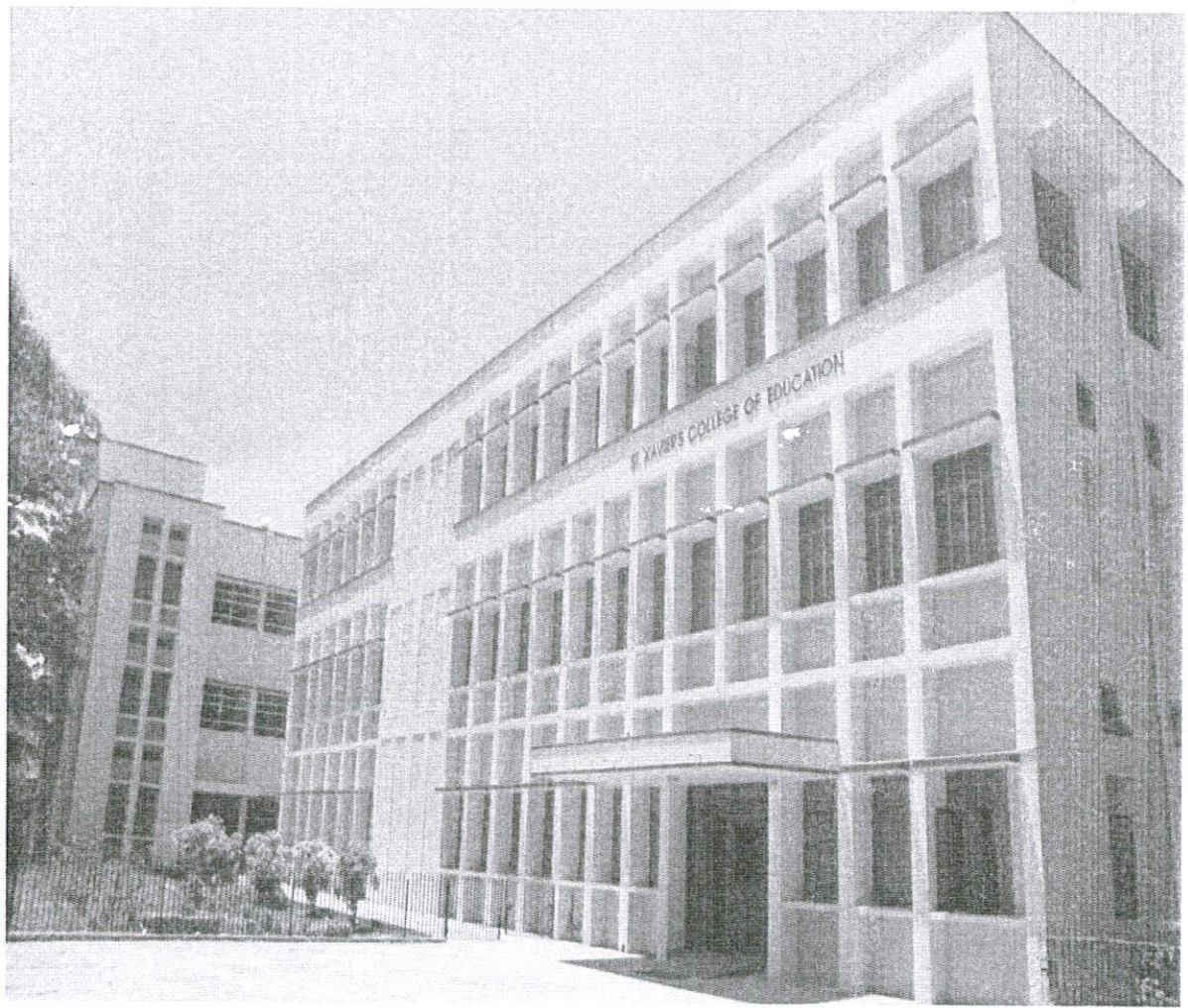


**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
PATNA**

**NAAC Accredited with 'A' Grade (3rd Cycle)
Aryabhata Knowledge University**



Syllabus for Master of Education (M.Ed.)

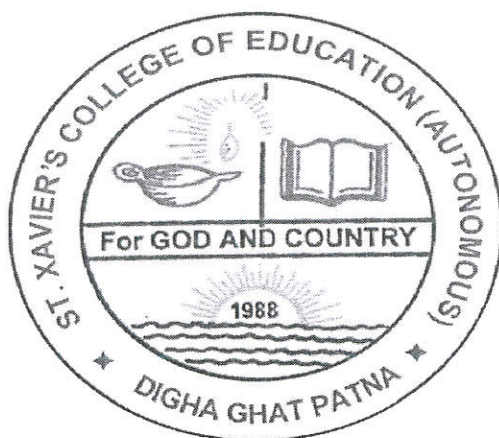
Choice Based Credit System (CBCS)

**(Approved by Board of Studies, dated 25.09.2025 and Academic Council
Meeting, dated 16.10.2025)**

Syllabus of Master of Education (M.Ed.)

Semester Wise

(As per Regulation of 2-Years M.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)



**ST. XAVIER'S COLLEGE OF EDUCATION
(AUTONOMOUS)**

NAAC Accredited 'A' Grade (3rd Cycle)

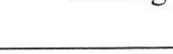
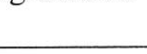
ARYABHATTA KNOWLEDGE UNIVERSITY

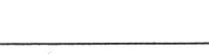
- PO1. Professional Capacity:** Apply the knowledge and principles of Philosophy, Sociology, Psychology, and ICT to enhance capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.
- PO2. Professional Ethics:** Practice professional ethics in teaching, research, and administration at a variety of educational settings and Teacher Education Institutes by maintaining norms, regulations, values, and high standards.
- PO3. Research Attitude and Aptitude:** Develop research attitude and aptitude to solve educational problems.
- PO4. Innovative Teacher Education Practices:** Develop the ability to understand the major issues of teacher education and apply innovative strategies to solve them.
- PO5. Curriculum Design:** Design, evaluate and adapt curriculum plans that align with diverse learners' needs, educational standards, and instructional goals.
- PO6. Educational Technology Integration:** Use digital tools and educational technologies to improve teaching, learning, assessment, and research.
- PO7. Independent and Teamwork Capacities:** Perform effectively either in the role of member or leader in diversified educational settings and Institutions of Teacher Education.
- PO8. Professional Communication Skills:** Use diversified tools & technologies of communications and communication skills to serve the professional purpose and standards expected from the classroom to the broader zone of educational activities.

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Through the M.Ed. programme, the prospective teacher educators will be able to:

- | | |
|--------------|---|
| PSO1. | Teacher Education: Recognize the importance of teacher education within the evolving requirements of school education. |
| PSO2. | Foundational Knowledge: Explore and apply ideas, theories, and methodologies from Philosophy, sociology, and Economics in the context of teaching and learning. |
| PSO3. | Psychology of Learners and Learning: Apply the psychology of learners and learning for creating a conducive learning environment and carrying the teaching-learning activities effectively. |
| PSO4. | Policy Documents: Analyse the concerns mentioned in the major educational policy documents like NCF 2005, NCFTE 2009 & NEP 2020. |
| PSO5. | Research Abilities: Demonstrate a comprehensive understanding of various research paradigms, methodologies, and ethical considerations, enabling them to independently conceptualise design, and execute rigorous research projects within their field study. |
| PSO6. | Leadership Skills: Acquire leadership skills like communication, problem-solving, decision-making, team building, time management and conflict resolution required for the proper management of any educational set-up. |
| PSO7. | Academic Administration and Management Capacities: Apply the knowledge of educational administration & management in academic planning, organisation, evaluation, decision-making, and resource management according to predetermined goals, norms, and standards. |
| PSO8. | Curriculum Development: Develop competency for the development and assessment of curriculum, syllabus, textbooks, and instructional materials |
| PSO9. | Practical Skills: Develop skills to manage internship, practical and in-service training programmes. |

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- PSO10. Innovative Methods:** Employ and adapt innovative pedagogical approaches and technologies to enhance teaching and learning experiences, fostering critical thinking, creativity, and active engagement among students.
- PSO11. School Education:** Sharpen epistemological, axiological, and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education.
- PSO12. National and International perspectives:** Develop national and international perspectives about educational theory and practice to enable the learners to visualise the inter linkages and dependency among different educational systems.
- PSO13. Digital Learning:** Develop a working knowledge of ICT and digital learning tools to facilitate the teaching-learning process.
- PSO14. Inclusive Environment:** Foster an inclusive learning environment by providing effective academic support and addressing the needs of diverse learners.
- PSO15. Environmental Awareness:** Develop environmental awareness, sensitivity and a favourable attitude towards the environment and will be able to design a green curriculum.

