *School, Family & Community Partnership*, Guwahati: Nibedita Book Distributors.
- Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.
- Prasad, J., (2004). *Education and Society*, New Delhi: Kanishka Publishers and Distributors.
- Shah, B.V. & Shah, K.B. (1998). *Sociology of Education*, Jaipur: Rawat Publications.
- Shukla, S & K.Kumar (1985). *Sociological Perspective in Education*, New Delhi: Chanayak Publications.
- UNESCO (1982). *Inequalities and Educational Development*, Paris: ANHEP Seminar.

MED–C-553**TEACHER EDUCATION-I****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES**

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

- CLO 1:** explain the concept, scope, objectives and the importance of pre-service teacher education in preparing effective teachers.
- CLO 2:** analyze the role and significance of each component of teacher education and the transactional approaches for delivering these components.
- CLO 3:** analyze the different modes of pre-service teacher education, including face-to-face (linear and integrated), open and distance learning (ODL), and online learning (OL), with its merits and limitations.
- CLO 4:** analyze the structure of the teacher education curriculum and its vision in curriculum documents of the national council of educational research and training (NCERT) and the national council for teacher education (NCTE).
- CLO 5:** explain the concept, objectives, assumptions, scope, existing practices, organization and duration of school-based practicum and internship in pre-service teacher education.
- CLO 6:** evaluate the activities and experiences that student teachers engage in during pre-internship, internship, and post-internship phases to develop their teaching competencies.
- CLO 7:** compare and contrast the different approaches to continuous professional development in terms of effectiveness and suitability for different types of teachers.
- CLO 8:** describe the different levels of agencies, modes and models involved in in-service teacher education in terms of their roles, responsibilities and jurisdiction.
- CLO 9:** explain the process of planning and organizing an in-service teacher education programme focusing on the respective guidelines
- CLO 10:** discuss the qualities and characteristics of an in-service teacher educator and the characteristics of student teacher as an adult learner

UNIT-I PRE-SERVICE TEACHER EDUCATION

- Pre-service teacher education: Concept, scope and objectives.
- Components of pre-service teacher education- foundation courses, subject specialization, pedagogy, school-based practicum and internship.
- Modes of pre-service teacher education: Face to face (linear and integrated), open and distance

learning (ODL), online learning (OL); Merits and limitations.

- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.

UNIT-II ORGANISATION OF TEACHER EDUCATION CURRICULUM

- Concept and principles of Andragogy; Characteristics of student teacher as an adult learner.
- Transactional approaches for the foundation courses: Expository, participatory, collaborative, peer coaching, and inquiry. Scope and possibilities for organization and evaluation.
- Transactional approaches for the skill and competency development courses; Need for awareness-modeling-analysis-practice-feedback cycle; Scope and possibilities for organization and evaluation (practicum records and portfolio assessment).
- School-based practicum and internship: Concept, objectives, assumptions, scope, existing practices, organization and duration. Activities and experiences in pre-internship, internship and post-internship.

UNIT-III: IN-SERVICE TEACHER EDUCATION

- In-service teacher education: Concept, scope and objectives; Need for continuing professional development of a teacher.
- Approaches to continuous professional development (CPD): Self-Study of Teaching and Teacher Education Practices (S-STTEP), participation in seminars, workshops, panel discussion, orientation, refresher.
- The structure for in-service teacher education: Sub-district, district, state, regional and national level agencies and institutions.
- Modes and models of in-service teacher education: Modes of in-service teacher education: Face-to-face, distance mode, online and mixed mode; Models of in-service teacher education: Induction, one shot, recurrent, cascade, multi-site, school based and course work; Scope, merits and limitations of each of them.

UNIT IV- PLANNING, ORGANISING AND EVALUATING AN IN-SERVICE TEACHER EDUCATION PROGRAMME

- Planning an in-service teacher education programme; Preliminary considerations of purpose, duration, resource requirements, and budget.
- Designing an in-service teacher education programme; Steps and guidelines (Assessment of training needs, formulation of curriculum for training, preparation of course material).
- Organizing an in-service teacher education programme: Guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator; Common problems faced by a teacher educator.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Policy analysis, Document analysis Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Portfolios, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

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MED-CS-554**ELEMENTARY EDUCATION - I****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, objectives, structure, functioning and perspectives of elementary education in India.
- CLO 2:** explain the development of elementary education from privilege to rights
- CLO 3:** discuss the significance of common school and neighborhood school system in elementary education.
- CLO 4:** analyze various policies, acts and constitutional provisions on elementary education in India.
- CLO 5:** analyze the recommendations of different commissions and committees on elementary education in India.
- CLO 6:** evaluate various programmes and schemes for elementary education in India
- CLO 7:** discuss the concept, objectives, historical perspectives and current status of universalization of elementary education.
- CLO 8:** analyse the roles and responsibilities of stakeholders in promoting universal elementary education as well as the issues and challenges related to universalization of elementary education.

UNIT-I: INTRODUCTION TO ELEMENTARY EDUCATION

- Elementary education: Concept, scope and objectives; Structure and functioning of elementary education system across the states.
- Perspectives of elementary education: Sociological, psychological and philosophical.
- The development of elementary education from privilege to rights.
- Common school and neighborhood school system in elementary education.

UNIT-II: POLICIES ON ELEMENTARY EDUCATION

- Development of elementary education during the British Period.
- Constitutional provisions for elementary education and their implications; Education as a fundamental right: Right of Children to Free and Compulsory Education Act, 2009.
- Elementary education as highlighted in NPE 1986, PoA (1986 & 1992), NEP 2020.
- Commissions and committees on elementary education: Kothari Commission (1964-66), Ganguly

Committee (2007).

UNIT-III: PROGRAMMES AND SCHEMES AT ELEMENTARY EDUCATION

- Centrally sponsored schemes: Objectives, implementation strategies and impact (IEDC, SOPT, PMOST, OBB, MLL, DPEP, EGS and AIE, KGBV, Beti Bachao Beti Padhao).
- State projects and schemes: Objectives, implementation strategies and impact (Prerna, CM's merit scholarship-Sikkim; Recent and successful initiatives of any other states).
- Mid-day meal scheme (MDM): History, objectives, implementation and impact.
- Sarva Shiksha Abhiyan (SSA): Objectives, implementation strategies and impact.

UNIT-IV: UNIVERSALIZATION OF ELEMENTARY EDUCATION

- Universalization of elementary education (UEE): Concept, and objectives.
- Historical perspectives of UEE: Education for all (EFA) (1990), Dakar framework for action (2000); Sustainable Development Goal (SDG) – 4 (Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All).
- Current Status of UEE (Access, Enrolment and Retention) with reference to equity principles. Gross Enrollment Ratio (GER): Concept
- Roles and responsibilities of stakeholders in promoting universal elementary education; Issues and challenges related to UEE.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Policy analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Portfolios, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Bhatnagar, S; Saxena, A & Kumar, S (2005). *Development of Educational System in India*, R. Lall Book Depot, Meerut.

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- MHRD (2009). *The Right of the Children to Free and Compulsory Education*. New Delhi.
- Mohanty, J N (2002): *Primary and Elementary Education*. Deep & Deep Publications, New Delhi.
- Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
- NCERT (1996): *Education and National Development*: Report of the Education Commission.
- Prakash, V (1997) (ed) *Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi.
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MED-CS-555**SECONDARY EDUCATION -I****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, scope, perspectives, structure and functioning of secondary education in India.
- CLO 2:** explain the vocationalization of secondary education in India.
- CLO 3:** analyse the development of secondary education system in pre and post-independent India.
- CLO 4:** analyze the various policies, committees, acts and programmes on secondary education in India.
- CLO 5:** analyze the various programmes and schemes for secondary education in India.
- CLO 6:** discuss the concept, objectives and historical perspectives of universalization of secondary education.
- CLO 7:** evaluate the schemes such as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Samagra Siksha Abhiyan (SSA) in the context of universalization of secondary education in India.
- CLO 8:** analyse the roles and responsibilities of stakeholders in promoting universal secondary education as well as the issues and challenges related to universalization of secondary education.

UNIT-I: INTRODUCTION TO SECONDARY EDUCATION

- Secondary education: Concept, scope and objectives.
- Perspectives of secondary education: Sociological, psychological and philosophical.
- Structure and functioning of secondary education system across the states.
- Vocationalization of secondary education in India.

UNIT-II: POLICIES AND PERSPECTIVES ON SECONDARY EDUCATION

- Development of secondary education during the British Period.
- Development of Secondary Education in independent India: (Tara Chand Committee (1948), Secondary Education Commission (1952-53) and Kothari Commission (1964-1966).
- National Policy on Education NPE (1986) PoA (1986 & 1992) and NEP (2020) with reference to secondary and senior secondary education.

- National Vocational Education Qualification Framework (NVEQF).

UNIT-III: PROGRAMMES AND SCHEMES FOR SECONDARY EDUCATION

- Inclusive Education for the Disabled at Secondary Stage (IEDSS).
- National Scheme of Incentive to Girls for Secondary Education (NSIGSE).
- Scheme for Providing Quality Education for Madarsas (SPQEM).
- Eklayya Model Residential Schools (EMRSs).

UNIT-IV UNIVERSALIZATION OF SECONDARY EDUCATION

- Universalization of secondary education: Concept, and objectives.
- Historical perspectives of universalization of secondary education: Sustainable Development Goal (SDG)–4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Samagra Siksha Abhiyan (SSA).
- Roles and responsibilities of stakeholders in promoting universal secondary education; Issues and challenges related to universalization of secondary education.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Policy analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Portfolios, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- De, Anuradha & Dreze, Jean (1999). *Public Report on Basic Education in India*. Oxford University Press. USA.
- Fullan, M (1982). *The Meaning of Educational Change*. New York: Teachers College Press.
- Khora, Sthabir (2011). *Education and Teacher Professionalism*, Jaipur: Rawat Publications.

- Kumar, Ravi (2006). *The Crisis of Elementary Education in India*. Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). *Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy* (1st edition) Oxford University Press.
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- NCTE (2010). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: National Council for Teacher Education.
- NCERT, *National Curriculum Framework (NCF) 2005*. NCERT: New Delhi
- NEUPA (2014) India: *Education for All – Towards Quality with Equity*. NEUPA, MHRD, New Delhi
- Sood, N (2003). *Management of school education in India*, APH Publishing corporation, New Delhi
- Slattery (1995): *Curriculum Development in Postmodern Era*. (Critical Education & Practice).
- Sujatha, K & Ravi G (2011) *Management of secondary education in India: quality, programme and administration*. Shipra Publication, New Delhi
- Sujatha, K & Ravi G (2011) *Development of Secondary Education in India*. Shipra Publication, New Delhi
- Wiles, Jon (2004). *Curriculum Essentials- A Resource for Educators*. Allyn & Bacon.



MED-R-556

DISSERTATION (SELECTION OF RESEARCH PROBLEM AND REVIEW OF RELATED LITERATURE)

Semester: Second Semester

Course Level: 500

Total Marks: 30

COURSE LEARNING OUTCOMES

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

- CLO 1:** evaluate the existing research in the field of study to identify gaps in knowledge and potential areas for new research.
- CLO 2:** select an appropriate research problem for a dissertation in education, based on a critical review of the existing literature, gaps in current knowledge, and the researcher's own interests and expertise.
- CLO 3:** formulate suitable research questions and objectives for a selected research problem in education.
- CLO 4:** prepare a comprehensive and systematic review of the literature relevant to the chosen research problem, including a discussion of key theoretical and empirical debates, a synthesis of key findings and themes, and an assessment of the quality and limitations of existing research.

ACTIVITY (SEMESTER- II)

Conduct a comprehensive review of related literature on the problem selected in consultation with the supervisor. Identify research gap, formulate research questions and articulate in the form of a report in accordance with American Psychological Association (APA) Style.

Assessment Framework: Assessment will be done on the basis of submission of the review of related literature adhering to conventions of academic writing and ethical practices. Credits or marks earned through this assessment will be carried over to the final semester under dissertation and will be accounted there.

MED-P-557**INTERNSHIP IN A TEACHER EDUCATION INSTITUTION (TEI) - I PHASE****Semester: Second Semester****Course Level: 500****Total Marks: 100****L+T+P: 0+0+4 = 4 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 120 Hrs**

- There will be two parts of internship for 4 credits each.
- *Internship-I will be conducted in a Teacher Education Institutions.*

COURSE LEARNING OUTCOMES:

On completion of the internship, the students will be able to:

- CLO 1:** apply the theoretical concepts and knowledge acquired in the classroom to practical situations during their internships.
- CLO 2:** provide constructive feedback to the pre-service teachers during the practice teaching in TEI and school.
- CLO 3:** demonstrate professional skills and competencies required for working in the field of teacher education, such as communication, teamwork, classroom management, lesson planning, effective use of instructional materials and student assessment.
- CLO 4:** prepare effective lesson plans for a foundation course and a subject-specific pedagogy course in B.Ed. that are aligned with learning outcomes, instructional strategies, and assessment methods.
- CLO 5:** present two lessons as per the lesson plans prepared at a teacher education institution, demonstrating effective use of instructional materials and classroom management techniques.
- CLO 6:** collaborate effectively with colleagues and mentors in the host teacher education institutions.
- CLO 7:** reflect on the learning experiences gained during the internships to identify strengths and areas for improvement.

INTERNSHIP ACTIVITIES IN TEACHER EDUCATION INSTITUTES (70 Marks)

1. Observation of five Micro Lessons (10 Marks)
2. Observations of ten practice lessons and provide feedback (10 Marks)
3. Review the TLM developed by the pre-service teachers during the practice teaching (10 Marks).
4. Preparation two Lesson Plans: One in Foundation Course and another in pedagogy (as per specialization in B.Ed.) (10 Marks)
5. Teach two lessons as per above lesson plan at teacher education institution. (20 Marks)
6. Prepare and present the reflective report on the experiences gained during the internship (10 Marks)

ASSESSMENT FRAMEWORK

- **Formative Assessment** will be of 30 marks on the basis of the following two activities:
 - Preparation of demo lesson plan in foundation/ Pedagogy course and its execution within the Institution / College (15 marks).
 - Peer Assessment: Students are required to submit observation report of demonstration lessons of the peers. (15 Marks).
- **Summative Assessment** will be of 70 marks which will be based on the reports and documents submitted of internship conducted in teacher education institutions or colleges and schools. Interns are required to submit final reflective report that summarizes overall internship experiences.



MED-P-558**EXPERIENTIAL LEARNING****Semester: Second Semester****Course Level: 500****Total Marks: 50****L+T+P: 0+0+2 = 2 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 90 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** gain hands-on experience in different occupations, arts, crafts and cultures of the village and the local community.
- CLO 2:** appreciate the real-life experiences, folklore and stories of different local communities.
- CLO 3:** appreciate and promote the latent talents in the traditional occupations.
- CLO 4:** analyze the impact of globalization, modernization, and technological advancement on traditional occupations with the purpose of preservation and conservation.
- CLO 5:** demonstrate cultural sensitivity and respect for diversity by engaging with the local community.
- CLO 6:** propose innovative solutions to the challenges faced by the community for equitable, just and sustainable society.

ACTIVITIES:

The students need to visit a village for period of at least one week to explore the experiences, living conditions of local communities and gain hands-on experiences on various occupations, arts and craft.

ASSESSMENT FRAMEWORK (50 MARKS)

The assessment will be based on the submission of report and presentation on the experiences acquired during their visit to the community/village.

SEMESTER – III**MED–C-601****RESEARCH METHODOLOGY – II****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES**

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

- CLO 1:** explain the purpose, process, and types of quantitative research designs in education.
- CLO 2:** apply the different experimental designs in educational research taking into account different types of variables and factors affecting the validity.
- CLO 3:** explain the history and philosophical foundations of mixed methods research in education.
- CLO 4:** apply the suitable mixed method research design for addressing the research questions.
- CLO 5:** compare the purpose, assumptions, steps, data collection and data analysis techniques of different quantitative, qualitative, mixed method research designs for addressing different types of research questions in education.
- CLO 6:** explain the different concepts and types of descriptive and inferential statistics used in educational research
- CLO 7:** compute and interpret the statistical significance using appropriate parametric and non-parametric statistical techniques.
- CLO 8:** interpret qualitative data using the appropriate data analysis techniques.
- CLO 9:** conduct descriptive and inferential statistical analysis for a given data using Microsoft excel and SPSS software.
- CLO 10:** explain the process of preparing a research report with proper citation and referencing as per APA style.

UNIT-I: QUANTITATIVE AND QUALITATIVE RESEARCH

- Quantitative Research-I: Purpose, process and types: Descriptive survey, correlational, causal comparative and evaluation research.
- Quantitative Research II- Experimental Research: concept, steps and variables in experimental research, validity of experimental research; Experimental designs: pre-experimental designs, quasi-experimental designs and true experimental designs.
- Qualitative Research-I: Concept, purpose and process of qualitative research designs: Historical, Phenomenology, Case study.

- Qualitative Research-II: Concept, purpose and process of qualitative research designs: Grounded theory, Ethnography, Narrative inquiry.

UNIT-II: MIXED METHOD RESEARCH

- Concept and assumptions of Mixed method research; History and philosophical foundations of mixed methods research.
- Characteristics of mixed method research designs, planning a mixed method study in education.
- Mixed method research Designs-I: Concept, process, merits and limitations of convergent parallel, explanatory sequential and exploratory sequential designs.
- Mixed method research designs-II: Concept, process, merits and limitations of embedded design, multiphase design and transformative design.

UNIT-III: DESCRIPTIVE AND INFERENTIAL STATISTICS

- Descriptive statistics: Measures of central tendency, measures of variability, measures of relative positions; Normal Probability Curve (NPC): Concept, characteristics and applications; Skewness and Kurtosis.
- Concepts in inferential statistics: Levels of significance, degrees of freedom, one tailed and two tailed tests, central limit theorem, sampling errors, standard error of mean, Type-I error and Type-II error; Parametric and non-parametric tests;
- Tests of significance: Z-test, t-test, ANOVA (One way).
- Correlation: Pearson's product moment correlation, Spearman's rank difference correlation, partial and multiple correlation; Simple regression analysis.

UNIT-IV: NON-PARAMETRIC TESTS AND QUALITATIVE DATA ANALYSIS

- Non parametric statistics: Concept and assumptions; Non parametric statistical tests-I: Chi Square, Sign test.
- Non parametric statistical tests-II: Wilcoxon test, Mann Whitney U test and Median test.
- Qualitative data analysis: Content analysis, Inductive analysis, Deductive analysis and Triangulation.
- Data analysis using MS Excel & SPSS; Writing research report using citations and referencing as per APA.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Library readings, Concept mapping, Collaborative teaching-learning Problem based teaching-learning, Statistical analysis, Hands on data analysis, Technology integrated teaching-learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Statistical Analysis, Data Analysis and Article Review	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

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MED–C-602

TEACHER EDUCATION-II

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

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

- CLO 1:** analyze the various perspectives and policies on teacher education in India.
- CLO 2:** analyze the in-service teacher education component, in various schemes like DPEP, SSA, RMSA, and Samagra Shiksha Abhiyan.
- CLO 3:** explain the structure of the teacher education system in India
- CLO 4:** analyze the implications of the universalization of secondary education for teacher education at the secondary level.
- CLO 5:** analyze the existing teacher education programs and practices for preparing teachers for different contexts of school education and the avenues for the professional development of teachers and teacher educators.
- CLO 6:** analyze the paradigms for research on teaching by Gage, Doyle, and Shulman.
- CLO 7:** analyze the methodological issues and current trends of research in teacher education,
- CLO 8:** analyze the various problems, issues and challenges in teacher education in India.

UNIT I: PERSPECTIVES AND POLICY ON TEACHER EDUCATION

- Concept of teacher development, Factors influencing teacher development: personal, contextual; Berliner's stages of development of a teacher.
- Approaches to teacher development: Self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education; Organisations and agencies involved in teacher education: Roles, functions and networking.
- In-service teacher education under DPEP, SSA, RMSA and Samagra Shiksha Abhiyan; Role of NGOs in in-service teacher education.

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION IN INDIA

- Structure of teacher education system in India; Universalisation of secondary education and its implications for teacher education at the secondary level.
- Preparing teachers for different contexts of school education: Structural and substantive arrangements in the TE programmes; Vertical mobility of school teachers.
- Preparation of teachers for art, craft, music, physical education and special education – need,

existing programmes and practices.

- Professional development of teachers and teacher educators: Present practices and avenues; Systemic factors influencing the quality of pre- and in-service education of secondary school teachers.

UNIT III: RESEARCH IN TEACHER EDUCATION

- Paradigms for research on teaching: Gage, Doyle and Shulman.
- Research on effectiveness of teacher education programmes; Characteristics of an effective teacher education programme.
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation.
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference to design, findings and policy implications.

