ACHARYA NAGARJUNA UNIVERSITY

A State Government University, Accredited with "A" Grade by NAAC Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



MASTER OF EDUCATION

SYLLABUS

2022 - 2023 Onwards

UNIVERSITY COLLEGE OF ARTS,
COMMERCE & LAW

PROGRAM CODE: ANUCACLO

MASTER OF EDUCATION <u>COURSE STRUCTURE</u>

SEMESTER-I

Cours e Code	Component s of Study	Title of the Paper	No. of Credit s	Internal Assessmen t	Semester End Examination Marks	Total Marks
MED101 (22)	Core	Perspectives of Educational Philosophy	4	30	70	100
MED102 (22)	Core	Perspectives of Educational Psychology	4	30	70	100
MED103 (22)	Core	Fundamentals of Educational Research	4	30	70	100
MED104 (22)	Compulsory Foundation Course	a) Advanced Educational Technology or (b) Personality Development	4	30	70	100
MED105 (22)	Elective Foundation Courses	(a) Educational Planning and Management or (b) Economics of Education	4	ARJU 30	70	100
MED106 (22)	Dissertation	Review of Literature Identification of the problem	2 3,8 g 35)	50	-	50
MED107 (22)	PRACTICU M:	Educational Psychology Practical	1	25	-	25
MED108 (22)	PRACTICU M:	Communication Skills	1	25	-	25
TOTAL			24			600

SEMESTER-II

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
MED201 (22)	Core	Perspectives of Educational Sociology	4	30	70	100
MED202 (22)	Core	Advanced Educational Research	4	30	70	100
MED203 (22)	Core	Education Studies	4	30	70	100
MED204 (22)	Compulsory Foundation Course	a) Elementary education or (b) Secondary Education	4	30	70	100
MED205 (22)	Elective Foundation Courses	(a) Special Education or (b) Comparative Education	4	30	70	100
MED206 (22)	Dissertation	Presentation of the Research proposal Construction and Standardization of the Tool	2	50	-	50
MED207 (22)	PRACTICUM:	Internship in a Teacher Education Institution	2:11	50	-	50
MED208 (22)	MOOCS	Any course students choice	55	-	-	1
TOTAL			24			600

SEMESTER-III

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
MED301 (22)	Core	Guidance and Counselling	4	30	70	100
MED302 (22)	Core	Teacher Education	4	30	70	100
MED303 (22)	Skill oriented course	Life Skills Education	4	30	70	100
MED304 (22)	Generic Elective	a) Adult and Non formal Education or (b) Inclusive Education	4	30	70	100
MED305 (22)	Open Elective	(a) Value Education or (b) Women Education	4	30 30	70	100
MED306 (22)	Dissertation	Data Collection	2	50	-	50
MED307 (22)	PRACTICUM:	Internship in Specialisation	2 5 11	50	-	50
MED308 (22)	MOOCS	Any course students choice	à 55 5	-	-	-
	TOTAL					600

SEMESTER-IV

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
MED401 (22)	Core	Curriculum Studies	4	30	70	100
MED402 (22)	Core	Measurement and Evaluation	4	30	70	100
MED403 (22)	Core	Information and Communication Technology in Education	4	30	70	100
MED404 (22)	GenericElective	(a) EnvironmentalEducation at Elementary level or (b) EnvironmentalEducation at Secondary level	4 ACHAR	30	70	100
MED405 (22)	Open Elective	a) Human Rights Education or b) Human Values and Professional Ethics	4	30	70	100
MED406 (22)	Dissertation	Report Writing	4	100	-	100
MED407 (22)	Dissertation	Publication of Research Article	50	50	-	50
MED408 (22)	Dissertation	Viva – Voce	2	-	50	50
	Т	OTAL	28			700

MASTER OF EDUCATION

SEMESTER-I

MED 101 (22): PERSPECTIVES OF EDUCATIONAL PHILOSOPHY

COURSE OUTCOMES:

After completion of the course, the student will be able to

CO1: Understand the nature of education as a discipline through the process of explaining, exemplifying and summarizing the basic theories and perspectives of education.

CO2: Articulate their own philosophy of education, based on their understanding of different philosophical perspectives and their own experiences and beliefs.