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ST. XAVIER'S COLLEGE OF EDUCATION
(Autonomous), Patna

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

NAAC Accredited 'A' Grade (3rd Cycle)

Syllabus for Master of Education (M.Ed.)

SEMESTER I, II, III & IV

	Page No.
1. M.Ed.:	01 - 98
(i) Course Structure	07 - 08
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(iii) Syllabus	18 - 98

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	CONTENTS	
Regulation	REGULATIONS	Page No.
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4.	Examinations	10
5.	Conduct of Examination and Moderation of Results	13
6.	Award of Degree	17

COURSES OF STUDY

SEMESTER I

Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC-01	Psychology of Learning and Development	04	30	70	100	18
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100	24
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100	29
MCC -04	Fundamentals of Educational Research	04	30	70	100	33
MEPC- 01	A. Communication and Expository Writing	01	50		50	37
	B. Personality Development	01				
Total	Semester-I	18	170	280	450	

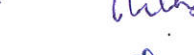
SEMESTER II

Course Code	Subjects	Credits	Internal	External	Total	Page No.
MCC - 05	Sociological and Philosophical Perspectives of Education	04	30	70	100	38
MCC - 06	Teacher Education: Issues and Challenges	04	30	70	100	43
MCC - 07	Curriculum Studies	04	30	70	100	47
MCC - 08	Innovative Teaching-Leaning	04	30	70	100	52
MCC - 09	Dissertation	04	30	70	100	56
MEPC- 02	Internship in a teacher Education Institution	04	50		50	59
Total	Semester-II	24	200	350	550	

























SEMESTER III						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
MSC- 01	Elementary/Secondary Education for differently-abled	04	30	70	100	60
MSC - 02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100	64
MSC - 02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	30	70	100	67
MCC- 10	Advanced Research Methodology	04	30	70	100	71
MCC- 11	Creativity and Value Education	04	30	70	100	75
MCC- 12	Environment and Education	02	15	35	50	78
MEPC- 03	Internship	04	50		50	80
Total	Semester-III	22	200	350	500	
SEMESTER IV						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
MSC- 03#	Policy, Economics and Planning in Elementary Education	04	30	70	100	81
MSC- 03##	Policy, Economics and Planning in Secondary Education	04	30	70	100	84
MSC- 04	Educational Management and Administration in Elementary/Secondary Education	04	30	70	100	87
MSC- 05	Education Technology and ICT	04	30	70	100	93
MCC - 13	Dissertation	04	100(60 Report+ 40 Viva)		100	96
MEPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100	98
Total	Semester-IV	20	290	210	500	

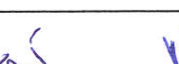
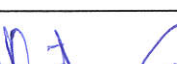
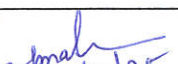
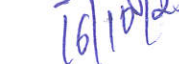
CO: Course Outcomes

Is for Elementary(VIII)Specialisation and ## for Secondary (IX-XII)Specialisation

MCC: M.Ed. Core Course

MSC: M.Ed. Special Course

MEPC: M.Ed. Enhancing Professional Capacity

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1. About the Course

Any student who has obtained at least 50% marks or an equivalent grade in B.Ed., B.A. B.Ed., B.Sc. B.Ed., B.El.Ed. or D.El.Ed. with UG degree with at least 50% marks in each may be admitted to the examination for the degree of Master of Education.

2. Duration of Course

- 2.1 The M.Ed. programme shall be for two academic years (having four semesters of six months each).
- 2.2 The end-semester examination shall be held after the completion of the semester on the dates notified by the College.
- 2.3 Working Days
 - 2.3.1 There shall be at least 90 working days in each semester inclusive of classroom transaction, practicum, field study and conducting experimentation.
 - 2.3.2 The institution concerned shall work for thirty-six hours (five or six days) in a week, during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and for mentoring students.
 - 2.3.3 The minimum attendance of each student shall have to be 80% for all course work and 90% for the field attachment.

2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialising in select areas, and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of 2-year M.Ed. program will consist of the following components:

- 2.4.1 Field Immersion/attachment/Internship: There shall be core courses (which shall have about 60% of credits) and specialisation courses and a dissertation with about 40% of credits.

9

4.4. Scheme of Study

Courses of Study**SEMESTER I**

Course Code	Subjects	Credits	Internal	External	Total
MCC -01	Psychology of Learning and Development	04	30	70	100
MCC -02	Historical, Political and Economic Perspectives of Education	04	30	70	100
MCC -03	Relevance of Teachers Education in Changing Times	04	30	70	100
MCC -04	Fundamentals of Educational Research	04	30	70	100
MEPC- 01	A. Communication and Expository Writing	01	50		50
	B. Personality Development	01			
Total	Semester-I	18	170	280	450

SEMESTER II

Course Code	Subjects	Credits	Internal	External	Total
MCC -05	Sociological and Philosophical Perspectives of Education	04	30	70	100
MCC -06	Teacher Education-Issues and Challenges	04	30	70	100
MCC - 07	Curriculum Studies	04	30	70	100
MCC -08	Innovative Teaching-Learning	04	30	70	100
MCC -09	Dissertation	04	30	70	100
MEPC- 02	Internship in a teacher Education Institution	04	50		50
Total	Semester-II	24	200	350	550

INTER SEMESTER BREAK-II- Dissertation related activities will be done*SEMESTER III**

Course Code	Subjects	Credits	Internal	External	Total
MSC-01	Elementary/Secondary Education for differently-abled	04	30	70	100
MSC-02#	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100
MSC-02##	Curriculum, Pedagogy and Assessment in Secondary Education	04	30	70	100
MCC-10	Advanced Research Methodology	04	30	70	100
MCC-11	Creativity and Value Education	04	30	70	100
MCC-12	Environment and Education	02	15	35	50
MEPC-03	Internship	04	50		50
Total	Semester-III	22	185	315	500

4.4. Scheme of Study

SEMESTER IV					
Course Code	Subjects	Credits	Internal	External	Total
MSC- 03#	Policy, Economics and Planning in Elementary Education	04	30	70	100
MSC- 03##	Policy, Economics and Planning in Secondary Education	04	30	70	100
MSC- 04	Educational Management and Administration in Elementary/Secondary Education	04	30	70	100
MSC- 05	Education Technology and ICT	04	30	70	100
MCC - 13	Dissertation	04	100(60 Report+ 40 Viva)		100
MEPC-04	Seminar, Group Activities, Laboratory Work, Field Work, Workshops(16 weeks)	04	100		100
Total	Semester-IV	20	290	210	500
Grand Total	Semester I+II+III+IV	84	845	1155	2000

CO: Course Outcomes

Is for Elementary (VIII) Specialisation and ## for Secondary (IX-XII) Specialisation

MCC: M.Ed. Core Course

MSC: M.Ed. Special Course

MEPC: M.Ed. Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carry out and monitor the internal assessment programme.

- 4.5 a. There shall be a total of **84 credits** which are distributed as follows:

Core papers:**42 credits**, Special papers:**20 credits**

Field internship and Practical activities: **14 credits** [4 credits in teacher education institution (Internship –I), 4 credits in specialization (Internship –II), 6 credits for different practical activities (MEPC-01 & MEPC-04)] and **8 credits** for research leading to Dissertation.

- Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group work/laboratory work/field work/workshop per week for sixteen weeks.
- Among 12 core papers, 11 papers carry 100 marks and 1 paper carries 50 marks.
- Among 4 EPC papers, one paper carries 100 marks & 3 papers carry 50 marks each. All these 4 papers will be evaluated internally by the examiners appointed by the College.

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- e. There are 5 Special papers each carrying 100 marks (70% marks for external & 30% marks for internal assessment)
 - f. All the M.Ed. students are required to go for Dissertation and Internship as prescribed in the curriculum. The weightage of internal assessment for engagement with the field shall be 100 per cent.
 - g. Total Dissertation will be carrying 200 marks
- 4.6 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.
- 4.7 For the evaluation of the dissertation there shall be the provision of one examination to be conducted by the College after completion of the Internship programme.
- 4.8 Courses of study for the Master of Education examination shall be the same as incorporated in the Regulation.
- 4.9 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of the prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination of the next succeeding session only.
- 4.10 A candidate shall be allowed to appear in the final examination of the Master of Education course only if he/she clears the 1st, 2nd & 3rd semester examinations. If he/she fails to clear the 1st, 2nd & 3rd Semester examinations of the succeeding session, he/she will not be allowed to appear in the final (4th semester) examination.