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

- Challenges in professional development of teachers: Relevance of teacher education to school education, issues in the qualification of teacher educators, assurance of quality of teacher education programmes.
- Issues related to single subject versus multiple subject teachers: Implications for subject combinations in initial teacher preparation.
- Issues related to enhancing teacher competence, commitment and teacher performance; Unplanned growth of teacher education institutions.
- Partnerships in secondary teacher education: TEI with school, community and university, Government agencies with university, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Policy analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

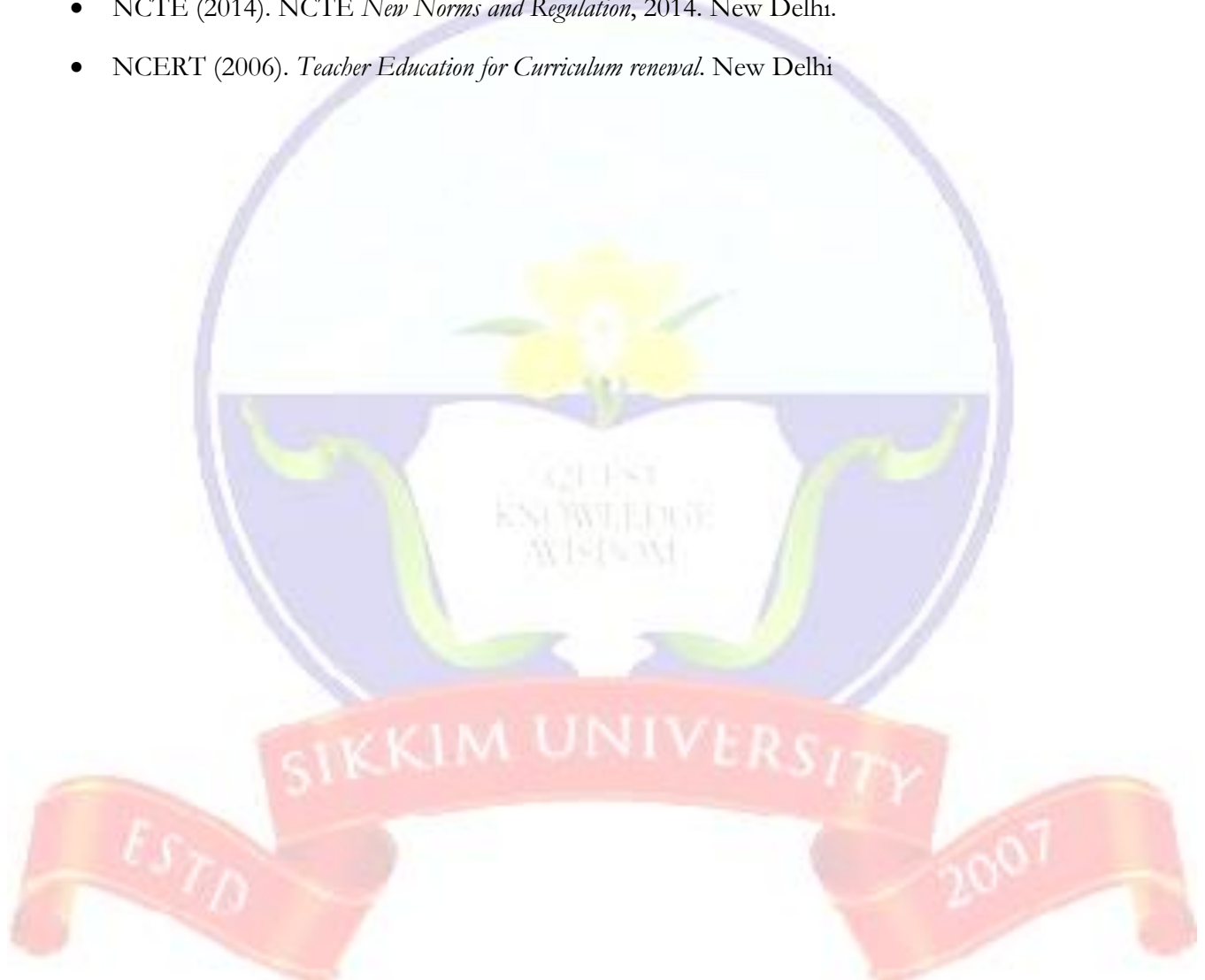
Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

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MED-CS-603**ELEMENTARY EDUCATION- II****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the role and functions of different organizations and institutions in the administration and management of elementary education at the national, state, district, and institutional levels.
- CLO 2:** analyze the role of international agencies and organizations, NGOs, civil society, and advocacy groups in shaping elementary education policies and practices in India.
- CLO 3:** evaluate the purpose, process, and implications of National Accreditation Board of Education & Training (NABET) for enhancing the quality of elementary education in India.
- CLO 4:** analyse the role of Integrated Child Development Scheme (ICDS) in preparing children for elementary education.
- CLO 5:** analyze the importance of various school services in promoting the holistic development of children.
- CLO 6:** evaluate the role of various stakeholders in supporting and enhancing the quality of elementary education.
- CLO 7:** analyze the key concerns in elementary education in India for promoting better learning outcomes for students.
- CLO 8:** propose strategies for addressing the different issues and challenges in elementary education in India.
- CLO 9:** explain the role, functions, and significance of Educational Management Information System (EMIS) and U-DISE database in planning, research, and quality improvement.
- CLO 10:** analyze the innovative practices and current trends of research in elementary education for identifying the gaps and priority areas for future research.

UNIT-I: ORGANIZATIONS, INSTITUTIONS AND AGENCIES OF ELEMENTARY EDUCATION

- Organizations and Institutions in administration and management of elementary education:
 - A) National Level: Ministry of Education (MOE), CABE, NIEPA, NCERT, Ministry of Social Justice and Empowerment, Ministry of Woman and Child Development, Ministry of Tribal Affairs, Ministry of Minority Affairs.
 - B) State Level: State department of education, Secretariats and Directorates, SCERTs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT).

C) District and Block Level: DIET, BRC, CRC.

D) Institutional level: SMC (School Management Committee), PTA (Parent teacher Association), MTA (Mother Teacher Association).

- International Agencies and Organizations: UNICEF, UNESCO, WHO, World Bank.
- National Accreditation Board of Education & Training (NABET): Purpose, process and implications.
- NGOs, Civil Society and Advocacy groups: Focus areas, importance and implications.

UNIT-II: SUPPORT SYSTEM, SERVICES AND KEY STAKEHOLDERS AT ELEMENTARY EDUCATION

- Role of ICDS in preparing the children for elementary education; Linking elementary education with early childhood education and secondary education; Transition from preschool to elementary school and from elementary school to secondary school.
- School guidance services and counselling, school health service, scouts and guides; Early identification and intervention for children with diverse needs.
- Role of teacher associations and organizations at National and State levels in elementary education; The role of elementary school teachers in shaping young minds.
- Family and community: Their role and importance in elementary education.

UNIT-III: CONCERNS, ISSUES AND CHALLENGES IN ELEMENTARY EDUCATION

- Key concerns in UEE: Universal access, enrolment, retention and achievement; Equity, inclusion and quality.
- Quality concerns in elementary education: Infrastructure, classroom processes, learning achievement, and teacher preparation.
- Language concerns in elementary education: Medium of instruction, multilingual approach at primary level, matching local conditions with reference to cultural practice and language: utilizing family and community resources.
- Issues and challenges regarding the implementation of Right of Children to Free and Compulsory Education Act 2009; Co-ordination among and between different ministries, Centre and state for ensuring effective elementary education.

UNIT-IV: INNOVATIVE PRACTICES AND RESEARCH IN ELEMENTARY EDUCATION

- Educational Management Information System (EMIS): Role, functions and utilization of the data for planning, research and feedback for improvement; U-DISE data base: Role and significance in quality monitoring and research.
- Innovative and alternative practices at Elementary level: SECMOL Alternative School, Leh; Digantar Vidyalaya, Jaipur; Literacy House, Lucknow; Indian Institute of Education (IIE), Pune; Ramakrishna Mission Ashram, Narendrapur; Krishnamurti Foundation India, Chittoor; Eklavya

Model Residential School, Gyalshing, Sikkim.

- State, national and international awards for innovative practices and experiments in education for schools, teachers and teacher education institutions: Objectives, scope, eligibility, types of awards, submission format and evaluation.
- Current trends of research in elementary education; Gaps and priority areas: Innovation in classroom practices, teacher competency in the backdrop of latest developments, issues related to elementary education, implementation of programs, schemes at the elementary level, administration, management and leadership.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Policy analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Bhatnagar, S; Saxena, A & Kumar, S (2005). *Development of Educational System in India*, R. Lall Book Depot, Meerut.
- De, A., Khera, R., Samson, M., & Shiva Kumar, A. K. (Eds.). (2011). *PROBE revisited: A report on elementary education in India*. New Delhi: Oxford University Press
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MED-CS-604

SECONDARY EDUCATION- II

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain the role and functions of different organizations and institutions in the administration and management of secondary education at the national, state, district, and institutional levels.
- CLO 2:** analyze the role of international agencies and organizations, NGOs, civil society, and advocacy groups in shaping secondary education policies and practices in India.
- CLO 3:** evaluate the purpose, process, and implications of National Accreditation Board of Education & Training (NABET) for enhancing the quality of secondary education in India.
- CLO 4:** analyse the role of school-based support systems in addressing the challenges faced by adolescent students.
- CLO 5:** evaluate the role of various stakeholders in supporting and enhancing the quality of secondary education.
- CLO 6:** analyze the key concerns and issues in secondary education in India for promoting better learning outcomes for students.
- CLO 7:** propose strategies for addressing the different issues and challenges in secondary education in India.
- CLO 8:** explain the role, functions, and significance of Educational Management Information System (EMIS) and U-DISE database in planning, research, and quality improvement.
- CLO 9:** analyze the innovative practices and current trends of research in secondary education for identifying the gaps and priority areas for future research.

UNIT-I: ORGANIZATIONS, INSTITUTIONS AND AGENCIES OF SECONDARY EDUCATION

- Organizations and Institutions in administration and management of Secondary education:
 - E) National Level: Ministry of Education (MOE), CABE, NIEPA, NCERT, Ministry of Social Justice and Empowerment, Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
 - F) State Level- State department of education, Directorates and Secretariats, SCERTs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT).
 - G) District and Block Level: DIET, BRC, CRC.

H) Institutional level: SMDC (School Management Development Committee), PTA (Parent teacher Association), MTA (Mother Teacher Association),

- International Agencies and Organizations: UNICEF, UNESCO, WHO, World Bank.
- National Accreditation Board of Education & Training (NABET): Purpose, process and implications.
- NGOs, Civil Society and Advocacy groups: Focus areas, importance and implications.

UNIT-II: SUPPORT SYSTEM, SERVICES AND KEY STAKEHOLDERS AT SECONDARY EDUCATION

- Support system for adolescents: Early identification and intervention for students with risk for substance abuse, sexual abuse, HIV/AIDS, bullying, suicidal tendency, social media addiction.
- School guidance services and counselling, programmes and services for stress management, school health service, scouts and guides.
- Students' clubs: Types and its functions as support mechanism to enhance students' abilities.
- Role of teacher associations and organizations at National and State levels in secondary education; The role of secondary school teacher as a counsellor; Role of parents and community in secondary education.

UNIT-III: CONCERNS, ISSUES AND CHALLENGES IN SECONDARY EDUCATION

- Key concerns in universalization of secondary education: Universal access, enrolment, retention, achievement; Inclusion, equality and equity.
- Quality concerns in secondary education: Infrastructure, classroom processes, learning achievement and teacher preparation.
- Issues related to education for girls, disadvantaged groups and children with special needs; Issues related to indiscipline, under achievement, truancy, delinquency and maladjustment.
- Challenges in vocationalization of secondary education and technology integration in secondary education.

UNIT-IV: RESEARCH AND INNOVATIVE PRACTICES IN SECONDARY EDUCATION

- Educational Management Information System (EMIS): Role, functions and utilization of the data for planning, research and feedback for improvement; U-DISE data base: Role and significance in quality monitoring and research.
- Innovative and alternative practices at secondary level: SECMOL Alternative School, Leh; Digantar Vidyalaya, Jaipur; Literacy House, Lucknow; Indian Institute of Education (IIE), Pune; Ramakrishna Mission Ashram, Narendrapur; Krishnamurti Foundation India, Chittoor; Eklavya Model Residential School, Gyalshing, Sikkim, Modern Senior Secondary School, Gangtok, Sikkim, Vigyan Ashram, IBT School, Pabal, Pune.
- State, national and international awards for innovative practices and experiments in education for

schools, teachers and teacher education institutions: Objectives, scope, eligibility, types of awards, submission format and evaluation.

- Comparative analysis in secondary education; Current trends of research in secondary education: Gaps and priority areas, innovative classroom practices, teacher competency in the backdrop of latest advancements, Implementation of programs, schemes at the secondary level, administration, management and leadership; Existing practices and reform in assessment.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Policy analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Bhatnagar, S; Saxena, A & Kumar, S (2005). *Development of Educational System in India*, R. Lall Book Depot, Meerut.
- *Development in Practice – Primary Education in India*. The World Bank Washington DC (1997). Allied Publishers Ltd. New Delhi.
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- Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
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- Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
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- Prakash, V (1997) (ed) *Teacher empowerment and school effectiveness at primary stage*. NCERT, New Delhi.
- Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
- Rao, V.K. (2007): *Universalisation of Education*. Indian Publishers, New Delhi.



MED-SE-605**CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION- I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the components, functions and historical perspective of elementary education curriculum.
- CLO 2:** evaluate national policies and initiatives related to the elementary education curriculum in the context of achieving desired educational goals.
- CLO 3:** analyse implications of child development theories in elementary education curriculum.
- CLO 4:** discuss the curricular areas of language, mathematics, science, social science and arts education at elementary level.
- CLO 5:** discuss the various pedagogical approaches and instructional strategies to address the diverse learning needs of students in the elementary classroom.
- CLO 6:** explain the significance of technology-integrated pedagogical practices at the elementary level.
- CLO 7:** analyse the implications of multi-grade teaching and one teacher one classroom at the primary level.
- CLO 8:** explain the concept, types and functions of assessment and evaluation at the elementary level.
- CLO 9:** analyse the learning outcomes across different domains for effective assessment at elementary level.
- CLO 10:** explain various tools and techniques used for assessment at elementary level.

UNIT I: UNDERSTANDING ELEMENTARY EDUCATION CURRICULUM

- Elementary education curriculum: Components, functions and scope; Historical perspective on elementary education curriculum in India.
- National policies and initiatives on the elementary education curriculum.
- National Curriculum Framework for elementary education: Recommendations of NCF-2005.
- Role of child development theories in shaping the elementary education curriculum.

UNIT II: CURRICULUM AREAS AT ELEMENTARY LEVEL

- Language at the elementary level: Development of vocabulary and basic grammar; acquisition of language skills; Integration of language across the curriculum (LAC).
- Mathematics at the elementary level: Fundamental concepts and skills in mathematics, development of numeric abilities and operations.
- Natural Science and social Sciences at the elementary level: Fundamental concepts and skills in natural science and social science.

- Arts at the elementary level: Developing aesthetic sense and creativity, integration of arts across the curriculum.

UNIT-III: PEDAGOGICAL APPROACHES IN ELEMENTARY EDUCATION

- Pedagogical Approaches and its application in Elementary Classroom: Story based approach, participatory approach, activity-based approach, eclectic approach and theme-based approach.
- Differentiated instruction to address diverse learning needs: Adapting curriculum, Strategies for individualized instruction and inclusive practices and inclusive learning environments in the elementary classroom.
- Technology-integrated pedagogy and approaches at the elementary level: blended learning, gamification, digital storytelling and adaptive learning.
- Multi-grade Teaching, One Teacher One classroom at Primary Level.

UNIT-IV: ASSESSMENT AND EVALUATION AT ELEMENTARY LEVEL

- Assessment and Evaluation: Concept, types, functions;
- Formative and summative; diagnostic assessment; Continuous and Comprehensive Evaluation at elementary level; Norm Referenced Test (NRT) and Criterion Referenced test (CRT)
- Assessment of Learning outcomes of different domains- Cognitive, Affective and Psycho-motor
- Tools and Techniques of Assessment at elementary level: Test, Rubrics, Observation Schedule, checklists, rating scales and performance assessment.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Curriculum analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Cronbach L.J. (1970). *Essentials of Psychological Testing*. New York: Harper and Row Publisher.
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MED-SE-606**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN
ELEMENTARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** describe the concept, function, and principles of educational administration and management.
- CLO 2:** explain the historical perspective of educational administration and management with special reference to India.
- CLO 3:** compare and contrast the different approaches to educational administration and management.
- CLO 4:** explain the key concepts and the process of the educational organization at the elementary level.
- CLO 5:** describe the educational administration and organizational structure at the elementary level.
- CLO 6:** analyze the different theories of educational administration and management and their educational implications.
- CLO 7:** analyze the basic elements and the types of different resources of school management at the elementary level.
- CLO 8:** identify the relevant techniques of educational management to improve decision-making, planning, and resource allocation at elementary level.
- CLO 9:** analyse the various dimensions and factors influencing human resource development at the elementary level.
- CLO 10:** propose strategies to address the challenges and issues in human resource development at the elementary level.

**UNIT-I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND
MANAGEMENT**

- Educational administration and management: Concept, need, function, scope and principles.
- Difference between educational management and educational administration; Historical perspective of educational administration and management with special reference to India.
- Process of educational administration: Purpose, planning, organizing operating direction, coordination and control, evaluation; Management process: Planning, staffing, organizing, budgeting, directing, motivating, coordinating, directing, monitoring, evaluating, reporting.
- Approaches to educational administration and management: Traditional approach, systems approach, collaborative approach and transformational approach.

UNIT-II: EDUCATIONAL ORGANIZATION AND THEORIES OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- Educational organization: Concept, structure and principles; Key concepts in educational organization: Organizational chart, organizational competence, organizational climate, organizational compliance; Educational organization at elementary level.
- Educational administration and organizational structure at elementary level: National, state, district, block and institutional level.
- Concept of school organization; School as a formal organization; Functions of school as an organization.
- Theories of educational administration and management: Classical organisational theory (Weber's theory of administration and management), behavioural science approach theory (Bernard-Simon theory of organizational behaviour and climate), critical educational administration theory.

UNIT-III: EDUCATIONAL MANAGEMENT IN SCHOOLS AT ELEMENTARY LEVEL

- Basic elements of school management at elementary level: Decision-making, problem solving, managing meetings, managing conflict, communication, negotiation and delegation of responsibilities; Characteristics of educational manager: Efficiency, competencies, skills and managerial ethics; Mintzberg's managerial roles.
- Resources in elementary education: Concept, characteristics and types; Management of different resources: Management of Time: Academic calendar and schedules; Management of physical resources: School campus, furniture, library, laboratory, hostels playground; Management of human resources: Inter-personal, inter- group relationship, teacher–taught relation, teacher-teacher relations, head and teacher relationship, relationship between teacher and administrator.
- Office management in schools at elementary level: Overview of office functions, record management, material management and work simplification; Grievance management: Types of grievances, steps and mechanisms of handling grievances.
- Techniques of educational management: PERT (Program Evaluation and Review Technique), PPBS (planning programming budgeting system), MBO Management by Objectives and System approach.

UNIT-IV: HUMAN RESOURCE DEVELOPMENT IN ELEMENTARY EDUCATION

- Human resource development: Concept, characteristics and importance; Historical perspective of human resource development in elementary education.
- Factors influencing human resource development: Environment, socio-cultural factors and emotional factors; Principles of human resource development.
- Dimensions of human resource development: Recruitment, placement, performance appraisal, reward and incentive management, punishment and disincentive management; Continuous professional development of teachers at elementary level.
- Challenges and issues in human resource development at elementary level: Funding and resources, teacher training and support, inclusion and diversity, technological integration.

SUGGESTED TEACHING-LEARNING STRATEGIES

Case based discussion, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

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MED-SE-607**INCLUSIVE EDUCATION WITH REFERENCE TO ELEMENTARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES**

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

- CLO 1:** explain the concept and different perspectives of inclusive education at elementary level.
- CLO 2:** discuss the concept and types of disability as well as the different aspects of diversity in classrooms at elementary level.
- CLO 3:** describe the history of Education for All (EFA) movement and its implications for inclusive education at elementary level.
- CLO 4:** analyze the international and national level education policies, schemes, and programs with regard to inclusive education at elementary level.
- CLO 5:** analyze the factors for successful inclusion of students with diverse needs in classrooms at the elementary level.
- CLO 6:** describe the concept and steps of building inclusive-learning friendly classrooms (ILFC) at the elementary level.
- CLO 7:** analyze the role of various stakeholders in the inclusion of children with diverse needs in elementary education.
- CLO 8:** explain the concept, importance and the different types of support services available to promote inclusion of students with diverse needs at the elementary level.
- CLO 9:** analyze the role of teachers in utilizing various support services for inclusive education.
- CLO 10:** apply the principles of Universal Design for Learning (UDL) to design inclusive classroom environments and instructional practices.

UNIT I: INTRODUCTION TO INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- Inclusive education: Concept, need, scope and importance; Difference between inclusive, integrated and special education.
- Basic concept of diversity; Diversity in classroom with reference to socio-cultural aspects, linguistic variations, psychological and physical dimensions; Disability: Concept and classification.
- Education for All (EFA) Movement: History, goals and its implications for inclusive education at elementary level.
- Perspectives of inclusive education: Historical, philosophical, psychological, sociological and political economic perspective of inclusive education.