CO3: Describe and analyze different philosophical perspectives on education such as Naturalism, Realism and Existentialism.

CO4: Develop critical thinking and reflective skills, as they analyze and evaluate different philosophical perspectives on education and develop their own philosophy of education.

CO5: Locate various problems related to nature of knowledge, reality and existence in the field of education and find solution to them with a philosophical outlook.

Unit 1: Philosophy and Education

- 1.1 Definition, meaning, nature, scope and branches of Philosophy.
- 1.2 Relationship between Philosophy and Education. Educational Philosophy and its functions- Speculative, Normative and Critical.
- 1.3 Definition, meaning and nature of Education. Types, processes and aims of Education. (Individual and Social aims)
- 1.4 Utility of the subject Educational Philosophy to the prospective teacher educators.

Unit 2: Philosophical Bases of Education

- 2.1 Contribution of Idealism, Naturalism, Pragmatism, Realism, and Existentialism to Education. (Aims, curriculum, methods of teaching, teacher, and discipline.)
- 2.2 Contribution made to educational thought and practice by- Plato, Gandhi, Dewey, Rousseau and Tagore.
- 2.3 Epistemology-meaning, kinds and instruments of knowledge.
- 2.4 Metaphysical problems and Education-with reference to nature of man, problem of freedom and the concept of God.

Unit 3: Democracy and Education

- 3.1 Education for citizenship-Fundamental rights and Duties.
- 3.2 Nature of inequalities and measures to address them, Constitutional Provisions
- 3.3 Equity, Quality and Democratization of Education.
- 3.4 Secularism- contribution of Gita, Islam, Buddhism and Christianity to value

formation. (briefly).

Unit 4: Current Issues and their Educational Implications.

- 4.1 Poverty, Unemployment and Education.
- 4.2 Violence and Peace Education.
- 4.3 Problems of Nations and solutions through Education.
- 4.4 National Integration and International Understanding.

PRACTICUM:

- (1) One Seminar
- (2) One Assignment

MED 102 (22): PERSPECTIVES OF EDUCATIONAL PSYCHOLOGY

COURSE OUTCOMES:

CO1: Apply principles and theories of educational psychology to design effective teaching and learning environment, instructional strategies and assessment and evaluation methods.

CO2: Describe and explain the cognitive and developmental processes that underlie learning and development in educational settings.

CO3: Develop critical thinking skills and ability to use research to inform teaching practices and improve students outcomes.

CO4: Comprehend the personality theories and assessment of personality.

CO5: Apply different types of mechanism in different situations.

COURSE CONTENT

Unit 1: Educational Psychology

1.1. Scope of Educational Psychology

Concept, Nature and Scope of Educational Psychology Methods of educational psychology

Contribution of psychology and Indian psychology to Education. Current concerns and trends in educational psychology.

1.2 Human Development: Implications for Education

Concept, Principles and sequential stages of human/personality development - Infancy, childhood, adolescence, early adulthood, later adulthood and old age.

Factors influencing development and their relative role in each stage, general characteristics of each stage and problems of each stage.

Theories of Piaget, Freud, Erickson, Chomsky and Kohlberg. Indian theory of psychological Development.

Unit-2: Learning: Implications for Education

Concept and Various view points on theories of learning, Laws of Learning (Thorndike) Theories of Learning-Pavlov, Skinner, Hull, Gestalt, Lewin and Tolman.

Information processing – Sternberg, Vygotsky-Constructivism Gagne's levels of learning *Unit-3: Individual Differences-Implications for Education.*

Concepts of intra and inter individual differences and their implications. Intelligence-cognitive and affective abilities, Identification or testing intelligence Theories of intelligence-Guilford, Gardner and Goleman.

Creativity-Nature and process, Identification or testing creativity, Fostering and guiding creative children.