5. Conduct of Examination and Moderation of Results

- 5.1.1 All the Four semester-end examinations shall be conducted by the College which shall also finalize the programme for these examinations. The approved examination fee shall be charged.
- 5.1.2 Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.1.3 To pass the Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying marks, shall be declared as fail.

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5.2.2 Like wise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semester in the next succeeding examination of that semester.

5.2.3 No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.

5.2.4 The name of successful Candidates shall be arranged in order of merit as follows:

Percentage of Marks	Grade
86 and above	O(Outstanding)
76 to 85	A+(Excellent)
66 to 75	A(Very Good)
56 to 65	B(Good)
45 to 55	C(Average)
Less than 45	D(Fail)

The Semester Grade Point Average (SGPA) is to be calculated on the following basis :

$$\text{SGPA (S}_i\text{)} = \frac{\sum (C_i \times G_i)}{\sum C_i} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

C_i = Number of Credits of the i^{th} course; G_i = Grade points Score in the i^{th} course

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Semester – I M.Ed. Examination

Course No.	Marks obtain/100	Percentage of Marks	Grade Point	Credit	CreditGrade Point
MCC-1 (Comp. paper)	69	69	8	4	32
MCC-2 (Comp. paper)	71	71	8	4	32
MCC-3 (Comp. paper)	56	56	7	4	28
MCC-4 (Comp. paper)	47	47	6	4	24
MEPC-1(50 marks)	30	60	7	2	14
Total	273			18	130

Semester Grade Point Average

$$\text{SGPA} = \frac{130}{18} = 7.2$$

Suppose,

SGPA for M.Ed. student in semester-I = 7.2 Total Credits = 18

SGPA for M.Ed. student in semester-II = 6.2 Total Credits = 22

SGPA for M.Ed. student in semester-III = $\frac{7}{24}$ Total Credits = 24

$$\text{SGPA for M.Ed. student in semester-IV} = 7.5 \text{ Total Credits} = 20$$

Now we will calculate the CGPA of the student:

Cumulative Grade Point Average (CGPA) = $\sum (C_i \times S_i) / \sum C_i$

S_i = SGPA of the i^{th} Semester; C_i = total credits in the i^{th} semester

$$= \frac{7.2 \times 18 + 6.2 \times 22 + 7 \times 24 + 7.5 \times 20}{84}$$

CGPA = 6.95

The cumulative grade point average will be calculated as per the formula given above

For the award of the class, CGPA shall be calculated on the basis of:

- (a) End Semester External Examination Marks
(b) Total Marks obtained (End Semester External Examination Marks + (Marks For internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA obtained on the basis of the four semesters

Classification of Final Result

Classification of Final Result	CGPA
First class with Distinction	7.5 and above
First Class	6.00 – 7.49
Second Class	4.5 – 5.99
Dropped or Fail	Below 4.5

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Kyill Jacobst
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Pilipin
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Ph

Sud
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Norish
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Dapaduna
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Ph

Conversion of CGPA into Percentage

To convert CGPA into a percentage of a candidate, he/she has to multiply his/her CGPA score by 9.5. For example, if he/she has obtained 9.4 CGPA then the equivalent percentage of marks would be $9.4 \times 9.5 = 89.3\%$.

6. Award of Degree

The Students/Candidates, who complete the program successfully, shall be awarded Master of Education degree by the University in a prescribed format specifying the lass/Division/Grade in which s/he has been placed.

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SEMESTER-I

MCC-01: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To acquaint learners with the nature and processes of development and assessment of various traits and abilities;
- CO2: To appreciate common characteristics, educational needs, and behavioural problems of learners at successive stages of development.
- CO3: To help students understand the implications of various psychological theories for education.
- CO4: To acquaint learners with the nature and concepts of individual differences, Intelligence, and emotional intelligence.
- CO5: To familiarize students with the structure, functioning, and development of personality and their implications for education.
- CO6: To understand the emotional behaviour and balance their emotions.
- CO7: To understand the process of adjustment and stress management.

COURSE CONTENTS

UNIT I: HUMAN DEVELOPMENT AND THEORIES

- Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role
- Cognitive development: meaning of cognition, development of thought and knowledge – constructivist theory (of Piaget and Vygotsky), and its educational significance
- Social and Emotional Development: meaning and context (Family, Parenting style, peer, school and school–family linkage). Emotion – Meaning, nature, and kinds of emotions (Anger, love, fear, frustration, and anxiety) and their significant educational implications. Theory of Social Development (Erickson's), Socio-Emotional Classroom Climate
- Moral Development and Moral Education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and the role of school

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UNIT –II: LEARNING AND MOTIVATION

- Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning/conditions of learning.)
- Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications
- Theories of learning – Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's Field Theory; Bandura's Social Learning Theory
- Motivation: Concept, nature and relationship with learning; strategies of motivation

UNIT –III: INDIVIDUAL DIFFERENCE

- Individual Variations: concept and aspects; intra and inter differences, determinants (heredity and environment); Learning styles and teaching strategies to suit individual differences
- Intelligence: Theories of Intelligence: Early views and theories of intelligence (one factor, two factors, multifactor, Group factor theories, Structure of Intellect Model (Guilford); Later views and theories of multiple intelligence (Sternberg's theory, Gardner)
- Emotional Intelligence: concept and dimensions; implications for teachers and students

UNIT –IV: PERSONALITY AND MENTAL HEALTH

- Personality: concept, development, structure and dynamics of personality; Personality Theories: Trait Theories – Allport and Cattell, Psychoanalytic theory – Freud; Humanistic approach – Roger, Maslow
- Mental Health and Hygiene: nature, concept, scope and principles; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive); educational implications of mental health
- Mechanisms of Adjustment : defence, escape, withdrawal and compensatory
- Introduction to common forms of neurosis, psychosis and somatic disorders

TRANSACTION MODE

Lecture-cum-discussion; peer group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

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The students may undertake any one of the following activities:

- Case study of one student with adjustment problems
- Studying the personality characteristics of some successful individuals
- Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report
- Project work on identified themes
- Test on Personality, Aptitude and Creativity
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance
- A case study of an exceptional child and suggesting how to provide education for the child
- Assignments and tests
- Seminar and symposium

- Ausubel D.P. & Robison F.G.: School learning: An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc., 1969.
- Banyard, Philip, 2012, Essential Psychology, A Concise Introduction, Sage Publications, New Delhi
- Baron, Robert A, Misra, Girishwar, Psychology, Indian Subcontinent Edition, 2017, Pearson, Noida
- Bernard H.W. : Psychology of Learning & Teaching, New York MacGraw - Hill
- Bhuvaneshwari, K., 2011, Child and Adolescent Psychology, CBS Publishers & Distributors Pvt. Ltd., New Delhi
- Bigge, M.L.: Learning Theories for Teachers, Harper and Row Publishers, 1971.
- Bodine, Richard J., Crawford, Donna K., 1999, Developing Emotional Intelligence, A Guide to Behavior Management and Conflict Resolution in Schools, Research Press, Champaign
- Bower G.H. and Hilgard E.R. : Theories of Learning, Prentice Hall of India, New Delhi. 1980
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MCC-02: HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Full Marks: 100
Internal: 30 External: 70

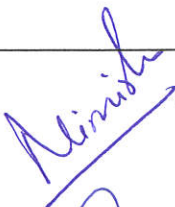
- CO1: To acquaint the students with the general development and progress of education before independence.
- CO2: To acquaint the students with the general development and progress of education after independence.
- CO3: To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- CO4: To enable the students to understand the various problems of education at different stages (Primary, Secondary, Higher Secondary, and higher education) with special reference to different Commissions and Committees.
- CO5: To enable the students to find out the reasons and evaluate the solutions of education for different stages.
- CO6: To enable the students to understand the problems related to the policies of the Government and to find remedies.
- CO7: To acquaint the students with the relationship between the financial support of education and the quality of education.
- CO8: To familiarize with the various sources of financing education in India.
- CO9: To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

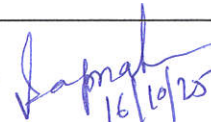
UNIT-I: HISTORY OF INDIAN EDUCATION-I

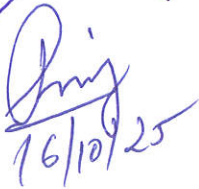
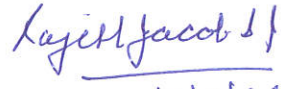
- Progress of Education in Ancient and Medieval period
 - Vedic Education System
 - Buddhist Education System
 - Jain Education System
 - Islamic Education System

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The course would be transacted through a participatory approach including group discussion; self-study, seminars/presentations by students etc.