UNIT II: POLICIES, SCHEMES AND PROGRAMMES ON INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- The Universal Declaration of Human Rights (1948), The UN Convention on the Rights of the Child (CRC) (1989), International Year / decade of the Disabled Persons (IYDP, 1981)
- The World Declaration on Education for All and its Framework for Action to meet Basic-Learning Needs (1990), Salamanca Statement and Framework for action on Special Needs Education (UNESCO)(1994); SDG Goal4: Quality, equitable inclusive education for all.
- Kothari Commission (1964-66); Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education (1986) and (POA, 1992); Rehabilitation Council of India Act, (1992); The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995).
- The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999), Sarva Shiksha Abhiyan (SSA (2001)), RTE-(2009); The Rights of Persons with Disabilities (PWD) Act (2016), NEP (2020).

UNIT III: INCLUSIVE PRACTICES FOR EFFECTIVE INCLUSION AT ELEMENTARY LEVEL

- Index of inclusion: Culture, policy, and practice at elementary level; Factors for successful Inclusion: Sound policy and leadership, classroom practices, instructional practices.
- Teacher preparation for inclusive education: Institutions preparing teachers with reference to elementary education, strategies for preparing teachers for inclusive education.
- Building inclusive-learning friendly classrooms (ILFC): Concept and steps (Planning for teaching learning, maximizing available resources, managing group work and cooperative learning, active and authentic assessment).
- Role of stakeholders in inclusion of children with diverse needs: State, teachers, parents, NGOs and community members

UNIT IV: RESOURCES, SUPPORT SERVICES IN INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- Support services for inclusion: Concept, importance and types of (medical, rehabilitative and educational services), Early identification and available referral services for support.
- Role of teachers in utilizing (academic supports, resource room support, support of special schools and special teachers, family and community participation, guidance and counselling, NGO collaboration) for inclusive education and nurturing special abilities and talents.
- Universal Design for Learning (UDL) Approach: Principles, design and implications for inclusive education.
- Resources for inclusive education at elementary level: Types (Classroom, library, activity rooms, technology, counselling cell); Resources mobilization for inclusive education.

SUGGESTED TEACHING-LEARNING STRATEGIES

Culture responsive pedagogy, differentiated instruction, Policy analysis, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

- Kundu, C. L., (2000) *Status of disability in India*. New Delhi: RCI
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MED-SE-608**GUIDANCE AND COUNSELLING IN ELEMENTARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, objectives and historical development of guidance and counselling in the elementary school context.
- CLO 2:** analyse the characteristics and role of elementary school counsellors focusing their significance in providing guidance and support to elementary school students.
- CLO 3:** explain the counselling process and essential counselling skills to address the diverse needs of elementary school students considering age, culture and other contextual factors.
- CLO 4:** analyse therapeutic approaches in the elementary school context, taking into account the unique characteristics and requirements of the students.
- CLO 5:** discuss the process of guidance in providing comprehensive support in academic performance addressing personal and social challenges and promoting health and wellness at the elementary level.
- CLO 6:** explain the objectives, processes and practices of different types of guidance for supporting elementary school students in their overall well-being.
- CLO 7:** analyze tools and techniques and its psychometric properties for comprehensive assessment in elementary school counseling.
- CLO 8:** explain the process of identifying the students at risk through comprehensive assessment for implementing early interventions at elementary level.
- CLO 9:** analyze the design for tailored interventions to address the specific needs of elementary school learners.

UNIT-I: INTRODUCTION TO GUIDANCE AND COUNSELLING AT ELEMENTARY LEVEL

- Introduction to Guidance and counselling: Concept, need, scope, and objectives in the elementary school context.
- Historical development of Guidance and counselling as an academic field of study
- The Role of Guidance in fostering students' academic achievement, goal setting, and study skills development, social-emotional skills, self-awareness and emotional well-being.
- Elementary school counsellors: Characteristics and role of elementary school counsellors.

UNIT II: UNDERSTANDING COUNSELLING AT ELEMENTARY LEVEL

- Process of counselling: Goal setting, intervention, assessment and evaluation

- Essential counselling skills at elementary education: Active listening, empathy, questioning, reading non-verbal communication, body language and reflection
- Therapeutic approaches in counselling: Person-centered, cognitive-behavioural, and solution-focused counselling
- Age, culture, other diversity and contextual factors affecting counselling practices

UNIT III: UNDERSTANDING GUIDANCE AT ELEMENTARY LEVEL

- Process of Guidance: Goal setting, intervention, assessment and evaluation
- Academic guidance: Objectives, process and support in academic performance
- Personal and social guidance: Objectives, process and support in addressing emotional, social, and interpersonal challenges
- Health and wellness guidance: Objectives, process and practices to promote physical and mental well-being.

UNIT-IV: ASSESSMENT AND INTERVENTION STRATEGIES IN ELEMENTARY SCHOOL COUNSELLING

- Tools and techniques: Standardized test, scales, observational techniques and behavioural assessment
- Psychometric properties of assessment tools: Reliability and validity, ethical consideration in selection of tools
- Identifying the students at risks and providing early interventions; collaboration with parents, teachers and other stakeholders for comprehensive assessment
- Tailoring interventions to the specific needs of learners at elementary level.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Case studies, Role play, Simulation, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 50	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 50	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

- Adekson, M. O. (2019). *Handbook of counseling and counselor education*. Abingdon: Routledge

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MED-SE-609**EDUCATIONAL TECHNOLOGY IN ELEMENTARY EDUCATION – I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs**

On completion of the course the student will be able to:

- CLO 1:** explain the concept, key terminologies of educational technology, and its historical development as an academic field of study.
- CLO 2:** examine the benefits and challenges of using technology in elementary education as well as the importance of digital literacy for elementary students.
- CLO 3:** explain the concept, emergence, types, merits and limitations of different educational media at elementary level.
- CLO 4:** analyze the different approaches to educational technology at elementary level.
- CLO 5:** discuss the rationale and framework of ICT in teacher education at the elementary level.
- CLO 6:** explain the concept, components and steps of instructional design and the application of ADDIE model in elementary education.
- CLO 7:** describe the significance of different models of teaching at the elementary level.
- CLO 8:** examine the application of ICT for continuing professional development of elementary teachers and teacher educators for enhancing teacher competencies and skills.

UNIT - I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY IN ELEMENTARY EDUCATION

- Concept of educational technology, instructional technology, information and communication technology.
- Educational technology: Scope, functions, and objectives; Historical development of educational technology as an academic field of study.
- Components of Educational Technology: Hardware and software; The role of technology in elementary education; Educational technology tools and resources for elementary education.
- The role of technology in elementary education; Benefits and challenges of using technology in elementary education; Digital literacy for elementary students.

UNIT-II EDUCATIONAL MEDIA IN ELEMENTARY EDUCATION

- Educational media: Concept, types and significance; Emergence of educational media.
- Educational radio: Concept and types (FM, community radio, internet radio and podcast); Educational television: Concept and types ()

- Display boards and projected aids: Types and significance in elementary education; Merits and limitations of different display boards and projected aids in elementary education.
- Storage media and transmission technology: Types and significance in elementary education; Merits and limitations of different storage media and transmission technologies in elementary education.

UNIT-III: APPROACHES TO EDUCATIONAL TECHNOLOGY

- Multimedia approach: Principles, forms (Interactive multimedia resources, video and audio resources, visual aids, digital textbooks, multimedia presentations) and significance in elementary education; Communication approach: Principles, forms (Online discussion forums, video conferencing, collaborative tools, social media and email and messaging) and significance in elementary education.
- Systems approach: History of systems approach in educational technology; Components, principles and significance in elementary education.
- Behaviourist approach: Principles and applications (programmed instruction, individualised approach to instruction (Keller plan), computer assisted instruction (CAI); Use of positive reinforcement and feedback in technology-based instruction, Gamification and its use in educational technology in elementary education.
- Cognitivist approach: Principles and applications; Role of technology in supporting cognitive processes such as attention, memory, and problem-solving in elementary education.

UNIT- IV: ICT IN TEACHER EDUCATION AT ELEMENTARY LEVEL

- Rationale & Framework of ICT in teacher education, UNESCO Framework for ICT in Teacher Education (2012, 2018)
- Instructional design: Concept, components & steps; ADDIE model (Analysis, Design, Develop, Implement, and Evaluate).
- Micro teaching, simulated teaching; Concept, elements, significance of different models of teaching at elementary level: Information processing models (concept attainment, inquiry training), personal models (non-directive teaching models), social interaction model (group investigation, role playing).
- Application of ICT for continuing professional development of elementary teachers and teacher educators.

SUGGESTED TEACHING-LEARNING STRATEGIES

Technology integrated teaching learning, Learning Management System (LMS), Blended Teaching Learning, Flipped Learning, AI based learning, Gamification, Virtual Teaching-Learning, MOOCs and SWAYAM, Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Computer Bases Assessment, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, Use of LMS and Softwares
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

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- Andrew M. St. Laurent. (2004). Understanding Open Source and Free Software Licensing. Oreilly: Cambridge
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MED-SE-610**EDUCATIONAL POLICY AND PLANNING IN ELEMENTARY EDUCATION – I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept of policy and the difference between policy, strategy, and plan in the context of educational policy.
- CLO 2:** analyze different approaches to education policy focusing on their strengths and limitations in the formulation and implementation of educational policies.
- CLO 3:** analyze the key theories of educational policy making and their contributions in educational policy formulation and implementation.
- CLO 4:** explain the concept, types and the different approaches of educational planning.
- CLO 5:** analyze the social context of educational planning and the changing landscape of educational planning at the elementary level in both the global and Indian context.
- CLO 6:** analyze the major determinants of educational policy and the roles and responsibilities of the stakeholders in the formulation and implementation of education policies at elementary level.
- CLO 7:** analyze the dynamics of the Centre-state relationship in the formulation of education policy as well as the roles and functions of various bodies in policy-making process at the elementary level.
- CLO 8:** analyze the different dimensions of educational policy evaluation in assessing the effectiveness and implications for education policies at the elementary level.
- CLO 9:** evaluate the educational policies and the factors influencing the formulation, implementation, and outcomes of educational policy at the elementary level in India.
- CLO 10:** analyze the impact of globalization on educational policy reforms in India and the current trends in education policy reforms at the elementary level.

UNIT- I: INTRODUCTION TO EDUCATIONAL POLICY

- Concept of policy: Policy as a text and policy as a discourse; Difference between policy, strategy and plan.
- Educational policy: Concept and scope; Approaches to education policy: Normative approach, rational approach, empirical approach.
- Theories of educational policy Making-I: Systems theory, advocacy coalition framework, neo-institutional theory.
- Theories of educational policy making-II: Critical theory, feminist theory and postmodernism.

UNIT- II: INTRODUCTION TO EDUCATIONAL PLANNING

- Educational planning: Concept, scope and importance; Types of Educational planning (Micro & Macro; Short-term & Long-term).
- Approaches to educational planning: Manpower requirement approach, social demand approach, rate of return approach, Sector-wide approaches (SWAs).
- Social context of educational planning, Essential conditions for successful educational planning (institutional and socio-political).
- Changing landscape of educational planning at elementary level in the global and Indian context.

UNIT- III: PROCESS OF EDUCATION POLICY MAKING AT ELEMENTARY LEVEL

- Determinants of educational policy at elementary level: Social contexts, imperatives of reforms, developmental agenda, constitutional provisions and Judicial interventions.
- Stakeholders in educational policy-making at elementary level: Government agencies, school boards, administrators, teachers, parents, students, educational researchers and experts, nonprofit organizations and advocacy groups, community leaders, education associations and professional organizations.
- Centre - state relation in the formulation of education policy at elementary level; The role of consultative, advisory and regulatory bodies in education policy making at elementary level: CAGE, NCERT, NCTE.
- Policy implementation at elementary level: Structure and processes; Policy impact assessment; Dimensions of educational policy evaluation (Ideological, organizational, political and practical).

UNIT- IV: EDUCATIONAL POLICY IN INDIAN AND GLOBAL CONTEXT

- Overview of educational policies at elementary level: National Education Commission (1964-66), NPE-1968, NPE-1986, NPE-1986 (Modified) 1992, NEP-2020.
- Factors influencing the formulation, implementation and outcomes of educational policy at elementary level; Major issues and problems in educational policy at elementary level in India.
- Globalization and educational policy reforms in India at elementary level; The role of international organizations (World Bank, WTO, UNESCO) in educational policy reforms at elementary level in India and developing countries.
- Emergence of global education policy, Current trends in education policy reforms at elementary level in India and global context.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Guided readings and discussions on selected policy documents at elementary level, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of

SUGGESTED READINGS

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MED-SS-611

CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION-I

Semester: Third Semester

Course Level: 600

Total Marks: 100

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

- CLO 1:** explain the components, functions, scope and the historical perspective of secondary education curriculum.
- CLO 2:** evaluate national policies and initiatives related to the secondary education curriculum in the context of achieving desired educational goals.
- CLO 3:** examine the curriculum for vocational education at the secondary level to identify its strengths, weaknesses, and potential areas for improvement.
- CLO 4:** discuss the curricular areas of language, mathematics, science, social science and arts education at secondary level.
- CLO 5:** analyse various pedagogical approaches and instructional strategies to address the diverse learning needs of students in the secondary classroom.
- CLO 6:** explain the different types of assessment and evaluation and their functions in secondary education.
- CLO 7:** analyse learning outcomes across different domains for effective assessment at secondary level.
- CLO 8:** explain various tools and techniques used for assessment at secondary level.

UNIT I: UNDERSTANDING SECONDARY EDUCATION CURRICULUM

- Secondary education curriculum: components, functions and scope; Historical perspective on secondary education curriculum in India
- National policies and initiatives on the Secondary education curriculum
- National Curriculum Framework for Secondary education: Recommendations of NCF-2005.
- Curriculum for Vocational Education at secondary level

UNIT II: CURRICULUM AREAS AT SECONDARY LEVEL

- Language at the secondary level: Principles of language education, language skills, aesthetic expression and appreciation; catering to multilingual classroom, Integration of language across the curriculum (LAC)
- Mathematics at the Secondary level: Numerical aptitude, problem solving, logical reasoning, identifying patterns and mathematical competence.
- Science and social Sciences at the Secondary level; Science Education: Scientific temper, rational thinking, scientific inquiry, problem solving skills, practical laboratory skills; Social Science

Education: Social structure and institution, social values, democratic participation, civic engagement, global awareness, critical thinking and analytical skills

- Arts and Physical Education at the Secondary level: Art Education: Developing aesthetic sense, and creativity, cultural sensibilities and integration of arts across the curriculum; Physical Education: Health and wellbeing, teamwork, personal and social development.

UNIT-III: PEDAGOGICAL APPROACHES IN SECONDARY EDUCATION

- Pedagogical Approaches and its application in Secondary Classroom: Project based approach, constructivist approach, participatory approach, activity-based approach, eclectic approach and theme-based approach
- Differentiated instruction to address diverse learning needs: Adapting curriculum, Strategies for individualized instruction and inclusive practices and inclusive learning environments in the Secondary classroom.
- Technology-integrated pedagogy and approaches at the Secondary level: blended learning, gamification and adaptive learning, e-learning and m-learning.
- Integration of co-curricular activities in teaching-learning process: Experiential learning, Project based learning; inclusion and differentiation in co-curricular activities.

UNIT-IV: ASSESSMENT AND EVALUATION AT SECONDARY LEVEL

- Assessment and Evaluation: Concept, types, functions; emerging trends of assessment and evaluation.
- Formative and summative; diagnostic assessment; Continuous and Comprehensive Evaluation at Secondary level; Norm Referenced Test (NRT) and Criterion Referenced test (CRT).
- Assessment of Learning outcomes of different domains- Cognitive, Affective and Psycho-motor.
- Tools and Techniques of Assessment at Secondary level: Test, Rubrics, Observation Schedule, checklists, rating scales, performance assessment and portfolio assessment.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Curriculum analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments

**Summative
Marks: 70**

Semester-end examinations conducted by the university will be considered the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

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MED-SS-612**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN
SECONDARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** describe the concept, function, and principles of educational administration and management.
- CLO 2:** explain the historical perspective of educational administration and management with special reference to India.
- CLO 3:** compare and contrast the different approaches to educational administration and management.
- CLO 4:** explain the key concepts and the process of the educational organization at the secondary level.
- CLO 5:** describe the educational administration and organizational structure at the secondary level.
- CLO 6:** analyze the different theories of educational administration and management and their educational implications.
- CLO 7:** analyze the basic elements and the types of different resources of school management at secondary level.
- CLO 8:** identify the relevant techniques of educational management to improve decision-making, planning, and resource allocation at secondary level.
- CLO 9:** analyze the various dimensions and factors influencing human resource development at the secondary level.
- CLO 10:** propose strategies to address the challenges and issues in human resource development at the secondary level.

UNIT-I: INTRODUCTION TO EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- Educational administration and management: Concept, need, function, scope and principles.
- Difference between educational management and educational administration; Historical perspective of educational administration and management at secondary level with special reference to India.
- Process of educational administration: Purpose, planning, organizing operating direction, coordination and control, evaluation; Management process: Planning, staffing, organizing, budgeting, directing, motivating, coordinating, directing, monitoring, evaluating, reporting.

- Approaches to educational administration and management: Traditional approach, systems approach, collaborative approach and transformational approach.

UNIT-II: EDUCATIONAL ORGANIZATION AND THEORIES OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- Educational organization: Concept, structure and principles; Key concepts in educational organization: Organizational chart, organizational competence, organizational climate, organizational compliance; Educational organization at secondary level.
- Educational administration and organizational structure at Secondary level: National, state, district, block and institutional level.
- Concept of school as a formal organization; Functions of school as an organization.
- Theories of educational administration and management: Classical organisational theory (Weber's theory of administration and management), behavioural science approach theory (Bernard-Simon theory of organizational behaviour and climate), critical educational administration theory.

UNIT-III: EDUCATIONAL MANAGEMENT IN SCHOOLS AT SECONDARY LEVEL

- Basic elements of school management at Secondary level: Decision-making, problem solving, managing meetings, managing conflict, communication, negotiation and delegation of responsibilities; Characteristics of educational manager at secondary level; Managerial ethics; Mintzberg's managerial roles.
- Resources in secondary education: Concept, characteristics and types; Management of different resources: Management of time: Academic calendar and schedules; Management of physical resources: School campus, furniture, library, laboratory, hostels playground; Management of human resources: Inter-personal, inter- group relationship, teacher–taught relation, teacher-teacher relations, head and teacher relationship, relationship between teacher and administrator.
- Office management in schools at Secondary level: Overview of office functions, record management, material management and work simplification; Secondary education management information system (SEMIS) (Unified District Information System for Education Plus (UDISE+); Grievance management: Types of grievances, steps and mechanisms of handling grievances.
- Techniques of educational management: Program evaluation and review technique (PERT), Critical path method (CPM), Planning programming budgeting system (PPBS), Management by Objectives (MBO) and System approach.

UNIT-IV: HUMAN RESOURCE DEVELOPMENT IN SECONDARY EDUCATION

- Human resource development: Concept, characteristics and importance; Historical perspective of human resource development in Secondary education.
- Factors influencing human resource development: Environment, socio-cultural factors and emotional factors; Principles of human resource development.
- Dimensions of human resource development: Recruitment, placement, performance appraisal, reward and incentive management, punishment and disincentive management; Continuous professional development of teachers at Secondary level: Role of SCERT and NCERT.
- Challenges and issues in human resource development at secondary level: Funding and resources, teacher training and support, inclusion and diversity.

SUGGESTED TEACHING-LEARNING STRATEGIES

Case based discussion, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Bhargava, R., & Bhargava, V. K. (2014). *Educational Administration: Concepts and Practices*. Vikas Publishing House Pvt Ltd.
- Bush, T., & Bell, L. (2002). *The principles and practice of educational management*. SAGE.
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- Sergiovanni, T. J. (2018). *The Principalship: A Reflective Practice Perspective*. Routledge.
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MED-SS-613**INCLUSIVE EDUCATION WITH REFERENCE TO SECONDARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES**

- CLO 1:** explain the concept and different perspectives of inclusive education at secondary level.
- CLO 2:** discuss the concept and types of disability as well as the different aspects of diversity in classrooms at secondary level.
- CLO 3:** describe the history of Education for All (EFA) movement and its implications for inclusive education at secondary level.
- CLO 4:** analyze the international and national level education policies, schemes, and programs with regard to inclusive education at secondary level.
- CLO 5:** analyze the factors for successful inclusion of students with diverse needs in classrooms at the secondary level.
- CLO 6:** describe the concept and steps of building inclusive-learning friendly classrooms (ILFC) at the secondary level.
- CLO 7:** analyze the role of various stakeholders in the inclusion of children with diverse needs in secondary education.
- CLO 8:** explain the concept, importance and the different types of support services available to promote inclusion of students with diverse needs at the secondary level.
- CLO 9:** analyze the role of teachers in utilizing various support services for inclusive education.
- CLO 10:** apply the principles of Universal Design for Learning (UDL) to design inclusive classroom environments and instructional practices.