Unit 4: personality, ADJUSTMENT AND MENTAL HEALTH 4.1.Personality

Concept and Theories of Personality Trait and type theory of Eyesenck

Psychoanalytic approaches – Freud and Jung Social – Learning Theory – Bandura Humanistic Approach – Roger's and Maslow

4.2. Indian Theories of Personality

Vedic (Upanishadic) view of Personality Buddhistic view of Personality

J-Krishnamurti's view of Personality Aurobindo's view of Personality

PERSONALITY ASSESSMENT

Personality inventories interview, checklists, observation, Sociometry and situational tests Projective Techniques—Rorschach, TAT, CAT, Story completion, Sentence completion

ADJUSTMENT AND MENTAL HEALTH

Concept and mechanisms of adjustment

Principles of mental hygiene – preventive, constructive and curative measures – at personal level and environmental level

Introduction to mental ill health - Neurosis, Psychosis and Psycho-somatic disorders

PRACTICUM: Use of the following tests

1.	Intelligence Tests	2.	Creativity Tests			
2.	Interest inventories		Attitude scales			
3.	Value scales	6.	Tests in learning			
7.	Personality Test to Identify states of wellbeing and ill being.	8.	One Assignment & One Seminar			

MED 103 (22): FUNDAMENTALS OF EDUCATIONAL RESEARCH

COURSE OUTCOMES:

After completion of the course, the student will be able to

CO1: Understand the principles and concepts of research in education.

CO2: Classify and compare the characteristics of qualitative, quantitative and mixed research

CO3: Ability to critically evaluate research studies in education and identify their strengths and weaknesses.

CO4: Understanding of data collection and analysis techniques and the ability to use statistical techniques.

CO5: equip students with the knowledge and skills necessary to understand, conduct, and communicate research in the filed of education, with a focus on ethical and rigorous research practices.

Unit – 1: Introduction to Educational Research

Meaning, Purposes, Nature and Scope of Educational Research.

Types of Educational Research: Basic, Applied and Action research; Research paradigms in Education: Quantitative, Qualitative and Mixed research.

Research Problem: Sources of research problem, characteristics of good research problem, definition of the research problem, evaluation of the research problem.

Related Literature – Purposes of Review; Conducting the literature search using Internet and databases.

Unit - 2: Variables, Hypothesis and Sampling of Educational Research

Meaning and Classification of Variables.

Meaning, Types and Forms of hypothesis.

Population and Sample.

Sampling Techniques.

Unit – 3: Tools and Techniques of Data Collection

Tools of Data Collection: Questionnaires, Tests, Inventories and Rating Scales - Types, Uses and merits and limitations.

Methods or Techniques of Data Collection: Observation and Interview, their types, use, merits and limitations.

Principles of Construction of tools and techniques, Administration of tools and techniques. Basic attributes of a good Research tool – Reliability, Validity and Usability.

Unit - 4: Descriptive Analysis of Quantitative Data

Measures of Central tendencies – Mean, Median, Mode Measures of Dispersion – Range, Q.D., A.D. and S.D.\

Measures of Relative Position–Percentile, Percentile Rank and Standard Scores: Z Scores, T-Scores Normal Distribution – Characteristics and Uses of N.P.C; Applications of N.P.C; Deviations of Normality: Skewness and Kurtosis.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 104 (A) (22): ADVANCED EDUCATIONAL TECHNOLOGY

COURSE OUTCOMES:

CO1: Understanding the theoretical foundations and principles of educational technology.

CO2: Familiar with a wide range of educational technologies, including hardware, software and digital media tools.

CO3: Integrate technology effectively into teaching and learning activities.

CO4: Familiarity with current trends and issues in educational technology and their impact on teaching and learning.

CO5: Develop the skills in designing, creating, and delivering technology based instructional materials and activities.

Unit 1: Introduction to Information Technology

Definition Need and Scope of Information Technology

Categories of Information: Data, Information, Knowledge, Intellect Types of Information: By Source, By Channel, By Media, By Need

Information Services; Library, Institute, Internet and developments in information technology and their uses to the field of education.

Unit 2: Communication and Instructional Technology

Theory, Concept, Nature, Process, Components Types, Classroom Communication

Models of teaching: Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).