The students may undertake any one of the following activities:

- Assignment/term paper on the selected theme from the course.
- A study of the functioning and contribution of a VEC/SMC/PTA.
- Critical analysis of grant-in-aid schemes of the state and the centre
- Funding scheme under RUSA
- Prepare a plan for the mobilization of different types of resources from the community.
- Analysis of the School Education Act of a state.
- Case studies of the School Education Act of state high results at the secondary/senior secondary levels.
- Identifying Social Problems and its solution for one B.Ed. College
- Critical Study of National Education Policy (2020).
- Manifestos of political parties on education

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- Sharma, U., Hand Book of Vedic Education, Shubhi Pub.,Towers Sec-14,Gurgaon-01, Haryana.

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SEMESTER-I

MCC-03: RELEVANCE OF TEACHER EDUCATION IN CHANGING TIMES

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To understand the concept, objectives and principles of teacher education.
- CO2: To acquaint the students with the innovative practices in teacher education.
- CO3: To develop professional ethics and commitment to the profession.
- CO4: To acquaint with different agencies of teacher education in India and their rules and functions.
- CO6: To understand the role of the professional organization of teacher educators.
- CO7: To understand major issues and problems of teacher education.
- CO8: To acquaint the students with the research orientation in a teacher education program.
- CO9: To enable the student to understand the need for continuing education of teachers and teacher educators.
- CO10: To enable the student to understand the planning, administration and financing of teacher education.

COURSE CONTENTS

UNIT I: PERSPECTIVES AND POLICY ON TEACHER EDUCATION

- Teacher Education: Meaning, aim, need and scope, teacher education in a changing society, a brief historical perspective (Chattopadhyay Committee Report, 1983-85) and recent development in teacher education (NCFTE 2009 and Justice Verma Committee Report 2012, NEP 2020 with reference to Teacher Education)
- Teacher Development: Concept, Factors influencing teacher development (personal, contextual)
- Teacher Expertise: Berliner's stages of development of a teacher
- National and State policies on teacher education: a review
- Different organizations and agencies involved in teacher education (NCTE, NCERT, UGC, NIEPA, SCERT, DIET): their roles, functions and networking
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices

existing programmes and practices

Jess
16/7/25

Achim
OK

Kajal Jacob SJ
16/10/25

Sushil
16/11/25

Pooja
16/10/25

Nirish
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Kapman
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EDUCATION CURRICULUM

- ## AND MODES

- ## EDUCATION

- Quantities and characteristics of an effective in-service teacher education

Choice Based Credit System (CBCS) – M.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2025)

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- अध्यापक शिक्षा का पाठ्यचर्या प्रारूप, (1996), राष्ट्रीय शिक्षक शिक्षा परिषद, नई दिल्ली
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SEMESTER-I

MCC-04: FUNDAMENTALS OF EDUCATIONAL RESEARCH

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To understand the concept of research and educational research.
CO2: To understand the types and methods of educational research.
CO3: To understand the steps involved in educational research.
CO4: To understand the procedure to conduct the research in the educational field.
CO5: To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
CO6: To examine the role of research tools in a research study.
CO7: To review the educational research articles.
CO8: To understand the role and use of statistics in educational research.
CO9: To understand the measures of central tendency and its uses.
CO10: To convey the essential characteristics of a set of data by representing it in tabular and graphical forms.

COURSE CONTENT

UNIT-I: CONCEPT OF EDUCATIONAL RESEARCH AND NATURE OF A PROBLEM

- Meaning, nature, need, importance and scope of educational research
- Meaning and Characteristics of Scientific method: Replicability, Precision, Falsification and Parsimony
- Types of Scientific method: Exploration, Explanatory and Descriptive
- Areas of educational research and different sources of generating knowledge
- Sources and criteria of selection of research problem- based on experience, discussion, literature survey
- Delimiting the Scope and Area of Study and stating problems in different forms

UNIT-II: TYPES OF RESEARCH AND ITS USES

- Types of Educational Research – Fundamental, Applied and Action research
- Historical Research: Need, Significance, Types, Sources, Collection of data, Establishing validity and Interpretation of data

validity and Interpretation of data

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Sushant
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Pranav
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- ### UNIT-III: VARIABLES, HYPOTHESES AND SAMPLE

- ## UNIT-IV: SIMPLE DATA ORGANISATION TECHNIQUES AND STATISTICS

- TRANSACTION MODE

SESSIONAL ACTIVITY/ PRACTICUM: (any one)

- (i) Identification of a research problem and stating it in different forms
- (ii) A project on sample description using data organization techniques
- (iii) Tabulation and Graphical Representation of Data using spreadsheet

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SEMESTER-I

MEPC-01: ENHANCING PROFESSIONAL CAPACITY

No. of Credits: 2

Full Marks: 50

Internal: 50

A. COMMUNICATION AND EXPOSITORY WRITING:

Communication skills, Expository writing and Academic writing involve the short workshop courses (or course) on communication skills and expository writing are intended to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience – as this is one of the essential expectations from all professionals in education. The workshops should also involve training in ICT and educational technology. The academic/Expository writing component is meant to focus on questions such as: What are the different kinds of writing and writing styles? What are the essential requirements of academic writing? What distinguishes good academic writing from others? What are academic sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's writing?

B. PERSONALITY DEVELOPMENT:

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psychosocial dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

The evaluation of both components A and B of EPC-01 will be done by Internal Evaluation Process.

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Dina 16/8/25
Sh 16/9/25
Suzel 16/X/2025
Ninide 16/10/25
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Kajell Jacob 16/10/25
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MCC-05: SOCIOLOGICAL AND PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Full Marks: 100
Internal:30 External:70

- CO1: To acquaint students with sociological perspectives of education.
- CO2: To enable students to understand how 'Education' is embedded in social structure and culture.
- CO3: To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups.
- CO4: To enhance the capacities of students for the critical evaluation of the role of education in social change.
- CO5: To apply the knowledge towards the promotion of National Integration and International understanding.
- CO6: To enable students to understand the meaning of philosophy and philosophical foundations of education.
- CO7: To develop an understanding of the nature and functions of the philosophy of education.
- CO8: To develop the skills of logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- CO9: To develop a critical appraisal of the contributions of great thinkers to education and society.
- CO10: To enable students to compare partially and holistically concepts of education between/among various philosophical schools/traditions.

UNIT I: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

- Concept and nature of Sociology of Education, Difference between Sociology of Education and Educational Sociology
- Approaches to Sociology of Education (Symbolic Interaction, Structural Functionalism and Conflict Theory)
- Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change
- Education and society - Education as a social system, as a socialization process and a process of social progress and change; social stratification and social mobility

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UNIT II: SOCIOLOGICAL VALUES ENSHRINED IN CONSTITUTION AND SOCIAL REFORMS

- Equality of educational opportunity and excellence in education, Equality Vs equity in education, inequalities in the Indian social system with special reference to socially disadvantaged groups, gender and habitation; measures to address them
- Education and democracy; constitutional provision of education, Nationalism and education, Education for national integration and international understanding

UNIT III: PHILOSOPHY OF EDUCATION&WESTERN PHILOSOPHICAL SYSTEMS

- Philosophy as General Frame of Reference: Meaning, definitions and functions of philosophy, Branches of philosophy and their relationship with educational problems and issues.
- Philosophy of Education: meaning, nature - Directive Doctrine, a liberal discipline and its functions- Speculative, Normative and Analytical
- Major schools of philosophy with special reference to the concepts of reality, knowledge and values, and their educational implications: Idealism, Naturalism and Realism
- Western Thinkers: Rousseau, John Dewey and St. Ignatius of Loyola

UNIT IV: INDIAN PHILOSOPHIES OF EDUCATION

- Indian Schools of Philosophy with special reference to their concepts of reality, knowledge and values, and their educational implications: **Sankhya, Yoga, Vedanta**, Bhagawat Gita, Buddhism, Jainism, Islamic and Christianity Traditions
- Indian Thinkers and their philosophical contribution in the field of education: Gandhi, Tagore, Aurobindo & J Krishnamurthy, **Savitribai Phule** and Dr. A. P. J. Abdul Kalam

TRANSACTION MODE

- Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations

SESSIONAL ACTIVITY/ PRACTICUM

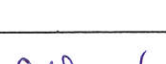
- Development of Assignment on the given topics and Presentation using suitable media.