UNIT: I INTRODUCTION TO INCLUSIVE EDUCATION AT SECONDARY LEVEL

- Inclusive education: Concept, need, scope and importance; Difference between inclusive, integrated and special education.
- Basic concept of diversity; Diversity in classroom with reference to socio-cultural aspects, linguistic variations, psychological and physical dimensions; Disability: Concept and classification.
- Education for All (EFA): History, goals and its implications for inclusive education at secondary level.
- Perspectives of inclusive education: Historical, philosophical, psychological, sociological and political economic perspective of inclusive education.

UNIT: II POLICIES, SCHEMES AND PROGRAMMES ON INCLUSIVE EDUCATION AT SECONDARY LEVEL

- The Universal Declaration of Human Rights (1948), The UN Convention on the Rights of the Child (CRC) (1989), International Year / decade of the Disabled Persons (IYDP, 1981)
- The World Declaration on Education for All and its Framework for Action to meet Basic-Learning Needs (1990), Salamanca Statement and Framework for action on Special Needs Education (UNESCO) (1994); SDG Goal 4: Quality, equitable inclusive education for all.
- Kothari Commission (1964-66); Integrated Education for Disabled Children (IEDC, 1974), National Policy on Education (1986) and (POA, 1992); Rehabilitation Council of India Act, (1992); The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act (1995).
- The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999), Rashtriya Madhyamik Shiksha Abhiyan RMSA (2009), The Rights of Persons with Disabilities (PWD) Act (2016), NEP (2020).

UNIT: III INCLUSIVE PRACTICES FOR EFFECTIVE INCLUSION AT SECONDARY LEVEL

- Index of inclusion: Culture, policy, and practice at secondary level; Factors for successful Inclusion: Sound policy and leadership, classroom practices, instructional practices.
- Teacher preparation for inclusive education: Institutions preparing teachers with reference to secondary education, strategies for preparing teachers for inclusive education.
- Building inclusive-learning friendly classrooms (ILFC): Concept and steps (Planning for teaching learning, maximizing available resources, managing group work and cooperative learning, active and authentic assessment).
- Role of stakeholders in inclusion of children with diverse needs at secondary level: State, teachers, parents, NGOs and community members.

UNIT: IV RESOURCES, SUPPORT SERVICES IN INCLUSIVE EDUCATION AT SECONDARY LEVEL

- Support services for inclusion: Concept, importance and types of (medical, rehabilitative and educational services), Early identification and available referral services for support.
- Role of teachers in utilizing (academic supports, resource room support, support of special schools and special teachers, family and community participation, guidance and counselling, NGO collaboration) for inclusive education and nurturing special abilities and talents.
- Universal Design for Learning (UDL) Approach: Principles, design and implications for inclusive education.
- Resources for inclusive education at secondary level: Types (Classroom, library, activity rooms, technology, counselling cell); Resources mobilization for inclusive education.

SUGGESTED TEACHING-LEARNING STRATEGIES

Culture responsive pedagogy, differentiated instruction, Policy analysis, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective

Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

- Beco, G. D. and et all. (2019). *The Right to Inclusive Education in International Human Rights Law (Cambridge Disability Law and Policy Series)*. Cambridge University Press.
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MED-SS-614**GUIDANCE AND COUNSELLING IN SECONDARY EDUCATION-I****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, objectives and historical development of guidance and counselling in the secondary school context.
- CLO 2:** analyse the characteristics and role of secondary school counsellors focusing their significance in providing guidance and support to secondary school students.
- CLO 3:** explain the counselling process and essential counselling skills to address the diverse needs of secondary school students considering age, culture and other contextual factors.
- CLO 4:** analyse therapeutic approaches in the secondary school context, taking into account the unique characteristics and requirements of the students.
- CLO 5:** discuss the process of guidance in providing comprehensive support in academic performance addressing personal and social challenges and promoting health and wellness at the secondary level.
- CLO 6:** explain the objectives, processes and practices of different types of guidance and their significance in supporting secondary school students in their overall well-being.
- CLO 7:** analyze tools and techniques and its psychometric properties for comprehensive assessment in secondary school counseling.
- CLO 8:** explain the process of identifying the students at risk through comprehensive assessment for implementing early interventions at secondary level.
- CLO 9:** analyze the design for tailored interventions to address the specific needs of secondary school learners.

UNIT-I: INTRODUCTION GUIDANCE AND COUNSELLING AT SECONDARY LEVEL

- Introduction to Guidance and counselling: Concept, need, scope, and objectives in the Secondary school context.
- Historical development of Guidance and counselling as an academic field of study
- The Role of Guidance in fostering students' academic achievement, goal setting, and study skills development, social-emotional skills, self-awareness and emotional well-being.
- Secondary school counsellors: Characteristics and roles of Secondary school counsellors

UNIT II: UNDERSTANDING COUNSELLING AT SECONDARY LEVEL

- Process of counselling: Goal setting, intervention, assessment and evaluation

- Essential counselling skills at Secondary education: Active listening, empathy, questioning, reading non-verbal communication, body language and reflection
- Therapeutic approaches in counselling: Person-centred, cognitive-behavioural, and solution-focused counselling
- Age, culture, other diversity and contextual factors affecting counselling practices

UNIT III: UNDERSTANDING GUIDANCE AT SECONDARY LEVEL

- Process of Guidance: Goal setting, intervention, assessment and evaluation
- Academic and vocational guidance: Objectives, process and support in academic performance
- Personal and social guidance: Objectives, process and support in addressing emotional, social, and interpersonal challenges
- Health and wellness guidance: Objectives, process and practices to promote physical and mental well-being.

UNIT-IV: ASSESSMENT AND INTERVENTION STRATEGIES IN SECONDARY SCHOOL COUNSELLING

- Tools and techniques: Standardized test, scales, observational techniques and behavioural assessment
- Psychometric properties of assessment tools: Reliability and validity, ethical consideration in selection of tools
- Identifying the students at risks and providing early interventions; collaboration with parents, peers, teachers and other stakeholders for comprehensive assessment
- Tailoring interventions to the specific needs of learners at Secondary level.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Case studies, Role play, Simulation, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

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MED-SS-615

EDUCATIONAL TECHNOLOGY IN SECONDARY EDUCATION-I

Semester: Third Semester

Course Level: 600

Total: 100 Marks

L+T+P: 3+1+0 = 4 Credits

Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

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

- CLO 1:** explain the concepts of educational technology, instructional technology, and information and communication technology (ICT) and their significance in secondary education.
- CLO 2:** explain the scope, functions, and objectives of educational technology, and its historical development as an academic field of study.
- CLO 3:** analyze the role of technology in secondary education, including the use of various educational technology tools and resources.
- CLO 4:** examine the benefits and challenges of using technology in secondary education as well as the importance of digital citizenship for secondary students in today's digital age.
- CLO 5:** explain the concept, emergence, types and significance of educational media in secondary education.
- CLO 6:** analyze the significance of different types of educational media and their implications for enhancing learning outcomes of students at secondary level.
- CLO 7:** analyze the different approaches to educational technology such as multimedia, communication, systems, behaviourist, cognitivist and constructivist approaches at secondary level.
- CLO 8:** discuss the rationale and framework of ICT in teacher education at the secondary level, including the UNESCO Framework for ICT in Teacher Education (2012, 2018).
- CLO 9:** explain the application of different models of instruction and teaching at secondary level.
- CLO 10:** examine the application of ICT for continuing professional development of secondary teachers and teacher educators for enhancing teacher competencies and skills.

UNIT - I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY IN SECONDARY EDUCATION

- Concept of educational technology, instructional technology, information and communication technology.
- Educational technology: Scope, functions, and objectives; Historical development of educational technology as an academic field of study.
- Components of educational technology: Hardware and software; The role of technology in secondary education; Educational technology tools and resources for secondary education.

- The role of technology in secondary education; Benefits and challenges of using technology in secondary education; Digital citizenship for secondary students.

UNIT-II EDUCATIONAL MEDIA IN SECONDARY EDUCATION

- Educational media: Concept, types and significance; Emergence of educational media.
- Educational radio: Concept and types (FM, community radio, internet radio and podcast); Educational television: Concept and types (Doordarshan, Gyandarshan, Swayam Prabha; Educational channels by private broadcasters: Discovery Kids, History TV 18; National Geographic and Animal Planet).
- Display boards and projected aids: Types and significance in secondary education; Merits and limitations of different display boards and projected aids in secondary education.
- Storage media and transmission technology: Types and significance in secondary education; Merits and limitations of different storage media and transmission technologies in secondary education.

UNIT-III: APPROACHES TO EDUCATIONAL TECHNOLOGY

- Multimedia approach: Principles, forms (Interactive multimedia resources, video and audio resources, visual aids, digital textbooks, multimedia presentations) and significance in secondary education; Communication approach: Principles, forms (Online discussion forums, video conferencing, collaborative tools, social media and email and messaging) and significance in secondary education.
- Systems approach: History of systems approach in educational technology; Components, principles and significance in secondary education.
- Behaviourist approach: Principles and applications (programmed instruction, individualised approach to instruction (Keller plan), computer assisted instruction (CAI); Use of positive reinforcement and feedback in technology-based instruction, Gamification and its use in educational technology in secondary education.
- Cognitivist approach: Principles and applications; Use of technology to support metacognitive strategies and self-regulated learning in secondary education; Constructivist approach: Principles and applications; Role of technology in supporting constructivist learning environments, use of technology to promote collaboration and knowledge construction in secondary education.

UNIT- IV: ICT IN TEACHER EDUCATION AT SECONDARY LEVEL

- Rationale & Framework of ICT in teacher education, UNESCO Framework for ICT in Teacher Education (2012, 2018)
- Instructional design: Concept, components & steps; ADDIE model (Analysis, Design, Develop, Implement, and Evaluate); Merrill's principles of instruction; Gagne's nine events of instruction.
- Micro teaching, simulated teaching; Concept, elements, significance of different models of teaching at secondary level: Information processing models (concept attainment, inquiry training and advance organizer), personal models (non-directive teaching and awareness training), social interaction model (group investigation and jurisprudential inquiry).

- Application of ICT for continuing professional development of secondary teachers and teacher educators.

SUGGESTED TEACHING-LEARNING STRATEGIES

Technology integrated teaching learning, Learning Management System (LMS), Blended Teaching Learning, Flipped Learning, AI based learning, Gamification, Virtual Teaching-Learning, MOOCs and SWAYAM, Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Computer Bases Assessment, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, Use of LMS and Softwares
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS:

- Brown, J. S., and Duguid, P. (2000). The Social Life of Information. Boston MA: Harvard Business School Press.
- Haddad, W. and A. Drexler (eds) (2002). Technologies for Education: Potentials, Parameters, and Prospects. Washington DC: Academy for Educational Development and Paris: UNESCO.
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MED-SS-616**EDUCATIONAL POLICY, ECONOMICS AND PLANNING IN SECONDARY EDUCATION – I****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept of policy and the difference between policy, strategy, and plan in the context of educational policy.
- CLO 2:** analyze different approaches to education policy focusing on their strengths and limitations in the formulation and implementation of educational policies.
- CLO 3:** analyze the key theories of educational policy making and their contributions in educational policy formulation and implementation.
- CLO 4:** explain the concept, types and the different approaches of educational planning.
- CLO 5:** analyze the social context of educational planning and the changing landscape of educational planning at the secondary level in both the global and Indian context.
- CLO 6:** analyze the major determinants of educational policy and the roles and responsibilities of the stakeholders in the formulation and implementation of education policies at secondary level.
- CLO 7:** analyze the dynamics of the Centre-state relationship in the formulation of education policy as well as the roles and functions of various bodies in policy-making process at the secondary level.
- CLO 8:** analyze the different dimensions of educational policy evaluation in assessing the effectiveness and implications for education policies at the secondary level.
- CLO 9:** evaluate the educational policies and the factors influencing the formulation, implementation, and outcomes of educational policy at the secondary level in India.
- CLO 10:** analyze the impact of globalization on educational policy reforms in India and the current trends in education policy reforms at the secondary level.

UNIT- I: INTRODUCTION TO EDUCATIONAL POLICY

- Concept of policy: Policy as a text and policy as a discourse; Difference between policy, strategy and plan.
- Educational policy: Concept and scope; Approaches to education policy: Normative approach, rational approach, empirical approach.
- Theories of educational policy making-I: Systems theory, advocacy coalition framework, neo-institutional theory.
- Theories of educational policy making-II: Critical theory, feminist theory and postmodernism.

UNIT- II: INTRODUCTION TO EDUCATIONAL PLANNING

- Educational planning: Concept, scope and importance; Types of Educational planning (Micro & Macro; Short-term & Long-term).
- Approaches to educational planning: Manpower requirement approach, social demand approach, rate of return approach, Sector-wide approaches (SWAs).
- Social context of educational planning, Essential conditions for successful educational planning (institutional and socio-political).
- Changing landscape of educational planning at secondary level in the global and Indian context.

UNIT- III: PROCESS OF EDUCATION POLICY MAKING AT SECONDARY LEVEL

- Determinants of educational policy at secondary level: Social contexts, imperatives of reforms, developmental agenda, constitutional provisions and Judicial interventions.
- Stakeholders in educational policy-making at secondary level: Government agencies, school boards, administrators, teachers, parents, students, educational researchers and experts, nonprofit organizations and advocacy groups, community leaders, education associations and professional organizations.
- Centre - state relation in the formulation of education policy at secondary level; The role of consultative, advisory and regulatory bodies in education policy making at secondary level: CABE, NCERT, NCTE.
- Policy implementation at secondary level: Structure and processes; Policy impact assessment; Dimensions of educational policy evaluation (Ideological, organizational, political and practical).

UNIT- IV: EDUCATIONAL POLICY IN INDIAN AND GLOBAL CONTEXT

- Overview of educational policies at secondary level: National Education Commission (1964-66), NPE-1968, NPE-1986, NPE-1986 (Modified) 1992, NEP-2020.
- Factors influencing the formulation, implementation and outcomes of educational policy at secondary level; Major issues and problems in educational policy at secondary level in India.
- Globalization and educational policy reforms in India at secondary level; The role of international organizations (World Bank, WTO, UNESCO) in educational policy reforms at secondary level in India and developing countries.
- Emergence of global education policy, Current trends in education policy reforms at secondary level in India and global context.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Guided readings and discussions on selected policy documents, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the course learning outcomes.

SUGGESTED READINGS

- Choudhury, P. K., & Suresh Babu G S, (Eds.). (2021). *Contextualising Educational Studies in India: Research, Policy and Practices*. Taylor & Francis.
- Bardach, E. & Patashnik, E. (2016). *A practical guide for policy analysis: The eightfold path to more effective problem solving, 5th edition*. Sage Publications, Inc.
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- Simons, M., Olssen, M. E. H., & Peters, M. A. (2009). *Re-reading education policies: A handbook studying the policy agenda of the 21st century* (Vol. 32). University of Surrey.
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MED-E-617**ADOLESCENCE EDUCATION****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

- CLO 1:** describe the concept, historical development and the programme of adolescence education as well as the framework of adolescence education as outlined by the World Health Organization
- CLO 2:** analyse the different pedagogical approaches to adolescence education for achieving the desired outcomes of adolescence education.
- CLO 3:** analyse the various theories of adolescence development and their educational implications.
- CLO 4:** analyse the various health issues of adolescents for promoting a sound physical, mental, social health and well-being,
- CLO 5:** analyze the need, barriers and strategies for promoting access to Adolescent Friendly Health Services for adolescents.
- CLO 6:** analyze strategies for understanding and challenging stereotypes and discrimination during adolescence.
- CLO 7:** explain the importance of self-regulation and emotional intelligence in establishing and maintaining positive and responsible relationships during adolescence.
- CLO 8:** propose effective strategies for promoting positive self-esteem and self-concept during adolescence.

UNIT I: INTRODUCTION TO ADOLESCENCE EDUCATION

- Adolescence Education: Concept, objectives and need; Historical development of adolescence education.
- Framework of adolescence education (WHO): Guiding principles, themes and life skills development as core objective.
- Adolescence education programme in India: Structure, objectives and strategies.
- Pedagogical approaches to adolescence education: Participatory, responsive and non-judgmental transaction methods.

UNIT II: THEORIES OF ADOLESCENCE DEVELOPMENT

- Stanley Hall's biogenetic psychology of adolescence, Erik Erikson's stages of psychosocial development.
- Jean Piaget's theory of cognitive development, Robert Havighurst's developmental tasks of adolescence.
- Urie Bronfenbrenner's ecological systems theory, Berry's acculturation theory.

- James Marcia's theory of identity statuses, Martin Seligman's theory of happiness (PERMA).

UNIT III: ADOLESCENT HEALTH ISSUES AND WELLBEING

- Adolescent Health Issues (AHI): Physical health, and hygiene; Mental health: Concept, importance and stigmatization; Strategies for promoting positive mental health; Social health: Bullying, peer-pressure and social media addiction; Strategies for promoting positive social health and wellbeing.
- Adolescent reproductive and sexual health (ARSH): Clarifying myths and misconceptions, seeking redressal against violations.
- Adolescents' substance abuse: Risks and consequences, intervention strategies and dealing with negative peer-pressure.
- Adolescent Friendly Health Services (AFHS): Need, characteristics and types; Barriers and strategies for promoting access.

UNIT IV: UNDERSTANDING THE SELF IN ADOLESCENCE

- Understanding and challenging stereotypes and discrimination during adolescence.
- Self-regulation and emotional intelligence; Establishing and maintaining positive and responsible relationship.
- Self-esteem and self-concept in adolescence; Media influence and social comparison as factors affecting self-esteem and self-concept.
- Role of peer relationship, family, school, culture and media in adolescence development.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Ethical debates, Critical Discussion, Role Play, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Arora, Pankaj. (2008). *Sex Education in Schools*. Delhi: Ocean Books Pvt. Ltd.
- Amin, Sonli K. (2001). Why Do Girls Drop Out? Social Welfare, April 2001.

- Bhatia, B.D. (1993). Adolescent Mother: An Unprepared Child, Guest Editorial. *Indian Journal of Maternal and Child Health*, 4(3).
- Chakravarthy, B.N. (1989). *Adolescent Gynecological Problems*. In K. Bhaskarrao (Ed.), *Postgraduate Obstetrics and Gynecology*. Orient Longman Ltd, India.
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MED-E-618**VALUE EDUCATION****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept of value education, as well as the historical development of value education in India.
- CLO 2:** explain the factors influencing value formation, as well as the developmental stages of value acquisition throughout different life phases.
- CLO 3:** describe the global values and their significance in a diverse and interconnected world.
- CLO 4:** critically analyze the different philosophical and theoretical perspectives on value education and their educational implications.
- CLO 5:** evaluate the various models of value education and their effectiveness in promoting values and ethical behavior.
- CLO 6:** analyze the different pedagogical approaches to value education to promote classroom discussions and debates on values.
- CLO 7:** create a values-centered classroom environment that promotes a positive and inclusive culture and foster a sense of belongingness, respect, and empathy among students.
- CLO 8:** explain the integration of values across the curriculum by identifying core values, mapping them in the curriculum, and establishing cross-curricular connections to enhance students' understanding and application of values.
- CLO 9:** analyze value conflicts arising from subjectivity, cultural differences, ethical dilemmas, poor value alignment, value imposition, and professional ethics.
- CLO 10:** analyze the role of values in driving social movements and activism for positive social change.

UNIT-I: INTRODUCTION TO VALUE EDUCATION

- Values- Concept, importance and classification (personal, moral, social, cultural, universal, professional and constitutional values)
- Value Education: Concept, Need, Objectives, scope; Historical development of Value Education in India
- Value Formation and Development: Factors influencing value formation (family, education, culture, media); Developmental stages of value acquisition.
- Culture and values; global values: peace, compassion, conflict resolution, justice, Environmental Stewardship, global citizenship

UNIT-II: PHILOSOPHICAL AND THEORETICAL PERSPECTIVES ON VALUE EDUCATION

- Philosophical perspectives on value education (virtue, ethics, utilitarianism and deontology)
- Theoretical Perspectives on Value Education-I: Kohlberg's stages of moral development, Gilligan's ethics of care
- Theoretical Perspectives on Value Education-II: Selman's Theory of Interpersonal Understanding; Schwartz's Theory of Basic Human Values
- Models on Value Education: Social action model, Just community intervention model, The social-learning model.