Programmed instruction (linear/branching model) - Origin and types - linear and branching

- Development of the programmed instruction material

Future priorities in Educational Technology

Unit 3: Technology of Teaching

Concept, Structure and Levels of Teaching (Memory Level, Understanding Level, Reflective level)

Innovations in teaching (Team Teaching, Educational Games, Simulation, Personalized System of Instruction PSI, CAI, CCTV, SITE etc)

Techniques of Higher Learning (Seminar, Symposium, Workshop, Conference, Panel Discussion)

Action Research (Reflective Process – Progressive Problem Solving)

Unit 4: Interactive Learning Environments

Mass Media Approach in Education

Instructional Resource Centers

Concept and Uses of multimedia, Multimedia Building block: Text, Graphics, Digital Video or Animation, Digital audio Computer and Data Analysis - Data Base Packages - MS -Excel,

- Data Entry - Variables - Import and Export of files - Data Manipulation - Data Transformation

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 104 (B) (22): PERSONALITY DEVELOPMENT

COURSE OUTCOMES:

CO1: Upspring the knowledge of elementary education and its universalization

CO2: Skillfulness in identifying the challenges that are being encountered during the course of elementary education

CO3: Understand how to interpret the different evaluation techniques

CO4. Critically evaluate the different strategies and programs in elementary education

CO5. Applicability of the different educational techniques while implements

Unit-1 Introduction to Personality Development

Personality – Concept, Dimensions and Theories of personality (Freud and Ericsson). Integrated personality development- Significance-Recognising the growth of dimensions of personality (a. physical b. intellectual c. emotional d. moral e social)

The concept of success and failure-Hurdles-Overcoming hurdles-Factors responsible for success-Causes of Failure, SWOT Analysis

Self-Awareness- Strengths and weaknesses, talents and problems, emotions and ideas-Identifying the means to improve personal performance.\

Unit – 2 Leadership

Leadership - Concept and Types of Leadership-Directive, Supportive, Participativre, Achievement - oriented, Permissive

Qualities of leadership-Vision, Passion, Self-Sacrifice, Confidence, Role modelling
Functions of leadership-Motivating Confidence, Confidence e-building, Planning,
Coordinating, Decision making, Interacting, Negotiation, Time- management, Mentoring
Qualities of a successful Leader-Character Building-Team Work-Time Management-Work
Ethics- Good Manners and etiquette

Unit 3- Conflict Management & Self-Esteem

Concept of conflict and Causes

Intra-Individual-Adaptive Response: Physical, psychological

Inter individual-Administrative policies, Organisational structure, working conditions and other factors

Strategies for Resolution - a. Avoidance, Diffusion, Containment, Confrontation, b. Proactive and Reactive

Self Esteem-Concept, advantages-Do's and Don't's to develop Self-Esteem

Positive and Negative Self-esteem.

Unit 4-Other Aspects of Personality Development and Employability Quotient

Attitude-Positive Attitude and Negative Attitude, Differences between the two Motivation-Concept and Significance. Internal and external motives, Importance of self- motivation, factors leading to D motivation

Aspects of Personality Development - Body language-Problem solving, conflict and stress management.

Employability Quotient-Resume building, participation in group discussion, facing the HR, technical interview and mock interview sessions.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED105 (A) (22): EDUCATIONAL PLANNING & MANAGEMENT

COURSE OUTCOMES:

CO1: Understanding the concept of impairment, disability, and handicap. Besides that, understanding the brief history of Special Education.

CO2: Knowledge about the nature and scope of Special Education.

CO3: Application of the preventives measures and preparation of Special Education

CO4: Skillfulness in Educational International and preparation of Special Education

CO5: Analysis of the curriculum for teacher's preparation and transaction modes.

Unit - 1: Principles and Practices of Educational Management

Meaning, scope and importance of educational management. Growth of educational management – Historical perspective. Objectives and Principles of educational management.

Educational Administration at various levels:

- a. Centre b. State
- c. Local bodies and d. Private agencies

Unit - 2: Concepts of Educational Planning

Need, Importance and Goals of educational planning

Micro and macro models of educational Planning, Approaches of educational planning – Social demand approach , Rate of return approach and Man power requirement approach. Planning

process: National and State level, Education in five year plans – inter sector allocation – education Decentralized planning – process, advantages and disadvantages.

Sources of finance for Education in India a. public funding of education b. Fees c. Student loans, d. Education cess. External aid for education Budgeting: control of funds, grant in –aid policy at National & State levels

Unit - 3: Educational Finance

Importance of financing education, Effects of educational financing

Demand factors for finance in education, Budgetary control, management and reforms

Theoretical basis of educational finance Issues in the finance of education

Financing elementary, secondary and higher education

Unit - 4: Quality Management in Education

Meaning and importance 2.3 of Quality

Quality in Higher Education

Accreditation Concept- Meaning, parameters.