SUGGESTED READINGS

- Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah, M. (eds.). *Education and the Process of Change*. New Delhi: Sage.
- Acharya, Poromesh, (1988). Is Macaulay Still Our Guru? *Economic and Political Weekly*, Vol. XXIII, No. 22. May 28. pp. 1124-1130.

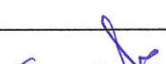
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- Mrunalini, T. , Philosophical foundations of Education, Neelakamal Pub., New Delhi
- Pal, Abhijit Kumar , Great Educational Theorist, Abhijit Pubs., New Delhi
- Pandey Ram Shakal Introduction to Major Philosophies of Education
- Pathak, R.P. , Philosophical & Sociological principles of Education, Dorling Kindersley, Noida
- Rosenkranz, J.K.F , Philosophy of Education, Cosmo Pubs., New Delhi
- Ruhela, S. P, Philosophical & Sociological foundation of Education, Agrawal Pub., Agra
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SEMESTER-II

MCC-06: TEACHER EDUCATION: ISSUES AND CHALLENGES

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To develop the understanding of the concept, objectives and principles of teacher education.
CO2: To understand the professional development of teachers and teacher educators.
CO3: To acquaint the student with the global context of teacher education.
CO4: To acquaint the student with the role of professional organization of teacher educators.
CO5: To help the student to understand major issues and problems of teacher education.
CO6: To acquaint the student with the research orientation in a teacher education program.
CO7: To develop understanding of paradigms for research on teaching.
CO8: To understand the role of the partnership in teacher education.

UNIT I: STRUCTURE, CURRICULUM AND MODES OF PRE-SERVICE TEACHER EDUCATION

- Pre-service teacher education – concept, nature, objectives and scope
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance – relative merits and limitations
- Modification of teacher behavior- Microteaching, Simulated teaching, Flander's Interaction Analysis Category System (FIACS)
- Concept and characteristic of the student - teacher as an adult learner, Concept of Andragogy and its principles

UNIT II: STRUCTURE AND MANAGEMENT OF TEACHER EDUCATION

- Structure of teacher education system in India – its merits and limitations
- Universalization of Secondary Education and its implications for teacher education at the secondary level
- Vertical mobility of a school teacher – avenues
- Professional development of teachers and teacher educators – present practices and avenues Professional Ethics and Quality Enhancement for professionalization of teacher education
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers
- Quality assessment of Teacher Education

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UNIT III: RESEARCH IN TEACHER EDUCATION

- Paradigms for research on teaching – Gage, Doyle and Shulman
- Research on the effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education and innovations: Teacher education in global context, Integrating Technology in teacher education, Preparing teachers for Inclusive Education

UNIT IV: PROBLEMS AND ISSUES IN TEACHER EDUCATION

- Challenges in the professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes
- Sufficiency of subject matter knowledge for teaching at the senior secondary level
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with schools and community, Government Agencies with Universities, NGOs and teacher education institutions, Preparing teachers for different levels of school education

SESSIONAL ACTIVITY/ PRACTICUM

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

EVALUATION

Whereas the evaluation of the taught on-campus courses would involve tests, assigned readings, seminars and projects in the same way as in other taught courses; the internship would be evaluated differently. This may involve performance rating through

- Observation of performance in transacting a unit from the teacher education curriculum,
- Cumulative assessment by the mentor teacher educator on dispositions and developmental aspects such as professionalism,
- Outcomes of activities such as designing training material and

Records submitted on reflections during internship, study of the teacher education institution on instructional and evaluation practices.

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Suresh 16/10/25
Nimish 16/10/25
Ajay 16/10/25
Lajesh Jacob 16/10/25
Sapna 16/10/25
Other signatures and dates are also present.

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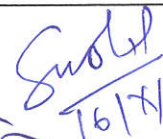
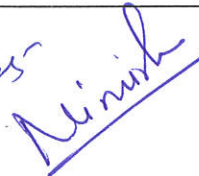
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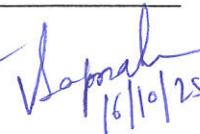
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SEMESTER-II

MCC-07: CURRICULUM STUDIES

No. of Credits: 4

Full Marks: 100

Internal:30 External: 70

COURSE OUTCOMES:

- CO1: To understand the underlying basis, principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be considered when developing a curriculum.
- CO2: To understand the foundations of curriculum development.
- CO3: To be acquainted with various curricular types and their designs, process and construction.
- CO4: To know about curricular content, curriculum implementation and the process of curriculum evaluation.
- CO5: To know and understand issues, trends and research conducted in India in the area of curriculum and curriculum development.
- CO6: To design and develop a curricular framework with given objectives in a particular field of formal study.
- CO7: To understand the concept and principles of curriculum development.
- CO8: To understand and appreciate curriculum as a means of development of the individual.
- CO9: To appreciate the need for continuous Curriculum reconstruction.
- CO10: To develop skills in framing curriculum for subjects of teaching, analyzing curriculum
- CO11: To analyze the teaching-learning process and develop course contents in the subjects of teaching.

COURSE CONTENT:

UNIT I: CURRICULUM CONCEPT AND FOUNDATIONS

- Curriculum, Syllabus and Textbooks: concept, meaning, differences and preparations
- History of curriculum development
- Bases, determinants, and motives of curriculum development—Philosophical, Psychological, Sociological and discipline-oriented considerations
- Approaches to Curriculum theories: Behaviouristic, Scientific and Humanistic






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- Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, society centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spiral
- Curriculum design and organization: Components, sources, principles and approaches.
- Role of UGC, NCTE and Universities in Curriculum Development and Implementation

- Curriculum Construction –Approaches; deduction of curriculum from aims and objectives of education
- Models of curriculum: Different models of curriculum development – Tyler's model, Grassroot-level planning (Hilda Taba), System-analysis
- Curriculum Implementation: Models and Strategies, Leadership role and community participation
- Role of curriculum support materials and types and place of materials and media (aids) to be used

- Curriculum Evaluation: Meaning and Importance
- Approaches of Curriculum Evaluation: Scientific- Positivist vs. Humanistic-Naturalistic
- Models and Types of Curriculum Evaluation and Interpretation of evaluation results: Formative Vs. Summative, Tyler's Model, Stakes' Model, Provu's Model, CIPP Model. Scriven's Model, Kirkpatrick's Model
- Issues and Trends in curriculum development and curriculum researches in India

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self-study and presentation of paper in internal seminars; self-reading of original sources i.e. NPE, NCF, CABE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts need to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised.

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Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc. could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers.

As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

SESSIONAL ACTIVITY/ PRACTICUM

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

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AUDIO-VIDEO CDS

- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.


 Rajesh Jacob
16/10/25

UNIT III: TECHNOLOGY AND VIRTUAL LEARNING ENVIRONMENTS

- Technology and Digital Platforms
- Digital Content: Synchronous and Asynchronous
- Teachers and Learners and Information and Communication Technology
- Internet tools and Web Tools, Courseware and LMS
- Massive Open Online Courses(MOOCs),SWAYAM
- Distance, Online courses and International Collaboration
- Open Educational Resources (OER), National Repository of OER

UNIT IV: ASSESSMENT REFORMS AND PRACTICES IN NEW LEARNING PARADIGM

- Direct and Authentic Assessments
- Continuous and Comprehensive Evaluation
- New trends in Assessment: On-Demand Examination, Choice Based Credit Systems, Grading System, Portfolios, Open book system, Open Ended/Flexible Answered Examination, Self and Peer Assessments.
- Technology-supported Evaluations-Role of NTA in conducting National Level Examination, WebQuest.
- Feedback and Reporting, Evaluation Rubrics
- Product vs Process based evaluation
- Subject/Person vs of Subject/Discipline-based Evaluation

TRANSACTION MODE

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

SESSIONAL ACTIVITY/ PRACTICUM

Students can initiate and organize any two of the following teaching-learning situations.