UNIT-III: PEDAGOGICAL APPROACHES TO VALUE EDUCATION

- Teaching and Learning Strategies: Collaborative, integrative, inquiry-based, role-playing, simulation and reflection, conflict resolution, ethical dilemma analysis, value-embedded assignments and projects; peer and self-assessment, classroom discussions and debate.
- Values-Centred Classroom Environment: Positive and inclusive classroom culture; sense of belongingness, respect and empathy among students; Modelling Values through Teacher Behaviour, Continuous positive reinforcement, real-world examples, case studies
- Integrating Values Across the Curriculum: Identify Core Values, Curriculum Mapping, Cross-Curricular Connections
- Value Incultation through learning by doing: Experiential learning, Community Engagement, Field work, Social Work

UNIT-IV: ISSUES IN VALUE EDUCATION

- Value Conflict: Subjectivity, cultural differences, Ethical Dilemma, poor value alignment, value imposition, professional ethics,
- Ethical Issues in technology use: Excessive media consumption, digital citizenship and ethical issues related to online behavior. ethical challenges in technology and artificial intelligence, healthcare, education and media.
- Ethical Issues in Educational Institutes: Professional Ethics, ethical leadership, Ethical decision-making, ethical organizational culture; Ethical issues in educational assessment
- Values and Social Change: Role of values in driving social movements, Activism and advocacy for positive social change, Creating a values-based society through collective action; sustainable consumption

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Ethical debates, Critical Discussion, Role Play, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Bagchi, J.P. & Teekchadani, Vinod (2005). *Value Education: The Return of Fourth 'R': Revival of Commitments. Vol II.* Jaipur: University Book House.
- Bhatt, S.R. (1986). *Knowledge, Value and Education: An axiomatic analysis.* Delhi: Gian Publications.
- Biehler, R. & Snowman, J. (2003). *Psychology Applied to Teaching.* USA: Houghton Mifflin Company.
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- Dagar, B. S. and Dhull Indira (1994). *Perspective in Moral Education,* New Delhi: Uppal Publishing House.
- Dash, M. & Dash, N. (2003). *Fundamentals of Educational Psychology.* Delhi: Atlantic Publishers and Distributors.
- Kar, N.N. (1996). *Value Education: A Philosophical Study.* Ambala Cantt: Associated.
- Nanda, R.T. (1997). *Contemporary Approaches to value Education in India.* New Delhi: Regency Publications.
- Pandey, V.C (2005). *Value Education and Education for Human Rights.* Delhi: Isha Books Publications.
- Sharma, S.R. (1999). *Teaching of Moral Education,* New Delhi: Cosmo Publications.
- Thomas, B. (2004). *Moral and Value Education.* Jaipur: Avishkar Publishers.
- Verma, Yoginder (2007). *Education in Human values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.
- Verma, Yoginder (2007). *Education in Human Values for Human Excellence.* New Delhi: Kanishka Publishers and Distributors.

MED-E- 619**WOMEN'S EDUCATION****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, scope and need for the women's studies in contemporary society.
- CLO 2:** discuss the history of Women's Education in India and gender discourse education in post-independent India
- CLO 3:** evaluate the recommendations made by various commissions and committees on women's education in post-independent India, including their impact on policy and practice.
- CLO 4:** assess the effectiveness of adult and non-formal education initiatives for women in India and their contribution to women's empowerment.
- CLO 5:** evaluate the recommendations of various committees and acts for addressing sexual violence against women in India.
- CLO 6:** explain the key concepts related to gender, including sex, gender identity, LGBTQ+, patriarchy, and matrilineal.
- CLO 7:** analyse various gender perspectives and the interactions and intersections between gender and other identities.
- CLO 8:** explain the concept, history and theories of feminism including their implications for educational policy and practice.
- CLO 9:** analyse the feminist pedagogy and feminist research methods for promoting inclusive and equitable educational practices.

UNIT-I – INTRODUCTION TO WOMEN'S EDUCATION

- Concept, Scope and Need of Women Studies
- Emergence of Women Studies as an Academic Discipline
- History of Women Education in India
- Gender and educational discourse in Post-Independent India

UNIT-II- COMMISSIONS, COMMITTEES ON WOMEN'S EDUCATION AND ACTS ON SEXUAL HARASSMENT

- Recommendations by Commissions and Committees on women's education in Post Independent India

- Initiatives of Adult and non-formal education for women- National Literacy Mission, National Adult and continuing Education, Functional Literacy programmes for women.
- Education for Disadvantaged Women: Socio- Economically Deprived Women, Physically-Mentally Challenged Women
- Justice Verma Committee (2012). Vishaka Guidelines on Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act) 2013 - Protection of Women from Domestic Violence Act, 2005.

UNIT-III- GENDER PERSPECTIVES AND ITS IMPLICATIONS

- Gender Concepts: Sex, gender, LGBTQ+, patriarchy and matrilineal
- Gender Perspectives: Gender roles, gender stereotyping, gender discrimination, gender sensitivity, gender analysis, gender auditing, gender budgeting, gender equity and equality.
- Gender as an Axis of Stratification and its relation to other Axes of Stratification (Caste, Class, Religion and Ethnicity)
- Gender perspectives on Women Development and Women Education

UNIT-IV- FEMINISM AND EDUCATION

- Feminism- Concept, Need and Importance
- Feminism Theories and Perspectives on Education I: Liberal Feminism, Radical Feminism, Marxist Feminism
- Feminism Theories and Perspectives on Education II: Socialist Feminism, Post-modern Feminism, Eco - Feminism
- Feminist Pedagogy and Research Methods.

SUGGESTED TEACHING-LEARNING STRATEGIES

Gender Sensitive pedagogy, Gender sensitive languages, culturally sensitive approaches, Mentoring, Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Role Play, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments

Summative Marks: 70

Semester-end examinations conducted by the university will be considered the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Bagchi, Josadhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved the Girl Child in West Bengal*. Kolkatta: Stree Publishers.
- Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. Colombo: Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatt, B.D, & Sharma, S.R (1992). *Women's Education and Social Development*. Kanishaka Pub: New Delhi.
- Chanana, Karuna(ed). (1988), *Socialisation, Education and Women: Explorations in Gender Identity*, New Delhi: Orcint Longman.
- Gould, S. J (1981). *The Mismeasure of Man*. London: Penguin Books.
- Govinda, R. (ed). (2002). *India Education Report: A Profile of Basic Education*, New Delhi, Oxford University Press.
- Katheleen, weiler. (1988). *Women Teaching for Change: Gender, Class and Power*. New York Bergin Garvey.
- Kushwaha, Madhu (2014). *Gender and Shiksha*. Gangasharan & Grandsons: Varanasi.
- Ramachandran, Vimala. (2004). *Gender and social Equity in Education: Hierachies of Access*. New Delhi: Sage.

MED-E-620**MENTAL HEALTH EDUCATION****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept of mental health, including its principles, importance, and historical perspectives.
- CLO 2:** evaluate the criteria for assessing mental health and apply them to analyze the characteristics of a mentally healthy person as well as the factors that can affect mental health and critically assess their significance.
- CLO 3:** explain the principles of mental hygiene in promoting and maintaining good mental health in individuals and communities.
- CLO 4:** analyze the role of different stakeholders in providing mental health education and creating supportive environments.
- CLO 5:** classify mental health disorders based on the Diagnostic and Statistical Manual of Mental Disorders (DSM-V).
- CLO 6:** examine effective prevention strategies and their significance in reducing the incidence and impact of mental health disorders.
- CLO 7:** critically assess the stigma surrounding mental health disorders and common misconceptions associated with them.
- CLO 8:** explain the importance of early detection and treatment of mental health disorders as well as barriers to accessing treatment and develop strategies to overcome them.
- CLO 9:** analyze the different psychotherapies used in the treatment of mental health disorders, including their concepts, goals, and approaches.
- CLO 10:** assess the roles of home, school, and society in maintaining good mental health.

UNIT-I: INTRODUCTION TO MENTAL HEALTH AND HYGIENE

- Concept of mental health; Principles and importance of good mental health; Historical perspective on mental health.
- Criteria of mentally healthy person; Factors affecting mental health.
- Mental hygiene: Concept, objectives and principles.
- Mental health education: Concept, functions and importance.

UNIT-II: MENTAL HEALTH DISORDERS

- Concept of Mental health disorders; Classification of mental health disorders as per (Diagnostic and Statistical Manual of Mental Disorders) DSM-V.

- Concept, symptoms (Mood disorders, anxiety disorders, psychotic disorders, personality disorders, disruptive behaviour and dissocial disorder, eating disorders and substance abuse), Co-occurring disorders.
- Causes of mental health disorders: Genetics, environment, trauma; Effective prevention strategies.
- Stigma and common misconceptions surrounding mental health disorders; Strategies for reducing stigma and common misconceptions.

UNIT-III: DIAGNOSIS AND TREATMENT OF MENTAL HEALTH DISORDERS

- Early detection and treatment: importance, challenges and barriers to treatment
- Psychotherapies: Concept, goals and approaches.
- Salient features and techniques of Behaviour therapies; counter conditioning, Aversive Conditioning, Selective reinforcement and modeling.
- Salient features and techniques of cognitive humanist therapies- Kelly's Cognitive Psychotherapy and Carl Rogers Humanistic therapy.
- Salient features and techniques of psychoanalysis.

UNIT-IV MENTAL HEALTH EDUCATION

- Concept and Functions of Mental Health Education.
- Role of Home, School and Society in maintaining good Mental Health.
- Promoting good mental health: self-care techniques, stress management strategies, mindfulness and meditation, Yoga for physical and mental health.
- Communication strategies: active listening, empathy; Coping skills and self-help strategies; emotional support.

SUGGESTED TEACHING-LEARNING STRATEGIES

Gender Sensitive pedagogy, Gender sensitive languages, culturally sensitive approaches, Mentoring, Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Role Play, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Carroll, H. A. (1952). *Mental Hygiene: The Dynamics of Adjustment*. New York: Prentice Hall.
- Carson, R. C., Butcher, J. N., Mineka, S. (2000). *Abnormal Psychology and Modern Life*. (11th ed.). New Delhi: Pearson Education.
- Corrigan, P. W., & Watson, A. C. (2007). The stigma of psychiatric disorders and the gender, ethnicity, and education of the perceiver. *Community Mental Health Journal*, 43(5), 439–458. <https://doi.org/10.1007/s10597-007-9079-1>
- Davar, B. (2001). *Mental Health from a Gender Perspective*. New Delhi: Sage.
- Hariharan, M. and Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage.
- Martin, G. L. and Osborne, G. J. (1989). *Psychology, Adjustment and Everyday Living*. New Jersey: Prentice Hall.
- Nayar, U.S. (Ed.) (2012). *Child and Adolescent Mental Health*. New Delhi: Sage.
- Patel, V. and Thara, R. (Ed.). (2003). *Meeting the Mental Health Needs of Developing Countries*. New Delhi: Sage Publications.
- Sartorius, N., & Kuyken, W. (Eds.). (2018). *International Handbook of Global Mental Health*. Springer International Publishing
- Ranganathan, N. (Ed.) (2012). *Education for Mental Health*. New Delhi: Shipra.



MED-E-621**HIGHER EDUCATION****Semester: Third Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

- CLO 1:** explain the concept, structure, types, aims and significance of higher education.
- CLO 2:** compare and contrast teacher-centered and learner-centered approaches in teaching and learning in higher education.
- CLO 3:** analyze the significance of Learning Outcomes-based Curriculum Framework (LOCF) and its implications on the teaching-learning process and assessment methods in higher education.
- CLO 4:** examine the historical development of higher education in post-independent India, identifying key committees, commissions, and policies that have shaped the higher education landscape in India.
- CLO 5:** evaluate the different schemes and programs in higher education and their implications for the growth and development of higher education in India.
- CLO 6:** analyze international commissions and declarations on higher education and their implications for the Indian higher education system.
- CLO 7:** assess the roles and functions of key national-level, state level and institutional level bodies involved in the administration and management of higher education in India.
- CLO 8:** analyse the role of various accrediting bodies in the quality assurance in higher education in India.
- CLO 9:** evaluate the role of different institutional rankings at national and international level in quality assurance in higher education.
- CLO 10:** propose the strategies to address the concerns, issues and challenges in higher education in India.

UNIT: I INTRODUCTION TO HIGHER EDUCATION

- Higher Education: Concept, structure, types, aims and objectives; Historical perspective of higher education with special reference to India; Importance of higher education for individual, social and economic development.
- Teaching-learning in higher education: Teacher centered, learner centered; Emerging trends in teaching-learning in higher education.
- Curriculum in higher education: Concept and emergence of Outcome-based education (OBE); Learning outcomes-based curriculum Framework (LOCF) in Higher Education: Concept, components of Graduate attributes (GA), Qualification descriptors, Programme learning

outcomes (PLO), Course learning outcomes (CLO), Teaching-learning process, Assessment methods.

- Credit system in higher education: Concept, need, advantages and limitations; UGC Curriculum and Credit Framework for Four Year Under Graduate Programme (FYUP), UGC National Credit Framework (NCrF) (2023).

UNIT: II POLICIES, SCHEMES AND PROGRAMMES ON HIGHER EDUCATION

- Development of Higher Education in post-independent India: Sarkar Committee (1945-50), University Education Commission (1948-49), Indian Education Commission Report (1964-66), National Policy on Education (1968), Challenge of Education: A Policy Perspective (1985), National Policy on Education (1986), PoA (1992), National Knowledge Commission (2006-09), Yashpal Committee Report (2009), NEP (2020) on Higher Education.
- Schemes and programmes in higher education: Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (2013), SWAYAM (2016).
- International commissions and declarations on higher education: Delor's Commission Report (1996), World Declaration on Higher Education for the Twenty-First Century (1998), UNESCO Global Convention on Higher Education (2019), SDG 4.3 on quality tertiary education.
- Fellowships and schemes for students in higher education: National and International fellowships in higher education at post-graduate, doctoral and post-doctoral level.

UNIT: III ADMINISTRATION, MANAGEMENT AND INNOVATIVE PRACTICES IN HIGHER EDUCATION

- Administration and management of higher education at national level: Ministry of Education (MoE), University Grants Commission (UGC), Association of Indian Universities (AIU); Professional councils: AICTE, NCTE, BCI, PCI, NMC, DCI, INC, RCI.
- Administration and Management at State Level: State Ministry of Education (Secretariat and Directorate); At institutional level: Governance and management colleges and universities in India.
- Quality assurance in higher education: NAAC, NBA, IQAC; Institutional ranking in higher education: NIRF, QS ranking, THE World University Rankings.
- Alternative and Innovative practices in higher education: Community colleges, Skill development (NSDC), Community Livelihood and Vocational Training by Sonam Wangchuk, ODL, E-Learning and Artificial Intelligence for Teaching-learning (AI).

UNIT: IV CONCERNS, CHALLENGES AND ISSUES IN HIGHER EDUCATION

- Concerns in higher education: Access, equity, inclusion, quality, affordability, accountability, autonomy and discipline.
- Challenges in higher education: Challenges to massification of higher education in India, employability and skill gap, equity and equality, technology integration; Challenges in higher education as highlighted in NEP 2020.
- Issues in higher education: Outdated curricula, inadequate teaching methods, commercialization, political interference, research & innovation, brain drain-brain gain.

- Issues related to financing of higher education: Inadequate resources and funding of higher education; Mobilization of non-governmental resources: Student loans, cost recovery measures, privatization and PPP.

SUGGESTED TEACHING-LEARNING STRATEGIES

Gender Sensitive pedagogy, Gender sensitive languages, culturally sensitive approaches, Mentoring, Lecture-cum discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Role Play, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Agarwal, P. (2009). *Indian Higher Education: Envisioning the Future*. Sage Publication
- Agarwal, P. (2012). *A Half Century of Indian Higher Education; Essays by Phillip G. Altbach*. India: Sage Publications.
- Arya, P.P. (2006). *Higher Education and Global Challenges Systems and Opportunities*. New Delhi: Deep & Deep Publication Pmts. Ltd.
- Bhandari, L., Kale, S., & Mehra, C. S. (2019). *Higher Education in India: A Data Compendium*. Routledge.
- Choudhury, P. K., & GS, S. B. (Eds.). (2021). *Contextualising Educational Studies in India: Research, Policy and Practices*. Taylor & Francis.
- Chowdhury, S. R. (2017). *Politics, policy and higher education in India*. Springer.
- Das, A.K. and Pillay, A.N. (1999). *Inclusive education for disability students: Challenges for education*. Paper presented at the 5th UNESCO conference, Bangkok, Thailand.
- Dhir, R.N. (2002). *Higher Education in the New Millennium*. Chandigarh: Abhishek Publication.
- Jalote, P. (2020). *Building Research Universities in India*. Sage Publications Pvt. Limited.
- Kotzmann, J. (2018). *The human rights-based approach to higher education: Why human rights norms should guide higher education law and policy*. Oxford University Press.

- Martínez-Alemán, A. M., Pusser, B., & Bensimon, E. M. (Eds.). (2015). *Critical approaches to the study of higher education: A practical introduction*. JHU Press.
- Naik, J.P. (1965). *Education Planning in India*. Bombay: Allied Publishers.
- Panigrahi, J. (2017). *Resource allocation and innovative methods of financing higher education in India (CPRHE Research Papers 6)*. CPRHE, NUEPA.
- Panikkar, K.N. & Nair, M B. (2012). *Globalization and Higher Education in India*. Pearson Education.
- Powar, K.B. (2002). *Indian Higher Education*. New Delhi: Concept Publishing Company.
- Ram, M. (2004). *Universalization of Higher Education - Some Policy Implication*. New Delhi: Sarup & Sons.
- Tilak, J. B. (2011). *Trade in higher education: The role of the General Agreement on Trade in Services (GATS)*. UNESCO.
- Tilak, J. B. (2017). *Higher Education, Public Good and Markets*. Routledge India.
- Tilak, J. B. (Ed.). (2021). *Education in India: Policy and Practice*. Sage Publications Pvt. Limited.
- Varghese, N. V. (2015). Challenges of massification of higher education in India. *CPRHE research papers, 1*. CPRHE, NUEPA.
- Varghese, N. V., & Khare, M. (Eds.). (2021). *India Higher Education Report 2020: Employment and Employability of Higher Education Graduates in India*. Taylor & Francis.
- Varghese, N. V., & Malik, G. (Eds.). (2015). *India higher education report 2015*. Routledge.
- Varghese, N. V., & Malik, G. (Eds.). (2020). *India Higher Education Report 2019: Governance and Management of Higher Education in India*. Sage Publications Pvt. Limited.
- Varghese, N. V., & Panigrahi, J. (Eds.). (2019). *India Higher Education Report 2018: Financing of Higher Education*. SAGE Publications India.
- Varghese, N. V., Pachauri, A., & Mandal, S. (Eds.). (2018). *India Higher Education Report 2017: Teaching, Learning and Quality in Higher Education*. SAGE Publications India.
- Varghese, N.V., Nidhi S. Sabharwal, and C.M. Malish. (2017). *India higher education report 2016: Equity*. New Delhi: Sage.

MED-R-622

DISSERTATION (PREPARATION AND PRESENTATION OF RESEARCH PROPOSAL)

Semester: Third Semester

Course Level: 600

Total Marks: 30

COURSE LEARNING OUTCOMES:

Upon completion of the course, the students will be able to:

- CLO 1:** select appropriate research methods and data analysis techniques for the research problem under investigation.
- CLO 2:** develop a comprehensive theoretical framework for the research, drawing on relevant literature and theories in the chosen area of research.
- CLO 3:** prepare a coherent and well-structured research proposal that outlines the research problem, objectives, theoretical framework, literature review, research design, data collection, data analysis techniques, and ethical considerations.
- CLO 4:** design a comprehensive research plan that addresses the research question and utilizes effective data collection and analysis techniques.
- CLO 5:** communicate the research proposal effectively through a professional and oral presentation that incorporates feedback from peers and faculty members.

ASSESSMENT FRAMEWORK:

- Assessment will be based on the clarity and coherence of the research proposal focusing on research problem, objectives, theoretical framework, literature review, identify research gap, appropriateness of research design, data collection, data analysis techniques, ethical considerations and feasibility of research within the stipulated time.
- Students are required to present their proposal and incorporate constructive feedback from peers and faculty members for further improvement.



MED-V-623**CYBER SECURITY****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 1+1+0 = 2 Credits****Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

CLO 1: explain the concept and basic terminologies of cyber security and cybercrimes

CLO 2: explain various privacy and security concerns related to social media

CLO 3: explain basic concepts related to e-commerce and digital payments

CLO 4: explain the legal framework that exist in India for cybercrimes and penalties and punishments for such crimes.

CLO 5: analyze the different aspects related to personal data privacy, security and cyber security management.

CLO 6: discuss RBI guidelines and preventive measures against digital payment frauds.

UNIT 1: BASICS OF CYBER SECURITY

- Cyber Security: Concept and importance; Basic Cyber security terminologies.
- Cyber Crimes: Concept and Types (Cybercrimes targeting Computer systems and Mobiles, Social Media Scams & Frauds and Social engineering attacks).
- Social Media Overview and Security: Concept and Types of social media, Security issues related to social media.
- E-Commerce: Concept, components; Elements of E-Commerce security, E-Commerce threats; Concept, components and modes of digital payments.

UNIT-II: CYBER SECURITY LAWS AND MANAGEMENT

- Cyber Security Regulations in India: The Information Technology (IT) Act, 2000, and the Data Protection Bill, 2019, Cyber Laws and Legal and ethical aspects related to new technologies.
- Data Privacy and Data Security: Concept of data and data privacy; Data protection, Data privacy and data security
- Cyber security Management: cyber security policy, cyber crises Management plan, National cyber security policy and strategy.
- RBI guidelines on digital payments and customer protection in unauthorized banking transactions. Relevant provisions of Payment Settlement Act, 2007.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Hands on exercises and simulations, Cyber Security awareness campaign, demonstration, ethical discussion, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 15	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 35	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Belapure, S., & Godbole, N. (2011). *Cyber Security Understanding Cyber Crimes, Computer Forensics and Legal Perspectives*. Wiley India Pvt. Ltd.
- Broth, W. K. (2008). *Information Security Governance, Guidance for Information Security Managers* (1st ed.). Wiley Publication.
- Denning, D. F. (1998). *Information Warfare and Security*. Addison Wesley.
- Oliver, H. A. (2014). *Security in the Digital Age: Social Media Security Threats and Vulnerabilities*. Create Space Independent Publishing Platform.
- Venkataramanan, N., & Shriram, A. (2017). *Data Privacy Principles and Practice*. CRC Press.
- Weiss, M., & Solomon, M. G. (2015). *Auditing IT Infrastructures for Compliance* (2nd ed.). Jones Bartlett Learning.

SEMESTER – IV**MED–C-651****CURRICULUM STUDIES****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept, types, components and foundations of curriculum.
- CLO 2:** discuss the importance of curriculum frameworks in the development of curriculum, syllabus, and units.
- CLO 3:** analyse the different curriculum theories and their implications for curriculum design and development.
- CLO 4:** explain the concept, and process of curriculum design and development as well as the role of teachers in this process.
- CLO 5:** analyze the integration of essential subjects and skills and learning outcome-based curriculum framework as per the National Education Policy (NEP) 2020.
- CLO 6:** analyse various approaches to curriculum development along with their strengths and limitations.
- CLO 7:** analyze the different models of curriculum development highlighting their features and suitability for different educational contexts.
- CLO 8:** explain the concept, purpose, and phases of curriculum evaluation, focusing its significance in enhancing educational quality.
- CLO 9:** analyze various models of curriculum evaluation, elaborating their strengths, limitations, and applicability.
- CLO 10:** analyze the roles and responsibilities of stakeholders and the issues and challenges associated with curriculum evaluation processes.

UNIT-I: INTRODUCTION TO CURRICULUM

- Curriculum: concept, scope, functions, types and components.
- Foundations of Curriculum: Philosophical, Psychological, Epistemological, Socio-cultural, socio-political.
- Curriculum framework: Need and importance; Implication of curriculum framework for developing curriculum, syllabus and units.
- Curriculum theories: Nature, functions and classification (Structure-oriented, Value-oriented, Content-oriented and Process-oriented).

UNIT-II: CURRICULUM DESIGN AND DEVELOPMENT

- Curriculum design: Concept, need, sources and process.
- Curricular reform as per NEP (2020): Curricular integration of essential subjects and skills; Learning Outcome-based Curriculum Framework (LOCF).
- Curriculum development: Concept, steps and process; Role of teachers in curriculum development and transaction.
- Approaches to curriculum development: Subject-centered approach, broad fields approach, social problems approach, learner-centered approach, social reconstructionist approach.

UNIT-III: MODELS OF CURRICULUM DEVELOPMENT

- Tyler's model, Taba's model.
- Nicholls and Nicholls model, Willes and Bondi model.
- John Goodlads Model, Inter-personal relation (Carl Roger's) model.
- Wiggins and McTighe's model, Deliberation Model.

UNIT-IV: CURRICULUM EVALUATION

- Curriculum evaluation: Concept, purpose and phases of curriculum evaluation.
- Approaches of curriculum evaluation: Aspects of formative and summative evaluation.
- Models of curriculum evaluation: Metfessel-Michael's goal-oriented model, Scriven's Goal-Free Model, Bradley's Effectiveness Model, Congruence-Contingency model, Provu's Discrepancy evaluation model, Stufflebeam's Context-Input-Process-Product (CIPP) Model of Curriculum Evaluation.
- Role of stakeholders in curriculum evaluation; Issues and problems in curriculum evaluation.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Curriculum Analysis, Curriculum Mapping, Collaborative Teaching-Learning, Library readings, Debates and discussions, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

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MED-SE-652**CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION- II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the principles, steps and importance of curriculum planning and content organization in elementary education.
- CLO 2:** explain components of learning outcome-based curriculum framework (LOCF) for elementary education.
- CLO 3:** identify various teaching learning materials suitable for elementary level.
- CLO 4:** analyse different pedagogical approaches, strategies, and methods for teaching languages, mathematics, science, and social science, considering the unique needs and characteristics of learners at elementary level.
- CLO 5:** explain the methods of integrating arts in the teaching learning process at the elementary level.
- CLO 6:** explain the characteristics of tests and methods to establish validity and reliability of a test.
- CLO 7:** explain the steps to construct and standardize an achievement test for learners of elementary level.
- CLO 8:** explain application of various standardized tests and norms in assessment and evaluation at the elementary level.
- CLO 9:** discuss various technology mediated assessment tools and techniques for elementary education.
- CLO 10:** analyse various issues in curriculum, pedagogy and assessment in elementary education

UNIT I: COMPONENTS OF CURRICULUM AT THE ELEMENTARY LEVEL

- Curriculum Planning: Principles, steps and importance of curriculum planning at elementary level.
- Curriculum Content: Identifying criteria for content selection, Selection of Content, Sequencing, organizing subject specific content and integrating cross-curricular themes at the elementary level.
- Learning Outcome Based Curriculum Framework (LOCF): Programme learning outcomes, Course Learning Outcomes, Pedagogy and Assessment Strategies; Mapping and aligning of learning outcomes with assessment.
- Teaching Learning Materials at elementary level: Text books, workbooks and digital resources, visual, auditory, and tactile materials

UNIT II: PEDAGOGICAL APPROACHES IN ELEMENTARY EDUCATION

- Language development and literacy instruction; Importance of language development in elementary education; Strategies for promoting reading, writing, speaking, and listening skills; methods of teaching languages; multilingual learners in elementary classrooms.
- Approaches to teaching mathematics and science: Strategies and methods for teaching mathematics and science; Hands-on experiments and inquiry-based learning in mathematics and science education, strategies for encouraging curiosity among elementary learners.
- Approaches to teaching social science: Strategies and methods for teaching social science; interdisciplinary approach, integrated approach, dramatization and story telling
- Integration of Performing and Fine arts in teaching-learning at elementary level: Strategies for encouraging creativity, aesthetic appreciation and free expression among elementary learners.

UNIT-III: TEST AND MEASURES AT ELEMENTARY EDUCATION

- Characteristics of Test; Reliability, Validity: Concept, factors affecting it, and methods of establishing them.
- Achievement Test: Concept, purpose, steps for construction and standardization.
- Standardized tests in elementary education: Differential Aptitude Test (DAT), Passi's Test of Creativity and Curiosity Test
- Norms of tests used in evaluation at elementary level; Grade norms, Z- Score, T- Score, Percentile, Stanine and Sten Score: Concept and Uses; Technology mediated assessment for elementary education

UNIT IV: CURRICULAR, PEDAGOGICAL AND ASSESSMENT ISSUES IN ELEMENTARY EDUCATION

- Curricular Issues: Outdated curriculum, inadequate resources, lack of inclusiveness and poor contextualization of curriculum and politicization of curriculum
- Pedagogical Issues: Untrained teachers, Lack of adequately trained teachers, inability to deal with student diversity and lack of 21st century skills.
- Assessment Issues: Outdated and rigid forms of assessment; lack of fairness and objectivity in assessment; burden of examination, focus on rote learning, inaccuracy of test scores and reliance on over standardization of tests.
- Ethical considerations in curriculum, pedagogy and assessment: Biasness in curriculum; lack of understanding the diverse needs and learning styles; Lack of accountability and responsibility, not maintaining confidentiality and privacy in assessment process.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Curriculum analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

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- Ebel, R. L. and Frisbee (1979). *Educational Achievement*. Singapore: Pearson Education.
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MED-SE-653**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN
ELEMENTARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the key concepts of quality assurance and roles and functions of quality assurance agencies in ensuring quality in elementary education
- CLO 2:** discuss the principles of total quality management (TQM) in education including SWOT analysis as a tool for quality improvement in elementary education.
- CLO 3:** explain the quality intervention strategies in schools at the elementary level, focusing on the support systems available for quality improvement in elementary education.
- CLO 4:** explain the concept, process and functions of educational supervision in the context of elementary education.
- CLO 5:** analyze the different theories and models of educational supervision and their implications for effective supervision in elementary education.
- CLO 6:** explain the present structure and status of educational supervision in elementary education, as well as the different styles of educational supervision and their impact on the teaching and learning process at elementary level.
- CLO 7:** analyze various approaches, theories and styles of educational leadership and their implications for effective administration in elementary education.
- CLO 8:** discuss the assessment practices in educational leadership and the challenges involved in measuring leadership qualities in the field of elementary education.
- CLO 9:** propose strategies that can be employed to effectively address the issues and challenges in elementary education.
- CLO 10:** critically analyze the impact of globalization and privatization on education at the elementary level in India.

UNIT-I: QUALITY ASSURANCE IN EDUCATION AT ELEMENTARY LEVEL

- Concept of quality in education: Indian and International perspective; Concepts of quality control, quality assurance and quality management.
- Quality assurance agencies: Quality Council of India (QCI) - NABET (National Accreditation Board of Education and Training): Objectives, functions and roles; Performance indicators at elementary level in light of NEP-2020.
- Total Quality Management (TQM) in education: Concept, objectives and process; Arcaro's model of quality management in education; SWOT analysis in elementary education.

- Quality intervention in schools at elementary level; Adam's model of quality improvement in education; Support systems for quality improvement in elementary education (NCERT, SCERT, DIET, BRC, CRC, SMC).

UNIT-II: EDUCATIONAL SUPERVISION IN ELEMENTARY EDUCATION

- Educational supervision: Concept, objectives, scope and types; Functions of supervision: Administrative, educational, supportive and evaluative; Difference between supervision and inspection.
- Supervision as a process, supervision as a service activity; Programmes of supervision for elementary schools; Different aspects of planning a supervisory programme.
- Theories and models of educational supervision: Cognitive, behavioural, psycho-analytical, person centred and developmental.
- Present structure and status of supervision in elementary education; Roles and responsibilities of educational supervisor; Different styles of educational supervision.

UNIT-III: EDUCATIONAL LEADERSHIP IN ELEMENTARY EDUCATION

- Educational leadership: Concept, scope and functions; Approaches to educational leadership: Trait, transactional, instructional, value based, cultural, psychodynamic and transformational.
- Theories of educational leadership: Blake and Mouton's managerial grid theory, Hersey and Blanchard's situational leadership theory, Robert House's path-goal theory: Fiedler's contingency theory, Leader-member exchange theory.
- Leadership styles: Democratic, authoritative and laissez-faire styles and implications on administration and management of elementary education.
- Assessment practices of educational leadership: Methods and tools for assessing educational leadership. Merits and limitations of assessing educational leadership.

UNIT-IV: ISSUES AND CHALLENGES IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN ELEMENTARY EDUCATION

- Issues in educational administration and management at elementary level: Lack of coordination between different agencies and institutions, lack of qualified human resources, lack of infrastructure and funding, inadequate training, lack of autonomy and accountability, lack of inclusion and diversity.
- Role of educational management and administration to address the issues related to access, equity, equality and quality.
- Issues related to the centralization and de-centralization of administration in elementary education; Issues and challenges related to digitalization and technology integration in elementary education.
- Impact of globalization and privatization on education at elementary level in India.

SUGGESTED TEACHING-LEARNING STRATEGIES

Case based discussion, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

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- Bhargava, R., & Bhargava, V. K. (2014). *Educational Administration: Concepts and Practices*. Vikas Publishing House Pvt Ltd.
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MED-SE-654**INCLUSIVE EDUCATION WITH REFERENCE TO ELEMENTARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the intervention strategies for meeting the diverse needs of children with various disabilities at elementary level.
- CLO 2:** discuss the intervention strategies for meeting the diverse needs of the children from socio-economically disadvantaged groups (SEDGs) at elementary level.
- CLO 3:** identify the different pedagogical strategies and practices for inclusive education at the elementary level.
- CLO 4:** analyze the need and significance of training programs for in-service teachers to address the diversity in the classroom and the professional development of teacher educators in the context of inclusive education.
- CLO 5:** analyze the roles and responsibilities of stakeholders in managing human and material resources in inclusive education
- CLO 6:** discuss barriers and concerns in inclusive education at elementary level.
- CLO 7:** analyze the challenges and issues in the inclusion of Socio-Economically Disadvantaged Groups (SEDGs).
- CLO 8:** discuss the challenges in evaluation and assessment including limitation of standardization in inclusive education.
- CLO 9:** analyze current debates, discourses and emerging research trends in inclusive education for contextualizing the research in inclusive education.
- CLO 10:** discuss the role of assistive technology in supporting the learning of children with diverse needs in inclusive education at elementary level.

UNIT: I MEETING THE NEEDS OF CHILDREN WITH DIVERSE NEEDS AT ELEMENTARY LEVEL

- Children with sensory impairments: Hearing impairment, Visual impairment, Deaf-blindness (Nature, types and identification); Intervention strategies for meeting the needs of children with sensory impairments.
- Developmental disabilities: Intellectual disability, learning disability, Autism spectrum disorders, ADHD, Multiple disability (concept, types, identification); Intervention strategies for meeting the needs of children with developmental disabilities.
- Locomotor disability and Cerebral palsy (CP): Nature, types and identification; Intervention strategies for meeting the needs of children with Locomotor disability and Cerebral palsy.

- Socio-Economically Disadvantaged Groups (SEDGs): Gender identities (female and transgender), socio-cultural identities (SC, ST, OBC and minorities), geographical identities (students from villages, small towns, and aspirational districts), disabilities, and socio-economic conditions (migrant communities, low-income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans, child beggars in urban areas, and the urban poor); Intervention strategies for meeting the needs of children from Socio-Economically Disadvantaged Groups (SEDGs).

UNIT: II TEACHER PREPARATION, COORDINATION AND RESOURCE MANAGEMENT IN INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- Pedagogical strategies and practices for inclusive education at elementary level: Differentiated Instruction, Collaborative Learning, Universal Design for Learning (UDL), Positive Reinforcement, Assistive Technology) and Culturally Responsive Teaching.
- Training of in-service teachers to address the diversity in classroom; Professional development of teacher educators in the context of inclusive education.
- Resource mobilization for Inclusive education: Concept and importance of human and material resources; Different agencies at the National and State level to mobilize the resources; Managerial skills for mobilizing appropriate resources.
- Roles and responsibilities of different stakeholders in resource management for inclusive education; Assistive devices for inclusive education: collection & dissemination.

UNIT-III: CONCERNS, ISSUES AND CHALLENGES IN INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- Removal of barriers for inclusive education: Physical barriers, environmental barriers, socio-psychological barriers and academic barriers.
- Concerns regarding shifting focus in schools for inclusive education: Techniques and methods used for adaptation of content; Promoting inclusiveness through organizing inclusive sports activities, yoga, theatre, drama, arts and craft.
- Challenges and issues in the implementation of inclusive education: Challenges and issues in the inclusion of Socio-Economically Disadvantaged Groups (SEDGs).
- Challenges in evaluation and assessment in inclusive education: Need for flexible evaluation system, and alternative assessment; Limitation of standardization in inclusive education.

UNIT: IV RESEARCH AND EMERGING TRENDS IN INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

- Current debates and discourses on inclusive education; Research methods and methodologies for inclusive education. Connecting research with practice in inclusive education.
- Emerging research trends in inclusive education: Person-centered planning, Universal Design for Learning (UDL), Positive behavioral interventions and supports (PBIS), Culturally responsive teaching, Collaborative and Inclusive Teaching Practices, Social-Emotional Learning (SEL), Assistive Technology.

- Role of technology and ICT in Inclusive Education; Assistive technology for the children with diverse needs (Braille, screen reading software (JAWS, NVDA, VoiceOver, TalkBack, Orca) and other software).
- Inclusive Curriculum: Concept, principles, design and relevance in the Indian educational context at elementary level.

SUGGESTED TEACHING-LEARNING STRATEGIES

Culture responsive pedagogy, differentiated instruction, Policy analysis, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS

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MED-SE-655**GUIDANCE AND COUNSELLING IN ELEMENTARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze different approaches to guidance and counselling as well as culture-sensitive and multicultural approaches at elementary level.
- CLO 2:** explain principles, key concepts and applications of various theories in guidance and counselling at elementary level.
- CLO 3:** explain the professional standards and ethical practices in school counselling at elementary level.
- CLO 4:** explain the principles, importance and process of organizing guidance services in school as well as the roles of different stakeholders in the successful implementation of guidance services at elementary level.
- CLO 5:** discuss the role of community agencies in supporting and enhancing guidance services at elementary level.
- CLO 6:** explain the importance of various skills required for effective of guidance services at elementary level.
- CLO 7:** propose strategies to address various issues and challenges associated with guidance and counselling at elementary level.
- CLO 8:** analyze the ethical dilemmas in decision-making processes in the guidance and counselling at elementary level.

UNIT-I: THEORETICAL FOUNDATIONS OF GUIDANCE AND COUNSELLING

- Approaches to guidance and counselling: Person centred approach, cognitive behavioural approach, solution focused brief therapy (SFBT), narrative approach, eclectic approach and Integrative approaches
- Culture sensitive and multicultural approaches to guidance and counselling
- Principles, key concepts and applications of psychodynamic theory and cognitive-behavioural theory
- Principles, key concepts and applications of Humanistic theory, ecological theory and systems theory

UNIT-II: PROFESSIONAL STANDARDS AND ETHICAL PRACTICES IN COUNSELLING AT ELEMENTARY LEVEL

- Professional standards, best practices, continuous professional development opportunities and resources for elementary school counsellors

- Support Services, training, technology mediated assistance for elementary school counsellors
- Ethical practices: Ethical principles and guidelines for counsellors in Guidance and Counselling
- Ethical considerations related to Cultural competence, diversity and social justice in elementary school counselling

UNIT –III: GUIDANCE SERVICES

- Organizing Guidance service in School: Principles, importance, activities and resources
- Planning and implementing Guidance service in School: Role of Headmaster, Teachers, Parents and Counsellors.
- Role of Community Agencies: Local Government, NGOs and civil society.
- Effectiveness of guidance services: Utilizing feedback and data to improve the guidance services; self-reflection in enhancing guidance services.

UNIT-IV: ISSUES AND CHALLENGES IN GUIDANCE AND COUNSELLING AT ELEMENTARY LEVEL

- Lack of awareness among parents, hesitancy among learners to seek professional support, cultural biasness and social taboo against seeking guidance and counselling.
- Ethical dilemmas in decision making process and counselling; Ethical considerations and challenges associated with the use of technology in guidance and counselling; Challenges in integrating new trends, advancements into counselling practices.
- Challenges in providing effective mental health support to students; Challenges in creating safe environment for traumatized students.
- Issues related to addressing cultural biases and promoting inclusivity in counselling practices; Lack of importance for self-care, personal and professional well-being of counsellors.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Case studies, Role play, Simulation, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

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MED-SE-656**EDUCATIONAL TECHNOLOGY IN ELEMENTARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze various approaches to integration of technology in elementary education and their educational implications.
- CLO 2:** assess the effectiveness of various digital tools and platforms for different types of learning objectives at elementary level.
- CLO 3:** discuss the process of integrating different types of educational media, such as radio, television, and multimedia, in teaching and learning at the elementary level.
- CLO 4:** identify effective strategies for incorporating game-based learning for elementary education.
- CLO 5:** discuss the criteria for creating effective digital content for elementary education.
- CLO 6:** apply different digital content creation tools to create effective learning materials for elementary students.
- CLO 7:** evaluate the potential issues and challenges associated with creating digital content at the elementary level.
- CLO 8:** analyze the use of ICT tools for assessment and evaluation in elementary education.
- CLO 9:** discuss the application of ICT tools for administration and management in elementary education.
- CLO 10:** explain the ethical, legal and social issues related to ICT at the elementary level to develop strategies for addressing these issues in the classroom.

UNIT-I: DIGITAL TOOLS AND TECHNOLOGY INTEGRATION IN ELEMENTARY EDUCATION

- Digital tools and platforms for elementary education (Widely used tools and platforms in education).
- Educational apps and games for elementary education (Widely used apps and games in education).
- Approaches to integration of technology in elementary education: Connectivism, constructivism, social learning theory, heutagogy, cybergogy, Substitution Augmentation Modification and Redefinition (SAMR) model and TPACK.
- Strategies for integration of technology in elementary education: Blended learning (rotation model, Flex model, A La Carte model, Enriched model), gamification and personalized learning.

UNIT-II INTEGRATION OF EDUCATIONAL MEDIA IN ELEMENTARY EDUCATION

- Integrating educational radio in teaching-learning at elementary level: FM, community radio, Gyan Vani, internet radio and podcast.
- Integrating educational television in teaching-learning at elementary level: Doordarshan, Gyandarshan, Swayam Prabha and other channels.
- Multimedia in teaching-learning at elementary level: Multimedia presentations, Virtual and Augmented Reality tools.
- Game-Based Learning in teaching-learning at elementary level: Gamification, serious learning games, simulation-based learning, adaptive learning games, role playing-based games.