- | | |
|------------------------------|-----------------------|
| • Collaborative learning | • Teacher for the day |
| • Cooperative learning | • Peer Learning |
| • Activity Based Learning | • Field Visit |
| • Team teaching and Learning | • Pair-group learning |
| • Performance tasks | • Brainstorming |
| • Flipped Learning | • Concept Mapping |
| • Blended Learning | • Roleplaying |
| • Programmed Instruction | • Storyboarding |
| • Spaced Learning | |

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SEMESTER-II

MCC-09: DISSERTATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To develop the basics of a research proposal
- CO2: To develop the concept of different sections of a research proposal
- CO3: To develop the concept of tools and techniques
- CO4: To develop the basics of a good research tool
- CO5: To develop items of a research tool
- CO6: To perform Item Analysis of the test items
- CO7: To develop the skill of research report writing
- CO8: To acquaint them with different referencing styles
- CO9: To review the educational research articles
- CO10: To use the library, Internet services and other sources of knowledge for educational research purposes

COURSE CONTENTS

UNIT-I: RESEARCH PROPOSAL

- Basics of a Research Proposal
 - Conceptual Framework
 - Selection & finalization of an educational research problem
 - Operational and functional terms
 - Review of related literature
 - Objectives, assumptions, hypothesis, research questions
 - Selection of method, sample and tools
 - Data analysis method
 - Chapterization
 - Time budgeting, financial budget
- Evaluation of a research proposal

UNIT-II: RESEARCH TOOL BASICS

- Tools and Techniques of Educational Research- meaning and concept
- Basics of a Good/Standardised Research Tool
- Reliability and its types with examples

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Kajal Jaiswal
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- Steps of Preparation and Standardisation of research tool
- Questionnaire, Rating Scales, Checklist
- Observation Schedule, Interview schedule
- e-tools – email, Online survey tools, fax, website, Internet, e-conferencing platforms
- Achievement Tests : Procedure of development and standardisation
- Objective test Items (MCQ's, Match the Following, True-False Items and Fill in the Blanks)

- Educational Research Report Writing
- Purpose and need at different stages of research
- Source and types of Review material
- Recording of various references- notes taking
- On line/ off line references
- Format, Style, content and chapterisation of a Research Report
- Reference Style: APA,MLA,CHICAGO
- Bibliography, Appendices
- Characteristics of a good research report
- Evaluation of a research report

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

- The students have to prepare a research proposal.
- The students have to prepare at least one of the tools and standardize it. This covers a selection of the items, item-analysis, reliability, validity, discriminating index, difficulty index, scoring procedure, blue-print, and try-out related activities. The Evaluation in this area consists of the final presentation of the research tools and approval by the team of experts internally.

Evaluation in this area consists of the final presentation of the research tools and approval by the team of experts internally.

Jes
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Sunat
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Nirash
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Rajesh Jacob
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SEMESTER-II

MEPC-02: INTERNSHIP IN A TEACHER EDUCATION INSTITUTION

No. of Credits: 4

Full Marks:50

Internal: 50

The internship has been conceptualised in two parts of 4 credits each. *First part involves a compulsory attachment with a teacher education institution during the Semester II.* The second part involves interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for duration of three to four weeks each.

The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The evaluation of MEPC-02 will be done by Internal Evaluation Process.

Lajeth Jacod S f.
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Susil
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Raj
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Daphne
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**MSC-01: ELEMENTRY/SECONDARY EDUCATION FOR
DIFFERENTLY ABLED**

Full Marks: 100
Internal: 30 External: 70

CO1: Explain the concept and content of differently abled children and education.
CO2: Describe the concept, nature and assessment of different disabilities.
CO3: Explain the policies and legislation on differently abled education at national and international levels at elementary/secondary level.
CO4: Enumerate current trends and future perspectives in differently abled education at elementary/secondary level.
CO5: Explain the importance of equal educational opportunities for differently abled at elementary/secondary level.
CO6: Understand the schemes and programmes of the education of the differently abled children at elementary / secondary level.

UNIT I: CONCEPT OF DIFFERENTLY-ABLED

- Exceptionality and problems of classification and labelling
- Need and scope of differently abled
- Historical perspectives of differently abled
- Sociological perspectives of differently abled
- Normalization, Deinstitutionalization
- Integration, Mainstreaming, Inclusion
- Models of Integration and Inclusive Education
- Open Distance Learning System for differently abled, Assistive technologies and Digital Resources

- Visual Impairment, Hearing Impairment, Communication Disorders, Physical Disabilities, Learning Disabilities, Intellectually Challenged, Emotional and Behavioral Disorders, Autism, Multiple Disabilities

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 S. J. 16/10/25
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 L. J. 16/10/25
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 R. J. 16/10/25
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 V. J. 16/10/25
 W. J. 16/10/25
 Y. J. 16/10/25
 Z. J. 16/10/25

- Meaning, definition and types of rehabilitation at elementary/secondary level
- Types of Rehabilitation Programmes – Institution Based Rehabilitation and Community Based Rehabilitation at elementary/secondary level
- Role of family and community in the rehabilitation process at elementary/secondary level
- Appropriate vocational counseling and training, different techniques in counseling
- Current trends and issues in differently abled education at elementary/secondary level:
 - Early identification and intervention
 - Individualized instruction
 - Advocacy
 - LRE
 - Collaboration
 - Attitudes and Awareness

- Educational programming at elementary/secondary level
- Specialized Instruction and Assistance from special teachers at elementary/secondary level
- Curricular modifications at elementary/secondary level
- Modifications in the learning environment
- Role of UN in promoting Human Rights
- United Nations Declaration on the Rights of the Persons with disabilities
- Role of UNESCO, WHO and UNICEF in education and rehabilitation of the PwD
- International Legislation for differently abled: UN-ESCAP, UNCRPD

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Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

- Critical observation of Resource Room/Special/Inclusive School
- Practicing Indian Sign Language

- A Handbook For Parents of Children With Disabilities, Government of India Planning Commission(Education Division)Calcutta: Wiley Eastern Publishing
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- Deno, E. (1973). *Instructional Alternatives for Exceptional Children*. Reston V A.E.F
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- Narsimhan, M. C. & Mukherjee, A. K. (1986). *Disability- A continuing challenge*.
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- Rajesh Jaiswal S.I.
16/10/25

Special Paper- Elementary Education

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

CO1: Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.

CO2: Reflect on the need and importance of work experience, art education and health and physical education.

CO3: Understand the importance of teaching of language and mathematics at elementary level.

CO4: Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.

CO5: Develop research insight for curriculum development in elementary education.

UNIT I: PRINCIPLES OF ELEMENTARY SCHOOL CURRICULUM

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities
- Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist
- Evaluation of curriculum: formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities
- The relevance of NCF-SE 2023 and autonomy in developing curriculum with regard to local specific issues and challenges

- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas

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Rajesh Patel
 16/10/25

- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

UNIT III: LANGUAGE(S) AND SOCIAL SCIENCES

- Place of language in elementary school curriculum, objectives of teaching in mother-tongue/language(s); listening, reading, speaking and writing; psycho-linguistic and socio-linguistic aspects of language
- Learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills
- Need for developing environmental awareness, population awareness, family welfare awareness; place of social sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child
- Evaluation in Social Sciences and Preparation of curricular material

UNIT IV: MATHEMATICS AND ENVIRONMENTAL STUDIES/ NATURAL SCIENCES

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material; Evaluation of Science Learning and Process Skills

Learning and Process Skills

Jagjit
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Nikhil
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Sunil
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Group discussion, Lecture-cum-discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

The students may undertake any one of the following activities:

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

- Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
- Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce. Rand Menally& Co., Chicago.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
- Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart &Winsten, N.York.
- The Study of Primary Education – A Source Book, Volume I & II, 1984.
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

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**MSC-02##: CURRICULUM, PEDAGOGY AND ASSESSMENT IN
SECONDARY AND SENIOR SECONDARY EDUCATION**

Internal: 30 External: 70

- CO1: Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage.
- CO2: Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- CO3: Understand the importance of teaching of language, science and mathematics at secondary level.
- CO4: Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level.
- CO5: Develop research insight for curriculum development in secondary education.
- CO6: Understand the nature and uses of different types of tools and techniques of evaluation in education.
- CO7: Acquire the skill to construct the achievement and diagnostic tests.
- CO8: Administer the tests and interpret the best scores and its implication to students and parents.
- CO9: Undertake action research and interpret the results.