UNIT-III: CREATION OF DIGITAL CONTENT FOR TEACHING-LEARNING AT ELEMENTARY LEVEL

- Digital content creation: Need and scope at elementary level; Forms of digital content: Text, image, audio, and video.
- Criteria for creating effective digital content at elementary level: Age appropriateness, Learning objectives, Accessibility, Interactivity, Visual appeal, Multimodal, Assessment and feedback, Safety and privacy.
- Digital content creation tools at elementary level: Learning Management Systems (LMS), Authoring tools, Video creation tools, Interactive whiteboards, Virtual Reality (VR) tools.
- Issues and challenges in the creation of digital content at elementary level.

UNIT-IV: INTEGRATING ICT FOR ASSESSMENT, ADMINISTRATION, AND ETHICAL CONSIDERATIONS IN ELEMENTARY EDUCATION

- ICT tools for assessment and evaluation at elementary level: Learning Management Systems (LMS), digital portfolios (Widely used tools and platforms for assessment and evaluation in education).
- ICT tools for administration and management at elementary level: School management systems (SMS), Student information systems (SIS), classroom management software, communication and collaboration tools, digital libraries.
- Ethical, and legal issues related to ICT at elementary level: Online privacy, Intellectual property (Fair use, Creative Commons licenses, and plagiarism), cyber bullying, online safety.
- Social issues related to ICT at elementary level: Digital divide, equity and access, screen time, digital addiction, internet filtering.

SUGGESTED TEACHING-LEARNING STRATEGIES

Technology integrated teaching learning, Learning Management System (LMS), Blended Teaching Learning, Flipped Learning, AI based learning, Gamification, Virtual Teaching-Learning, MOOCs and SWAYAM, Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Computer Bases Assessment, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, Use of LMS and Softwares
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS:

- Brown, J. S., and Duguid, P. (2000). The Social Life of Information. Boston MA: Harvard Business School Press.
- Haddad, W. and A. Drexler (eds) (2002). Technologies for Education: Potentials, Parameters, and Prospects. Washington DC: Academy for Educational Development and Paris: UNESCO.
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- Sanne Dijkstra (Editor), Franz Schott (Editor), Norbert Seel (Editor), Robert D. Tennyson (Editor),
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- Jesson, J., & Peacock, G. (2012). The Really Useful ICT Book: A practical guide to using technology across the primary curriculum. Routledge & CRC Press.
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MED-SE-657**EDUCATIONAL POLICY AND PLANNING AT ELEMENTARY LEVEL – II****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept and significance of strategic planning in education including the components, implementation strategies, and evaluation-monitoring mechanisms.
- CLO 2:** apply the methods for setting plan targets and estimating additional requirements to effectively plan for the allocation of resources in strategic planning for elementary education.
- CLO 3:** explain the skills essential for planning and the implementation of education development plans and programs at the elementary level.
- CLO 4:** explain the legal provisions, institutional framework, and planning machinery related to educational planning in India at the elementary level.
- CLO 5:** analyze the process of district planning under the current country-wide education development programs at the elementary level.
- CLO 6:** critically analyze the challenges and strategies associated with monitoring and evaluation in the context of elementary education in India.
- CLO 7:** analyze the different perspectives and approaches in education policy studies and analysis along with their strengths and limitations.
- CLO 8:** conduct a comprehensive analysis of policy perspectives on selected themes at the elementary level, such as universalization, dropout, privatization, curriculum, quality, and equity.
- CLO 9:** explain the key concepts in financing of education along with the process of fund allocation for education at elementary level.
- CLO 10:** analyse the policy perspectives on financing of education at elementary level in India.

UNIT- I: STRATEGIC PLANNING IN ELEMENTARY EDUCATION

- Concept and purpose of strategic planning in education; Significance of strategic planning in elementary education; Key stakeholders in the strategic planning process elementary level.
- Components of a Strategic Plan: Vision, mission, core values, goals and objectives; Action plans and implementation strategies; Evaluation and monitoring mechanisms; Benefits and challenges of strategic planning at elementary level.
- Methods of setting plan targets and estimation of additional requirements: Physical, staff, academic, management and financial.

- Designing development interventions using the Logical Framework Matrix (LFM), Planning for implementation of the education development plan and programmes at elementary level.

UNIT- II: EDUCATIONAL PLANNING IN INDIA AT ELEMENTARY LEVEL

- Educational planning in India at elementary level: Legal provisions, institutional framework and planning machinery.
- Decentralization of education planning, Local level planning techniques in education and their use in district planning in India (School mapping, micro planning and school improvement planning).
- District planning under the on-going country-wide education development programmes like SSA, RMSA, RUSA and Samagra Shiksha Abhiyan.
- Designing monitoring and evaluation frameworks for education development programmes and projects at elementary level.

UNIT- III: EDUCATIONAL POLICY ANALYSIS

- General guidelines for conducting education policy analysis; Perspectives of education policy studies: Problem-solving studies, empirical-analytic studies, historical and cultural studies.
- Approaches to educational policy analysis: Policy network, policy cycle, comparative policy analysis.
- Critical approaches to educational policy analysis: Critical Discourse Analysis (CDA), Critical policy analysis (CPA), Cultural political economy approach, Post-modern/post-structural approach, Feminist approach.
- Analysis of policy perspectives on selected themes at elementary level (Universalization, dropout, privatization, curriculum, quality and equity).

UNIT-IV FINANCING OF EDUCATION IN INDIA AT ELEMENTARY LEVEL

- Concepts in financing of education: Cost of education, Types of educational costs, Cost benefit Analysis; Sources and methods of financing education at elementary level.
- Financing of education by the government at elementary level; Allocation of funds to education in five-year plans - NITI Aayog.
- Concept and techniques of budgeting in education at elementary level; Issues and problems in educational financing at elementary level in India.
- Policy perspectives on financing of elementary education in India; Comparison of financing patterns in elementary education in India and other countries.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Guided readings and discussions on selected policy documents at elementary level, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of course learning outcomes.

SUGGESTED READINGS

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- De, Anuradha and Tanuka Endow (2008): *Public Expenditure on Education in India*.
- Norton, Andy and Diane Elson (2002): *What's Behind the Budget? Politics, Rights, and Accountability in the Budget Process*. Overseas Development Institute: London.
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MED-SS-658**CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the principles, steps and importance of curriculum planning and content organization in secondary education.
- CLO 2:** explain components of learning outcome-based curriculum framework (LOCF) for secondary education.
- CLO 3:** identify various teaching learning materials suitable for secondary level.
- CLO 4:** analyse different pedagogical approaches, strategies, and methods for teaching languages, mathematics, science, and social science, considering the unique needs and characteristics of learners at secondary level.
- CLO 5:** explain the methods of integrating arts in the teaching learning process at the secondary level.
- CLO 6:** explain the characteristics of tests and methods to establish validity and reliability of a test.
- CLO 7:** explain the steps to construct and standardize an achievement test for learners of secondary level.
- CLO 8:** explain application of various standardized tests and norms in assessment and evaluation at the secondary level.
- CLO 9:** discuss various technology mediated assessment tools and techniques for secondary education.
- CLO 10:** analyse various issues in curriculum, pedagogy and assessment in secondary education

UNIT I: COMPONENTS OF CURRICULUM AT THE SECONDARY LEVEL

- Curriculum Planning: Principles, steps and importance of curriculum planning at Secondary level.
- Curriculum Content: Identifying criteria for content selection, Selection of Content, Sequencing, organizing subject specific content and integrating cross-curricular themes at the Secondary level.
- Learning Outcome Based Curriculum Framework (LOCF): Programme learning outcomes, Course Learning Outcomes, Pedagogy and Assessment Strategies; Mapping and aligning of learning outcomes with assessment.
- Teaching Learning Materials at Secondary level: Text books, digital resources, Audio-Visual Aids; DIKSHA (Digital infrastructure for Knowledge Sharing)

UNIT II: PEDAGOGICAL APPROACHES IN SECONDARY EDUCATION

- Approaches to teaching Languages; Importance of language development in Secondary education; Strategies and methods of teaching languages; multilingual learners in secondary classrooms.

- Approaches to teaching mathematics and science: Strategies and methods for teaching mathematics and science; Hands-on experiments and inquiry-based learning in mathematics and science education, strategies for developing scientific temper among learners at secondary level.
- Approaches to teaching social science: Strategies and methods for teaching social science; interdisciplinary approach, integrated approach, dramatization and role playing.
- Integration of Performing and Fine arts in teaching-learning at Secondary level: Strategies for encouraging creativity, aesthetic appreciation and free expression among Secondary learners.

UNIT-III: TEST AND MEASURES AT SECONDARY EDUCATION

- Characteristics of Test; Reliability, Validity: Concept, factors affecting it, and methods of establishing them.
- Achievement Test for secondary level: Concept, purpose, steps for construction and standardization.
- Standardized tests in Secondary education: Differential Aptitude Test (DAT), Passi's Test of Creativity, Intelligence test and personality test.
- Norms of tests used in evaluation at Secondary level; Grade norms, Z- Score, T- Score, Percentile, Stanine and Sten Score: Concept and Uses; Technology mediated assessment for Secondary education.

UNIT IV: CURRICULAR, PEDAGOGICAL AND ASSESSMENT ISSUES IN SECONDARY EDUCATION

- Curricular Issues: Outdated curriculum, inadequate resources, Lack of Inclusiveness and poor contextualization of curriculum; Politicization of curriculum; Integration of vocational education at secondary level.
- Pedagogical Issues: Untrained teachers, Lack of adequately trained teachers, inability to deal with student diversity and lack of 21st century skills.
- Assessment Issues: Outdated and rigid forms of assessment; lack of fairness and objectivity in assessment; burden of examination, focus on rote learning, inaccuracy of test scores and reliance on over standardization of tests.
- Ethical considerations in curriculum, pedagogy and assessment: Biasness in curriculum; lack of understanding the diverse needs and learning styles; Lack of accountability and responsibility, not maintaining confidentiality and privacy in assessment process.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Curriculum analysis, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Aggarwal, J. C. (1990). *Curriculum Reforms in India: World Overview*. Doaba House.
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- Wiles, J.W. & Joseph Bondi (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.
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MED-SS-659**EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP IN
SECONDARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the key concepts of quality assurance and roles and functions of quality assurance agencies in ensuring quality in secondary education
- CLO 2:** discuss the principles of total quality management (TQM) in education including SWOT analysis as a tool for quality improvement in secondary education.
- CLO 3:** explain the quality intervention strategies in schools at the secondary level, focusing on the support systems available for quality improvement in secondary education.
- CLO 4:** explain the concept, process and functions of educational supervision in the context of secondary education.
- CLO 5:** analyze the different theories and models of educational supervision and their implications for effective supervision in secondary education.
- CLO 6:** explain the present structure and status of educational supervision in secondary education, as well as the different styles of educational supervision and their impact on the teaching and learning process at secondary level.
- CLO 7:** analyze various approaches, theories and styles of educational leadership and their implications for effective administration in secondary education.
- CLO 8:** discuss the assessment practices in educational leadership and the challenges involved in measuring leadership qualities in the field of secondary education.
- CLO 9:** propose strategies that can be employed to effectively address the issues and challenges in secondary education.
- CLO 10:** critically analyze the impact of globalization and privatization on education at the secondary level in India.

UNIT-I: QUALITY ASSURANCE IN EDUCATION AT SECONDARY LEVEL

- Concept of quality in education: Indian and International perspective; Concepts of quality control, quality assurance and quality management.
- Quality assurance agencies: Quality Council of India (QCI) - NABET (National Accreditation Board of Education and Training): Objectives, functions and roles; Performance indicators at secondary level in light of NEP-2020.
- Total Quality Management (TQM) in education: Concept, objectives and process; Arcaro's model of quality management in education; SWOT analysis in Secondary education.

- Quality intervention in schools at Secondary level; Adam's model of quality improvement in education; Support systems for quality improvement in Secondary education (CBSE, ICSE, NCERT, SCERT, SMDC).

UNIT-II: EDUCATIONAL SUPERVISION IN SECONDARY EDUCATION

- Educational supervision: Concept, objectives, scope and types; Functions of supervision: Administrative, educational, supportive and evaluative; Difference between supervision and inspection.
- Supervision as a process, supervision as a service activity; Programmes of supervision for Secondary schools; Different aspects of planning a supervisory programme.
- Theories and models of educational supervision: Cognitive, behavioural, psycho-analytical, person centred and developmental.
- Present structure and status of supervision in Secondary education; Roles and responsibilities of educational supervisor at secondary level; Different styles of educational supervision.

UNIT-III: EDUCATIONAL LEADERSHIP IN SECONDARY EDUCATION

- Educational leadership: Concept, scope and functions; Approaches to educational leadership: Trait, transactional, instructional, value based, cultural, psychodynamic and transformational.
- Theories of educational leadership: Blake and Mouton's managerial grid theory, Hersey and Blanchard's situational leadership theory, Robert House's path-goal theory: Fiedler's contingency theory, Leader-member exchange theory.
- Leadership styles: Democratic, authoritative and laissez-faire styles and implications on administration and management of Secondary education.
- Assessment practices of educational leadership: Methods and tools for assessing educational leadership. Merits and limitations of assessing educational leadership.

UNIT-IV: ISSUES AND CHALLENGES IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT IN SECONDARY EDUCATION

- Issues in educational administration and management at Secondary level: Lack of coordination between different agencies and institutions, lack of qualified human resources, lack of infrastructure and funding, inadequate training, lack of autonomy and accountability, lack of inclusion and diversity.
- Role of educational management and administration to address the issues related to access, equity, equality and quality; Issues related to vocationalization of secondary education.
- Issues related to the centralization and de-centralization of administration in Secondary education; Issues and challenges related to digitalization and technology integration in secondary education.
- Impact of globalization and privatization on education at Secondary level in India.

SUGGESTED TEACHING-LEARNING STRATEGIES

Case based discussion, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS:

- Bhargava, R., & Bhargava, V. K. (2014). *Educational Administration: Concepts and Practices*. Vikas Publishing House Pvt Ltd.
- Bush, T., Bell, L., & Middlewood, D. (2019). *Principles of Educational leadership & management*. SAGE Publications Limited.
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MED-SS-660**INCLUSIVE EDUCATION WITH REFERENCE TO SECONDARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the intervention strategies for meeting the diverse needs of children with various disabilities at secondary level.
- CLO 2:** discuss the intervention strategies for meeting the diverse needs of the children from socio-economically disadvantaged groups (SEDGs) at secondary level.
- CLO 3:** identify the different pedagogical strategies and practices for inclusive education at the secondary level.
- CLO 4:** analyze the need and significance of training programs for in-service teachers to address the diversity in the classroom and the professional development of teacher educators in the context of inclusive education.
- CLO 5:** analyze the roles and responsibilities of stakeholders in managing human and material resources in inclusive education
- CLO 6:** discuss barriers and concerns in inclusive education at secondary level.
- CLO 7:** analyze the challenges and issues in the inclusion of Socio-Economically Disadvantaged Groups (SEDGs).
- CLO 8:** discuss the challenges in evaluation and assessment including limitation of standardization in inclusive education.
- CLO 9:** analyze current debates, discourses and emerging research trends in inclusive education for contextualizing the research in inclusive education.
- CLO 10:** discuss the role of assistive technology in supporting the learning of children with diverse needs in inclusive education at secondary level.

UNIT: I MEETING THE NEEDS OF LEARNER WITH DIVERSE NEEDS AT SECONDARY LEVEL

- Learner with sensory impairments: Hearing impairment, Visual impairment, Deaf-blindness (Nature, types and identification); Intervention strategies for meeting the needs of learner with sensory impairments.
- Developmental disabilities: Intellectual disability, learning disability, Autism spectrum disorders, ADHD, Multiple disability (concept, types, identification); Intervention strategies for meeting the needs of learner with developmental disabilities.
- Locomotor disability and Cerebral palsy (CP): Nature, types and identification; Intervention strategies for meeting the needs of learner with Locomotor disability and Cerebral palsy.

- Socio-Economically Disadvantaged Groups (SEDGs): Gender identities (female and transgender), socio-cultural identities (SC, ST, OBC and minorities), geographical identities (students from villages, small towns, and aspirational districts), disabilities, and socio-economic conditions (migrant communities, low-income households, learner in vulnerable situations, victims of or learner of victims of trafficking, orphans, child beggars in urban areas, and the urban poor); Intervention strategies for meeting the needs of learner from Socio-Economically Disadvantaged Groups (SEDGs).

UNIT: II TEACHER PREPARATION AND RESOURCE MANAGEMENT IN INCLUSIVE EDUCATION AT SECONDARY LEVEL

- Pedagogical strategies and practices for inclusive education at secondary level: Differentiated Instruction, Collaborative Learning, Universal Design for Learning (UDL), Positive Reinforcement, Assistive Technology and Culturally Responsive Teaching.
- Training of in-service teachers to address the diversity in classroom; Professional development of teacher educators in the context of inclusive education.
- Resource mobilization for Inclusive education: Concept and importance of human and material resources; Different agencies at the National and State level to mobilize the resources; Managerial skills for mobilizing appropriate resources.
- Roles and responsibilities of different stakeholders in resource management for inclusive education; Assistive devices for inclusive education: collection & dissemination.

UNIT: III CONCERNS, ISSUES AND CHALLENGES IN INCLUSIVE EDUCATION AT SECONDARY LEVEL

- Removal of barriers for inclusive education: Physical barriers, environmental barriers, socio-psychological barriers and academic barriers.
- Concerns regarding shifting focus in schools for inclusive education: Techniques and methods used for adaptation of content; Promoting inclusiveness through organizing inclusive sports activities, yoga, theatre, drama, arts and craft.
- Challenges and issues in the implementation of inclusive education: Challenges and issues in the inclusion of Socio-Economically Disadvantaged Groups (SEDGs).
- Challenges in evaluation and assessment in inclusive education: Need for flexible evaluation system, and alternative assessment; Limitation of standardization in inclusive education.

UNIT: IV RESEARCH AND EMERGING TRENDS IN INCLUSIVE EDUCATION AT SECONDARY LEVEL

- Current debates and discourses on inclusive education; Research methods and methodologies for inclusive education. Connecting research with practice in inclusive education.
- Emerging research trends in inclusive education: Person-centered planning, Universal Design for Learning (UDL), Positive behavioral interventions and supports (PBIS), Culturally responsive teaching, Collaborative and Inclusive Teaching Practices, Social-Emotional Learning (SEL), Assistive Technology.

- Role of technology and ICT in Inclusive Education; Assistive technology for the learner with diverse needs (Braille, screen reading software and other relevant software).
- Inclusive Curriculum: Concept, principles, design and relevance in the Indian educational context at secondary level.

SUGGESTED TEACHING-LEARNING STRATEGIES

Culture responsive pedagogy, differentiated instruction, Policy analysis, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

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MED-SS-661**GUIDANCE AND COUNSELLING IN SECONDARY EDUCATION-II****Semester: Fourth Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze different approaches to guidance and counselling as well as culture-sensitive and multicultural approaches at secondary level.
- CLO 2:** explain principles, key concepts and applications of various theories in guidance and counselling at secondary level.
- CLO 3:** explain the professional standards and ethical practices in school counselling at secondary level.
- CLO 4:** explain the principles, importance and process of organizing guidance services in school as well as the roles of different stakeholders in the successful implementation of guidance services at secondary level.
- CLO 5:** discuss the role of community agencies in supporting and enhancing guidance services at secondary level.
- CLO 6:** explain the importance of various skills required for effective of guidance services at secondary level.
- CLO 7:** propose strategies to address various issues and challenges associated with guidance and counselling at secondary level.
- CLO 8:** analyze the ethical dilemmas in decision-making processes in the guidance and counselling at secondary level.

UNIT-I: THEORETICAL FOUNDATION OF GUIDANCE AND COUNSELLING

- Approaches to guidance and counselling: Art, Music, Games and Sports integrated approach, Mindfulness based approach, Person centred approach, Solution focused brief therapy (SFBT), narrative approach and eclectic approach
- Culture sensitive, multicultural and integrative approaches to guidance and counselling
- Principles, key concepts and applications of psychodynamic theory, cognitive-behavioural theory, career choice theory and vocational choice Theory.
- Principles, key concepts and applications of Humanistic theory, ecological theory and systems theory

UNIT-II: PROFESSIONAL STANDARDS AND ETHICAL PRACTICES IN SECONDARY SCHOOL COUNSELLING

- Professional standards, best practices, continuous professional development opportunities and resources for Secondary school counsellors

- Support Services, training, technology mediated assistance for Secondary school counsellors
- Ethical practices: Ethical principles and guidelines for counsellors in Guidance and Counselling
- Ethical considerations related to Cultural competence, diversity and social justice in Secondary school counselling

UNIT –III: GUIDANCE SERVICES

- Organizing Guidance service in School: Principles, importance, activities and resources; Online and helpline services
- Planning and implementing Guidance service in School: Role of Headmaster, Teachers, Parents and Counsellors; vocational guidance services
- Role of Community Agencies: Local Government, NGOs, experts and civil society; peer support programme
- Effectiveness of guidance services: Utilizing feedback and data to improve the guidance services; self-reflection in enhancing guidance services

UNIT –IV: ISSUES AND CHALLENGES IN GUIDANCE AND COUNSELLING AT SECONDARY EDUCATION

- Lack of awareness among parents, hesitancy among learners to seek professional support, cultural biasness and social taboo against seeking guidance and counselling
- Ethical dilemmas in decision making process and counselling; Ethical considerations and challenges associated with the use of technology in guidance and counselling; Challenges in integrating new trends, advancements into counselling practices
- Challenges in providing effective mental health support to students; Challenges in creating safe environment for traumatized students; Challenges of counselling students in digital era.
- Issues related to addressing cultural biases and promoting inclusivity in counselling practices; Lack of importance for self-care, personal and professional well-being of counsellors.

SUGGESTED TEACHING-LEARNING STRATEGIES

Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Case studies, Role play, Simulation, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments

**Summative
Marks: 70**

Semester-end examinations conducted by the university will be considered the mode of summative assessment.

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes

SUGGESTED READINGS:

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- Coleman, H. L. K., & Yeh, C. (2008). *Handbook of school counselling*. Abingdon: Routledge
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MED-SS-662**EDUCATIONAL TECHNOLOGY IN SECONDARY EDUCATION – II****Semester: Fourth Semester****Course Level: 600****Total Marks: 100****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** analyze various approaches to integration of technology in secondary education and their educational implications.
- CLO 2:** assess the effectiveness of various digital tools and platforms for different types of learning objectives at secondary level.
- CLO 3:** discuss the process of integrating different types of educational media, such as radio, television, and multimedia, in teaching and learning at the secondary level.
- CLO 4:** identify effective strategies for incorporating game-based learning for secondary education.
- CLO 5:** discuss the criteria for creating effective digital content for secondary education.
- CLO 6:** apply different digital content creation tools to create effective learning materials for secondary students.
- CLO 7:** evaluate the potential issues and challenges associated with creating digital content at the secondary level.
- CLO 8:** analyze the use of ICT tools for assessment and evaluation in secondary education.
- CLO 9:** discuss the application of ICT tools for administration and management in secondary education.
- CLO 10:** explain the ethical, legal and social issues related to ICT at the secondary level to develop strategies for addressing these issues in the classroom.

UNIT-I: DIGITAL TOOLS AND TECHNOLOGY INTEGRATION IN SECONDARY EDUCATION

- Digital tools and platforms for secondary education (Widely used tools and platforms in education)
- Educational apps and games for secondary education (Widely used apps and games in education)
- Approaches to integration of technology in secondary education: Connectivism, constructivism, social learning theory, heutagogy, cybergogy, Substitution Augmentation Modification and Redefinition (SAMR) model and TPACK.
- Strategies for integration of technology in secondary education: Blended learning (Rotation model, Flex model, A La Carte model, Enriched model), collaborative learning, online learning communities, and personalized learning.

UNIT-II: INTEGRATION OF EDUCATIONAL MEDIA IN SECONDARY EDUCATION

- Integrating educational radio in teaching-learning at secondary level: FM, community radio, Gyan Vani, internet radio and podcast.
- Integrating educational television in teaching-learning at secondary level: Doordarshan, Gyandarshan, Swayam Prabha and other channels.
- Multimedia in teaching-learning at secondary level: Multimedia presentations, Virtual and Augmented Reality tools, Olabs (MeitY).
- IoT in teaching-learning at secondary level: Smart classrooms, interactive learning, personalized learning, virtual field trips, smart cameras and sensors.

UNIT-III: CREATION OF DIGITAL CONTENT FOR TEACHING-LEARNING AT SECONDARY LEVEL

- Digital content creation: Need and scope at secondary level; Forms of digital content: Text, image, audio, and video.
- Criteria for creating effective digital content at secondary level: Relevance, Learning outcomes, Accessibility, Interactivity, Clarity, Adaptability, Assessment and feedback, Safety and privacy.
- Digital content creation tools at secondary level: Learning Management Systems (LMS), Authoring tools, Video creation tools, Interactive whiteboards, Virtual Reality (VR) tools and Presentation tools.
- Issues and challenges in the creation of digital content at secondary level.

UNIT-IV: INTEGRATING ICT FOR ASSESSMENT, ADMINISTRATION, AND ETHICAL CONSIDERATIONS IN SECONDARY EDUCATION

- ICT tools for assessment and evaluation at secondary level: Learning Management Systems (LMS) and digital portfolios (Widely used tools for assessment and evaluation).
- ICT tools for administration and management at secondary level: School Management Systems (SMS), Student Information Systems (SIS), Electronic Gradebooks, Virtual Meeting Tools, Classroom management software, Communication and collaboration tools, digital Libraries.
- Ethical, and legal issues related to ICT at secondary level: Online privacy, Intellectual property (Fair use, Creative Commons licenses, and plagiarism), cyber bullying, online safety.
- Social issues related to ICT at secondary level: Digital divide, equity and access, screen time, digital addiction, internet filtering.

SUGGESTED TEACHING-LEARNING STRATEGIES

Technology integrated teaching learning, Learning Management System (LMS), Blended Teaching Learning, Flipped Learning, AI based learning, Gamification, Virtual Teaching-Learning, MOOCs and SWAYAM, Lecture-cum discussion, Collaborative teaching-learning, Library readings, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Computer Bases Assessment, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, Use of LMS and Softwares
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the course learning outcomes

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- Haddad, W. and A. Drexler (eds) (2002). Technologies for Education: Potentials, Parameters, and Prospects. Washington DC: Academy for Educational Development and Paris: UNESCO.
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MED-SS-663**EDUCATIONAL POLICY AND PLANNING AT SECONDARY LEVEL – II****Semester: Third Semester****Course Level: 600****Total: 100 Marks****L+T+P: 3+1+0 = 4 Credits****Lecture: 45 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** explain the concept and significance of strategic planning in education including the components, implementation strategies, and evaluation-monitoring mechanisms.
- CLO 2:** apply the methods for setting plan targets and estimating additional requirements to effectively plan for the allocation of resources in strategic planning for secondary education.
- CLO 3:** explain the skills essential for planning and the implementation of education development plans and programs at the secondary level.
- CLO 4:** explain the legal provisions, institutional framework, and planning machinery related to educational planning in India at the secondary level.
- CLO 5:** analyze the process of district planning under the current country-wide education development programs at the secondary level.
- CLO 6:** critically analyze the challenges and strategies associated with monitoring and evaluation in the context of secondary education in India.
- CLO 7:** analyze the different perspectives and approaches in education policy studies and analysis along with their strengths and limitations.
- CLO 8:** conduct a comprehensive analysis of policy perspectives on selected themes at the secondary level, such as universalization, dropout, privatization, curriculum, quality, and equity.
- CLO 9:** explain the key concepts in financing of education along with the process of fund allocation for education at secondary level.
- CLO 10:** analyze the policy perspectives on financing of education at secondary level in India.

UNIT- I: STRATEGIC PLANNING IN SECONDARY EDUCATION

- Concept and purpose of strategic planning in education; Significance of strategic planning in secondary education; Key stakeholders in the strategic planning process secondary level.
- Components of a Strategic Plan: Vision, mission, core values, goals and objectives; Action plans and implementation strategies; Evaluation and monitoring mechanisms; Benefits and challenges of strategic planning at secondary level.
- Methods of setting plan targets and estimation of additional requirements: Physical, staff, academic, management and financial.
- Designing development interventions using the Logical Framework Matrix (LFM), Planning for implementation of the education development plan and programmes at secondary level.

UNIT- II: EDUCATIONAL PLANNING IN INDIA AT SECONDARY LEVEL

- Educational planning in India at secondary level: Legal provisions, institutional framework and planning machinery.
- Decentralization of education planning, Local level planning techniques in education and their use in district planning in India (School mapping, micro planning and school improvement planning).
- District planning under the on-going country-wide education development programmes like SSA, RMSA, RUSA and Samagra Shiksha Abhiyan.
- Designing monitoring and evaluation frameworks for education development programmes and projects at secondary level.

UNIT- III: EDUCATIONAL POLICY ANALYSIS

- General guidelines for conducting education policy analysis; Perspectives of education policy studies: Problem-solving studies, empirical-analytic studies, historical and cultural studies.
- Approaches to educational policy analysis: Policy network, policy cycle, comparative policy analysis.
- Critical approaches to educational policy analysis: Critical Discourse Analysis (CDA), Critical policy analysis (CPA), Cultural political economy approach, Post-modern/post-structural approach, Feminist approach.
- Analysis of policy perspectives on selected themes at secondary level (Universalization, vocationalization, privatization, curriculum, quality and equity).

UNIT-IV FINANCING OF EDUCATION IN INDIA AT SECONDARY LEVEL

- Concepts in financing of education: Cost of education, Types of educational costs, Cost benefit Analysis; Sources and methods of financing education at secondary level.
- Financing of education by the government at secondary level; Allocation of funds to education in five-year plans - NITI Aayog.
- Concept and techniques of budgeting in education at secondary level; Issues and problems in educational financing at secondary level in India.
- Policy perspectives on financing of secondary education in India; Comparison of financing patterns in secondary education in India and other countries.

SUGGESTED TEACHING-LEARNING STRATEGIES

Differentiated instruction, Lecture-cum discussion, Collaborative teaching-learning, Document analysis, Library readings, Guided readings and discussions on selected policy documents at elementary level, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Debates and discussions, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 30	Test, Open Book Test, Online Test, Assignment, Analysis Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 70	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of

SUGGESTED READINGS

- Bray, Mark and N.V. Varghese (eds.) (2011): *Directions in Educational Planning: International Experiences and Perspectives*, a book published by IIEP: Paris.
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- De, Anuradha and Tanuka Endow (2008): *Public Expenditure on Education in India*.
- Norton, Andy and Diane Elson (2002): *What's Behind the Budget? Politics, Rights, and Accountability in the Budget Process*. Overseas Development Institute: London.
- UNESCO (2013): *Education Micro Planning Toolkit*. UNESCO: Bangkok.

MED-V-664

GLOBAL CITIZENSHIP EDUCATION

Semester: Fourth Semester

Course Level: 600

Total: 50 Marks

L+T+P: 1+1+0 = 2 Credits

Lecture: 15 Hrs + Tutorial: 15 Hrs + Practical: 0 Hrs

COURSE LEARNING OUTCOMES:

After completion of the course the students will be able to:

- CLO 1:** explain the meaning, nature and importance of global citizenship education.
- CLO 2:** demonstrate the competencies of global citizenship education in everyday life.
- CLO 3:** analyze contemporary issues at local, state, national and global levels as informed, engaged, and responsible citizens.
- CLO 4:** examine beliefs and values and to recognize the ways in which they influence political decision-making and civic engagement.
- CLO 5:** demonstrate the values of fairness and social justice in everyday life.
- CLO 6:** analyze inequalities based on gender, socio-economic status, culture, religion, age and other issues.

UNIT-I: INTRODUCTION TO GLOBAL CITIZENSHIP EDUCATION

- Concept of Global Citizenship education; Need and importance of Global Citizenship education in the current scenario; Characteristics of a Global Citizen.
- History of Global Citizenship Education (GCED); The role of education in promoting global citizenship; Understanding GCED within Sustainable Development Goals (SDG).
- Social justice and human rights in global citizenship education; Environmental sustainability in global citizenship education;
- Competencies for global citizenship education (Critical thinking, problem solving, conflict resolution, collaboration, appreciation for diversity, values of tolerance, attitudes of care, empathy and compassion, global solidarity, environmentally sustainable lifestyle, civic engagement and consumer responsibility)

UNIT-II: MAJOR THEMES OF GLOBAL CITIZENSHIP EDUCATION

- Global governance systems, structures, and issues: Local, state, national and global issues and the interconnectedness and interdependence between global and local concerns.
- Cultural diversity and tolerance: Honoring diversity in terms of language, ethnicity, race, gender, religion, and for the development of tolerance, mutual respect and appreciation for cultural diversity;
- Inequality: Analysis of inequalities based on gender, caste, socio-economic status, culture, religion, age, and other issues; The importance of gender equality in global citizenship education.

- Global issues: Globalization, North-south divide, racism, climate change, global poverty, global inequality, genocide, fundamentalism, terrorism, war, refugees, diseases (Ebola, COVID-19, HIV & AIDS).

SUGGESTED TEACHING-LEARNING STRATEGIES

Critical Analysis of global issues, Lecture-cum discussion, Document Analysis, Cross-Cultural Dialogues, Collaborative Teaching-Learning, Guided readings and discussions, Library readings, Debates and discussions, Critical Discussion, Reflective Writing, Critical and Comparative Analysis, Technology integrated teaching learning, Case studies, Projects, Presentations, Guest speaker, expert talk and Initiation of the dialogue by the More Knowledgeable Other (MKO).

ASSESSMENT FRAMEWORK

Assessment	Written Modes	Oral Modes	Integrated Modes
Formative Marks: 15	Test, Open Book Test, Online Test, Assignment, Reports, Article Review and Journal Writing	Oral Test, Viva-Voce, Group Discussion, Fish Bowl Technique, Think-Pair-Share and Seminar	Presentation, Seminars, and Field based Assignments
Summative Marks: 35	Semester-end examinations conducted by the university will be considered the mode of summative assessment.		

Note: Teachers can choose any mode of formative assessment as per nature of the Course Learning Outcomes.

SUGGESTED READINGS

- Irene, D. (2011), *Learners without borders: A curriculum for global citizenship*, IB Position Paper
- Akhari, A. & Maleq, K. (2020). *Global Citizenship Education: Critical and International Perspectives*. Cham, Switzerland: Springer.
- Sadeed, S. (2012). *Education above All: Education for Global Citizenship*, Doha, Katar
- Larjanko, A. (2015). *Global Citizenship Education*, Bonn, Germany, DVV International.
- Oxfam, GB (2015). *Education for Global Citizenship: A Guide for Schools*, Oxfam House, John Smith Drive, Oxford OX4 2JY, Oxfam Education and Youth.
- Nyrgen, T. (2020). *Global Citizenship Education for global citizenship? Students' views on learning about, though, and for human rights, peace, and sustainable development in England, India, New Zealand, South Africa, and Sweden*, Box 2136, 750 02 Uppsala, Sweden, Department of Education, Uppsala University.
- Pak, S. Y. (2013). *Global Citizenship Education: Goals and Challenges in the New Millennium*, Saemal-ro, Goo-goo, Seoul, Republic of Korea, Asia-Pacific Centre of Education for International Understanding (APCEIU).
- UNESCO (2015). *Global Citizenship Education: Topics and Learning Objectives*, United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France.

- Wintersteiner, W., Grobbauer, H., Diendorfer, G., & Juárez, S. R. (2015). *Global Citizenship Education: Citizenship Education for Globalizing Societies*, In cooperation with the Austrian Commission for UNESCO Klagenfurt, Salzburg, Vienna.
- Erasmus (2014). *Global Citizenship Education Framework*, Project Number: 2014-1-UK01-KA200-001841.
- Tawil, S. (2013). *Education for 'Global Citizenship': a framework for discussion*, United Nations Educational, Scientific and Cultural Organization.
- UNESCO (2017). *Preparing Teachers for Global Citizenship Education: A Template (Draft)*, Asia-Pacific Regional Bureau for Education Bangkok, Thailand.



MED-R-665**DISSERTATION****Semester: Fourth Semester****Course Level: 600****Total: 200 Marks****L+T+P: 0+0+8 = 8 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 240 Hrs****COURSE LEARNING OUTCOMES:**

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

- CLO 1:** select a research problem by conducting a thorough review of related literature on the broad area of research.
- CLO 2:** formulate suitable research questions, objectives and hypothesis for a selected research problem in education.
- CLO 3:** prepare a written report of the review of related literature by evaluating the relevant primary and secondary sources on a selected research topic.
- CLO 4:** identify the relevant concepts and theories relating them to appropriate methodologies in the selected research problem.
- CLO 5:** prepare a well-structured research proposal in education that includes clear research questions, a literature review, a methodology, and ethical considerations with appropriate referencing style.
- CLO 6:** analyze the data using the appropriate qualitative and quantitative data analysis techniques
- CLO 7:** interpret the findings of the research in light of the research questions and relevant literature.
- CLO 8:** apply the principles of research ethics in the collection, analysis of data and reporting the research findings.
- CLO 9:** prepare a research report that clearly communicates the research questions, methodology, results, and conclusions, while adhering to the established conventions of academic writing, citation, and referencing.
- CLO 10:** defend the research project by justifying the choice of the research problem and methodology also by clearly articulating the research findings and their significance for educational practice and research.

GUIDELINES:

The Dissertation shall be a compulsory course in MED programme. Students are required to select one problem from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners and shall be based on the following guidelines.

- The dissertation shall either be a record of original work or an ordered and critical exposition of existing data base with regard to educational problem.
- The topic of the dissertation shall be approved by the Departmental Committee where the student has to present the Synopsis describing Problem of the study, Review of Literatures, Methodology to be adopted including Hypothesis (if any), Significance of the Study and outcome of the study.

- Each candidate shall submit a dissertation on an educational problem under the guidance and supervision of member of faculty of education department of the University/Institute/ College. Three copies of the dissertation and duly certified by the supervisor/guide shall be submitted one month before commencement of the examination.
- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her or anyone else by the university or any other university/institution.
- The dissertation shall be examined by the external examiner. External Examination of Dissertation includes the evaluation of the research report and viva-voce examination.

ASSESSMENT FRAMEWORK:

The assessment of the dissertation will be based on overall cohesion and the logical organization of the research report. Assessment will include the clarity and relevance of research questions and objectives. Students' ability to critically analyze and synthesize relevant scholarly works, identify gaps in existing knowledge and presentation of theoretical framework of the research. The appropriateness of research methodology and alignments with research question and objectives will be assessed. The appropriateness of method of data collection and data analysis technique will be assessed. The analysis and interpretation of data must align with research question and objectives. Students must discuss implications and offer recommendation on the findings. They must adhere to the ethical practices throughout the entire research process and research report must be written in accordance to the academic conventions and style prescribed by the APA latest edition. In the viva-voce examination students' ability to effectively present and defend the research work will be assessed.



MED-P-666**INTERNSHIP IN SPECIALIZATION****Semester: Fourth Semester****Course Level: 600****Total: 100 Marks****L+T+P: 0+0+4 = 4 Credits****Lecture: 0 Hrs + Tutorial: 0 Hrs + Practical: 120 Hrs**

The students will select any two activities as per their choice of theme-based specialization in semester-III and semester-IV.

GUIDANCE AND COUNSELLING

1. Prepare a report on the existing guidance and counselling services in an elementary/ secondary school.
2. Visit a nearby school and study the counselling approaches and techniques adopted in the school guidance program.
3. Prepare a report on the implementation of guidance program in an elementary/secondary school
4. Prepare a report on school counselling interventions of the past 5 years
5. Interview a school counsellor on the ethical issues and dilemmas faced in counselling.

CURRICULUM PEDAGOGY AND ASSESSMENT

1. Visit SCERT and study the curriculum making process for elementary/secondary level
2. Prepare a model curriculum on your method specialisation for elementary/ secondary level
3. Observe at least 5 classes at elementary/ secondary level and prepare a report on the pedagogic process.
4. Prepare rubrics for assessment of topics in science/social science/ language or any other school subject areas.

EDUCATIONAL TECHNOLOGY

1. Design an interactive lesson using educational software and digital resources.
2. Develop some innovative method of assessment using online digital tools.
3. Create a virtual classroom, add students, upload class content and conduct assessment.
4. Prepare a report on the use of ICT in schools.

INCLUSIVE EDUCATION

1. Prepare a report on facilities for differently abled students at elementary/secondary school.
2. Conduct a case study on a differently abled child at elementary or secondary level.
3. Visit an elementary / secondary school and observe classroom practices with reference to the index of inclusion.
4. Prepare a report on the implementation of various government schemes and policies for inclusive education at elementary/ secondary level.

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

1. Prepare an organogram for management of an elementary /secondary school/project/programme/scheme through scientific approaches like SWOT/ PERT/ system approach.
2. Study and functioning of School Management Committees(SMC's), School Management and Development Committee (SMDC) of any school.
3. Case study of functioning of Government /Private Schools for Administration and Management of Elementary and Secondary Education.
4. Conduct a survey on resources available in any Elementary /Secondary Level.
5. Prepare a report on facilities for games and sports in an elementary/secondary school.

EDUCATION POLICY AND PLANNING

1. Conduct a policy analysis of any state/ national policy through appropriate framework
2. Interview RMSA/SSA official to understand the process of educational planning,
3. Interview experts at the national and state level to understand the process of policy making.
4. Visit any policy making institute at the state level and prepare a report on its functioning
5. Conduct an appraisal of the latest District Secondary Education Development plan in your district

TOTAL DURATION: 3 Weeks

ASSESSMENT FRAMEWORK

Internship report will be evaluated by an external examiner and also viva voce examination will be conducted. The presentation of reflective report on the experiences in the internship will be evaluated internally in the department.