UNIT I: PRINCIPLES OF SCHOOL CURRICULUM DEVELOPMENT AT SECONDARY AND SENIOR SECONDARY LEVEL

- Concept, components and determinants of curriculum; principles of curriculum construction
- Criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist;
- Evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities
- The relevance of NCF-SE 2023 and autonomy in developing curriculum with regard to local specific issues and challenges

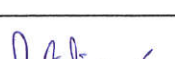
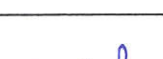
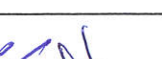
to local specific issues and challenges

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- Focus on three-language formula emphasising the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction
- Need of English to get equal importance with other Indian Languages
- Concept of multilingualism: Benefits of multilingualism in education, multilingual character of the classroom
- Focus on conceptual understanding rather than lining up facts, ability to think independently and reflect critically on social issues
- Nature of Social science at secondary stage: Social Sciences comprising history, geography, civics and economics in composite form
- Nature of Social science at + 2 stage: Social Science as separate discipline like political science, geography, history, economics, sociology and psychology

- Science in the school curriculum : NCF-SE 2023
- Science as a composite discipline at secondary stage, Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology at higher secondary stage
- Systematic experimentation as a tool to discover/verify theoretical principles and work on locally significant projects involving science and technology
- Concerns in maths education: NCF-SE 2023, content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics and science; diagnosis and remediation of difficulties in learning mathematics and science

- Meaning, nature and functions of evaluation
- Inter-relationship between measurement, assessment, test, appraisal and examination
- Types of evaluation – formative and summative evaluation, continuous and comprehensive evaluation.
- Testing and Non-testing tools of evaluation: essay type, short answer and objective type of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records.
- Characteristics of a good test
- Planning and preparation of a test

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SEMESTER-III

MCC-10: ADVANCED RESEARCH METHODOLOGY

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To develop understanding on qualitative research design.
- CO2: To use appropriate procedures to analyse qualitative data.
- CO3: To have a positive disposition about research ethics.
- CO4: To understand intentional or unintentional Plagiarism.
- CO5: To understand the role and use of statistics in educational research.
- CO6: To examine relationship between and among different types of variables of a study.
- CO7: To select the appropriate statistical methods in educational research.
- CO8: To test specific hypotheses about populations based on their sample data.
- CO9: To use computers for data analysis.
- CO10: To demonstrate competence in the use of statistical packages for analysis of data.

COURSE CONTENT

UNIT-I: QUALITATIVE RESEARCH DESIGNS AND EMERGING TRENDS

- Grounded Theory (GT) Designs: Types, characteristics, designs, Steps in conducting a GT research, Strengths and Weakness of GT
- Narrative Research (NR) Designs: Meaning and key Characteristics, Steps in conducting NR design
- Case Study (CS): Meaning, Characteristics, Components of a CS design, Types of CS design, Steps of conducting a CS research, Strengths and weaknesses of CS
- Ethnography: Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses of ethnographic research
- Mixed Method (MM) Designs: Characteristics, Types of MM designs -Triangulation, explanatory and exploratory designs, Steps in conducting a MM designs, Strengths and weakness of MM research

UNIT-II: RESEARCH ETHICS AND MODERN TRENDS IN RESEARCH

- Ethical issues: Plagiarism and copyright rules
- Publication in reputed journal: Impact factor, h-index, UGC-Care list, Scopus Index

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- ### UNIT-III: DESCRIPTIVE STATISTICS

- ## UNIT-IV: INFERENCE METHODS

- TRANSACTION MODE

SESSIONAL ACTIVITY/ PRACTICUM

- Identification of variables of a research study and classify them in terms of functions and level of measurement
- Data analysis using spreadsheet and SPSS
- Creating an account in academic and research social media platform

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SEMESTER-III

MCC-11: CREATIVITY AND VALUE EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To be acquainted with scientific and sound principles and theories of education.
CO2: To understand the concept, nature and scope of creativity in education.
CO3: To gain knowledge about different educational strategies for enhancing creativity.
CO4: To be familiarized with different assessment techniques for scaling Creativity and CT.
CO5: To acquire knowledge about the concept of value and its types.
CO6: To expose the students towards moral education and its assessment.

COURSE CONTENT

UNIT-I: CREATIVITY: AN OVERVIEW

- Meaning, Nature, Process and Characteristics of Creativity
- Meaning, Nature, Process and Characteristics of Creative Thinking
- Factors affecting Creativity and Creative Thinking
- The Impact of Rewards on Creativity
- Instructional Approaches to enhance Creativity and Creative thinking

UNIT-II: ASSESSMENT OF CREATIVITY AND OTHER ISSUES

- Assessment of Creativity and Creative thinking
- Cross Cultural Issues in Creativity and Critical Thinking
- The Relationship between Metacognition and Creativity and Critical Thinking
- Creativity and Creative thinking in Advanced Learning Technologies
- Issues of Transfer in Creativity and Critical Thinking

UNIT-III: VALUE EDUCATION

- Concept of Values, Morals and Ethics
- Meaning of human values and their determinants
- Different Types of values: intrinsic and extrinsic
- Concept, Need and Importance of Value Education
- Realization of values through Education –Role of family, school and teachers
- Values enshrined in the Constitution of India

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- Moral Education Vis-à-vis religious education; moral instruction, moral training and moral indoctrination
- Models of Moral Education
 - Rationale Building Model
 - The consideration Model
 - Value clarification Model
 - Social Action Model
 - Just Community Intervention Model
- Concept of moral maturity and moral dilemma; Assessment of moral maturity via moral dilemma resolution

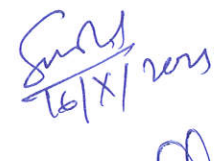
Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion

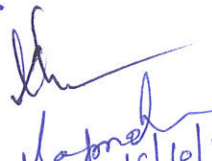
The students are advised to take up a case study to study the creativity of a child or specific group and suggest measures to develop the creativity. The students also have to participate in meaningful discussion on the topics of value decision, morality and justice.

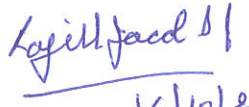
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MCC-12: ENVIRONMENT AND EDUCATION

Full Marks: 50

Internal: 15 External: 35

CO1: To develop awareness about environment.
CO2: To nurture the skills for taking steps towards sustainable development.
CO3: To develop awareness towards environmental problems.
CO4: To understand the different environmental educational practices in schools.
CO5: To develop the ideas about the environmental projects from various countries.

UNIT I : UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES

- Concept of environment, ecosystem and Sustainable development
- Natural system earth and biosphere, abiotic and biotic components
- Natural resources, biotic and abiotic resources
- Concept, objectives and importance of Environmental Education
- Environmental hazards and disasters
- Environmental pollution: physical, air, water, noise, chemical
- Extinction of flora and fauna, Deforestation, Soil erosion
- Need for conservation, preservation and protection of rich environmental heritage; Environmental Acts and laws

- Features of curriculum for Environmental Education; Green Curriculum
- Programme of Environmental Education for primary, secondary and higher education institutions
- Strategies, Methods and Approaches of Environmental Education: Integrated and interdisciplinary approaches
- Treating Environmental Education as a separate subject, topical units
- Relationship between man and environment, Human Adaptations to Environment, Population and its effect on environmental resources.
- Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.
- Comparative study of environmental projects from various countries.

Comparative study of Environmental projects from various countries.

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SEMESTER-III

MEPC-03: INTERNSHIP IN THE AREA OF SPECIALISATION

No. of Credits: 4

Full Marks:50

Internal:50

The internship has been conceptualized in two parts of 4 credits each. I. The first part involves a compulsory attachment with a teacher education institution. *The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III.* The internships will be for a duration of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level-based specialisations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialisations be organised in institutions at the relevant level only. For example, Students with specialisation in elementary education will be placed in Elementary School/Elementary Teacher Education institutions, and those with secondary education will be placed in Secondary School/Secondary Teacher Education Institutions.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of the assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make sense of their field observations and experience. This is also to facilitate a bridge between what students learn in the classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

The evaluation of MEPC-03 will be done by the Internal Evaluation Process.

SEMESTER-IV

Special Paper- Elementary Education

MSC-03#: POLICY, ECONOMICS AND PLANNING IN ELEMENTARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: Understand the context of elementary education.
CO2: Understand the structure and policies of elementary education.
CO3: Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE).
CO4: Discuss the development of elementary education in India for elementary education.
CO5: Discuss the success of SSA and DPEP for elementary education.

COURSE CONTENTS

UNIT I: STRUCTURE OF ELEMENTARY EDUCATION

- Elementary Education System: Concept, features, need and importance
- Aims & Objectives of Elementary Education: Linkage with Early Childhood Care education –offshoots of primary schools
- Management and administration of elementary schools - the role of local panchayats
- Functions of elementary schools, the role of elementary education in the professional development of human resources

UNIT-II: DEVELOPMENT OF ELEMENTARY EDUCATION:THE POLICY FRAMEWORKS

- Nature and focus of Elementary Education after independence
- Relevance of educational thoughts of Mahatma Gandhi and Tagore to elementary education
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, NEP-2020, NCF-SE 2023

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UNIT III: CHALLENGES AND ECONOMICSOF ELEMENTARY EDUCATION

- Problems of wastage and stagnation, Single teacher schools, Improper infrastructure, Financial problems of the students, Rural class teaching
- Free and compulsory primary education
- Financing of education by the central, state and local bodies
- Dropout rate-meaning and computation; reasons for drop out
- Achievement levels of different types of learners; status and issues
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT IV: STRATEGIES AND PLANNING FOR QUALITY ELEMENTARY EDUCATION

- Panchayat raj and community involvement in educational planning and management-related issues
- Participation of NGOs in achieving the goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts
- District primary education program and strategies
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and states to improve access, enrolment, retention/participation and achievement
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

TRANSACTION MODE

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

SESSIONAL ACTIVITY/ PRACTICUM

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

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MSC-03##: POLICY, ECONOMICS AND PLANNING IN SECONDARY EDUCATION

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: Understand the context of secondary education.
- CO2: Understand the structure and policies of secondary education.
- CO3: Understand the concept, objectives, rationale, and challenges in secondary education.
- CO4: Discuss the development of secondary education in India since independence.
- CO5: Discuss the program implementation of Samagra Shiksha Abhiyan for secondary education.

COURSE CONTENTS

UNIT I: STRUCTURE OF SECONDARY EDUCATION

- Secondary Education System: Concept, features, need and importance
- Secondary Education: Aims & Objectives, Linkage with elementary education
- Management and Administration of Secondary Schools
- Functions of Secondary schools, role of secondary level education in the professional development of human resources
- Concept of School mapping and micro-planning

UNIT II: DEVELOPMENT OF SECONDARY EDUCATION: THE POLICY FRAMEWORKS

- Nature and focus of Secondary Education after independence
- Educational Policy: Need, Issues and Analysis Formulations
- Relationship between Educational Policy and Planning
- Constitutional Provisions and Directive Principles related to Education and their implications
- Secondary Education as referred to in NPE-1986, POA-1992, NEP 2020, NEP-SE2023

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SEMESTER-IV

**MSC-04: EDUCATIONAL MANAGEMENT AND ADMINISTRATION
IN ELEMENTARY/SECONDARY EDUCATION**

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To understand the principles of scientific management.
- CO2: To identify the recent trends in educational management.
- CO3: To develop skills in planning and using a variety of administrative strategies at elementary/secondary level.
- CO4: To explain the role and contribution of different agencies of educational planning at elementary/secondary level.
- CO5: To study the educational management system in India with specific reference to national, state, district and village level structures in an elementary/secondary education.
- CO6: To recognize the importance of Educational Resources and their effective management for quality education at the elementary/secondary level.
- CO7: To understand the issues and challenges in educational management and administration in India at the elementary/secondary level.

COURSE CONTENT

UNIT-I: EDUCATIONAL MANAGEMENT AT ELEMENTARY/SECONDARY LEVEL

- Management: Meaning and principles of management by Fayol
- Meaning, nature, scope and principles of modern scientific management (Taylorism)
- Systems Approach to Educational Management at elementary/secondary level
- Recent trends in Educational Management: MBO, Decision making, PERT & CPM, SWOC analysis, TQM and Six Sigma
- Educational Management as Process: POSDCORB

Educational Management as Process: POSDCORB

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- Educational Planning and its types: Perspective planning and Institutional Planning at the elementary/secondary level.
- Guiding principles of Educational Planning at the elementary/secondary level.
- Approaches to Educational Planning: Social demand approach, Man-power approach, Return of Investment approach
- Process of district-level planning including micro-level planning exercise
- Critical Analysis of Educational Planning in India at the elementary/secondary level

- Centralization and Decentralisation - Agencies of Elementary/secondary education
- Elementary/Secondary Education Boards/ Councils - Staff - Personnel Administration; Teacher morale, Job-satisfaction, School Community relationships
- School budget, Sources of Income, Management
- Leadership in Educational Administration: Meaning and Nature, Approaches to Leadership: Trait, Transformational, Transactional, Value-based, Cultural, Psychodynamic and Charismatic; Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model)

- Monitoring of school performance at the elementary/secondary level
- Performance appraisal of teachers at the elementary/secondary level
- Financial and administrative management of educational institutions
- Nature and characteristics of resources in education.
- Need for resource management in elementary/secondary education: Material resources, Human resources, Financial resource
- Procurement, utilization and maintenance of resources at the elementary/secondary level
- Roles of state, central and local agencies for Management at the elementary/secondary level

The course would be transacted through participatory approaches including group discussion; self-study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentations.

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- गुप्ता, एस. अग्रवाल, जे. सी., विद्यालय प्रबंधन, शिप्रा प्रकाशन, नई दिल्ली

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SEMESTER-IV

Special Paper

MSC-05: EDUCATIONAL TECHNOLOGY AND ICT

No. of Credits: 4

Full Marks: 100

Internal: 30 External: 70

COURSE OUTCOMES:

- CO1: To understand the concept of Educational Technology.
CO2: To understand the importance and need of communication through ICT.
CO3: To develop skills in using Educational and Communication Technology in classrooms.
CO4: To develop an understanding of the concept of Instructional System.
CO5: To understand the importance and need of Instructional System Design.
CO6: To develop an awareness of the process of different Instructional Strategies.
CO7: To make the learners skilled in using different Instructional Models.
CO8: To develop an understanding of the concept of ICT in Education.
CO9: To develop an understanding of the new trends and technology in ET and ICT.

COURSE CONTENTS

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

- Meaning, Nature, Scope and Significance of ET
- Components of ET: Software, hardware.
- Educational Technology and Instructional Technology
- Programmed Instruction (linear/branching model) - Origin and types, Development of Programmed Learning Material

UNIT II: INSTRUCTIONAL TECHNOLOGY

- Designing Instructional System: ADDIE, ASSURE, Dick and Carey Model
- Formulation of Instructional Objectives
- Task analysis: Cognitive vs. Hierarchical, Importance of TA for teachers
- Designing instructional strategies such as lectures, team teaching, discussion, seminars and tutorials

Handwritten signatures and dates:
Left: 16/10/25
Rajesh Jacob: 16/10/25
Sush: 16/10/25
Nirish: 16/10/25
V. Praduman: 16/10/25
Other signatures: 16/10/25

SEMESTER-IV

MCC-13: DISSERTATION

Dissertation

Full Marks:100

Credits: 4

Internal: 100 (Dissertation (60)+Viva Voce(40))

The dissertation is a compulsory 4 credit component of the M.Ed. program. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies), analyzing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses.

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalising the dissertation and presenting it in a viva voce situation. All these stages should be given due weightage in the assessment of the dissertation.

For supporting the students through these processes, apart from mentoring by faculty, timely orientations (to explain the expectations, processes, roles of the students and research mentors, and assessment), workshops (for example: on doing fieldwork, taking field notes, referencing and editing, etc.) and research seminars (where the MEd students present work-in-progress, and other researchers are invited to present their work) should be organised. Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.

The image shows several handwritten signatures and dates in blue ink. On the left, there are two signatures, one dated 16/10/25 and another dated 16/10/25. In the center, there is a signature dated 16/10/25. On the right, there is a signature dated 16/10/25.

**MEPC-04: SEMINAR, GROUP ACTIVITIES, LABORATORY WORK,
FIELDWORK, WORKSHOP**

No. of weeks: 16 weeks
Credits: 4

Full Marks: 100
Internal: 100

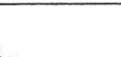
Two Year M.Ed. Course is a research-based postgraduate course. It is meant to develop the research capability among the students in the area of teacher education and in the general education system. The program, as suggested by NCTE and the state stakeholders should consist of rigorous field-based activities as well as academic deliberations beside the theory courses. This Enhancing Professional Capacity or MEPC-04 course as it is popularly referred to is to develop the competencies among teacher educators through seminars, field work, workshops etc. in the area of education.

There should be at least *two seminars* conducted, organized or participated by the students during the entire course which in turn be evaluated internally by the examiner appointed by the Institution in terms of their contribution.

The group work is again in terms of some group tasks, group projects, and performance tasks assigned and evaluated internally by the examiner appointed by the Institution in terms of their contribution. There should be a compulsory *one-group activity* during the entire course. Laboratory work and Field Work can be the part of the students Internship and Dissertation Work and evaluated internally by the examiner appointed by the Institution in terms of their contribution. Again *one Laboratory work/Field Work* is a must for the teacher educator course.

Organizing and participating in Workshop develops lots of research skills among the individual students. The student has to contribute in at least *two workshops* during the entire course, and is evaluated internally by the examiner appointed by the Institution in terms of their contribution

The evaluation of MEPC-04 will be done by Internal Evaluation Process.





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