Role of NAAC

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED105 (B) (22): ECONOMICS OF EDUCATION

COURSE OUTCOMES:

CO1: Knowledge about the introduction to comparative Education.. Its meaning, scope and objectives.

CO2: Understanding the major concepts of comparative Education.

CO3: Skillfulness in comparative Education modern trends across the global with reference to India.

CO4: Application of malty curriculum in Education.

CO5: Analysis of Sociological, Scientific, Historical, Structural and Functional Factors

Unit 1: Basic Concepts of Economics of Education

Concept, scope, significance, recent trends in economics of education.

Education as consumption and investment

The concept and measurement of Human Capital.

Education and its relation to Human Resource Development.

Unit 2: Education and Economic Development

Education and economic growth - methods and comparisons.

Education, Poverty and Politics of Development, Liberalization, Privatization, Globalization and Education

Contemporary Economic reforms in India and their impact on Education, Education and employment

Labor, Market and Education, Education and Migration (Internal and External)

Unit 3: Costs and Benefits of Education

Determinants of Educational Costs.

Problems in the Measurement of Costs and Benefits in Education.

Cost-Benefit Analysis in Education.

Concept of Rate of Returns and Returns to Education

Unit 4: Economic Reforms and Education

Relationship between Poverty, Schooling and Education

Privatization of State Education - Public - Private partnership in education

Globalization and Education

Economic Liberalization Policies in India and their impact on Education.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MASTER OF EDUCATION SEMESTER-IV

MED 201 (22): PERSPECTIVES OF EDUCATIONAL SOCIOLOGY

COURSE OUTCOMES:

CO1: Skillfulness in recaptulaisation of the nature and functions of educational sociology.

CO2: Knowledge in summarizing the processes of social organization and social stratification

CO3: Critically analyze the ramifications of cultural socialization and social change in educational sociology

CO4: Application of educational sociology and its principles practically to the teachers

CO5: Better way of understand the need for the equality f educational opportunities

Unit - 1: Sociology and Education

Social Mobility. Meaning, Nature and Scope of Sociological Foundations of Education. Functions of Sociology and utility of Sociology to Teachers.

Sociological Aims of Education. Education and

Unit - 2: Concept of Social Organization

Characteristics of Social organization Social Groups and characteristics.

Social Stratification and Education

Concept of Equality in Education and Need for equality of Educational Opportunities.

Unit - 3: Education and Social Change

Social Change - Definition, concept and Factors leading to Social Change.

Determinants of Socialization. (family, school, peer group, media)

Modernization – meaning and characteristics, relationship between education and modernization.

Culture – meaning and nature, relationship between culture and education, cultural conflict, cultural lag, pluralism, relativism.

Unit - 4: Sociological Determinants - Individual

Religion, Culture, Science and Technology, Economic and Political conditions, Urbanization and Globalization.

Social Problems. Poverty, Unemployment and Crime.

Educational Programmes for Developing Social Values (NSS, NCC, Scouts and Guides, Social Service activities) Duties of Society Towards Education.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 202 (22): ADVANCED EUCATIONAL RESEARCH

COURSE OUTCOMES:

CO1: Knowledge to explain the salient features of different research methods in education.

CO2: Skillfulness in the usage of appropriate research methods and statistical techniques in educational research.

CO3: Better understanding of the characteristic features of different research methods in educations

CO4. Prudently making analysis of the research report

CO5: Application of the research principles in order to make the research report effectively and efficiently besides result oriented

Unit – 1: Methods of Educational Research Phenomenology, Philosophical, Ethnological Research Historical Research and Case Studies

Survey Research, Analytical Studies, Correlation Studies, Causal-Comparative Studies.

Experimental Research and Action Research

Unit – 2: Research Proposal and Research Report

Format of Research Proposal Format of Research Report

Style of writing the Report, References and Bibliography Evaluation criteria for Research Report and Research Paper Unit – 3: Examining Relationship or Association

Correlation Techniques: Rank order, Product moment, Biserial and Point-biserial.

Regression and Prediction.

Chi-Square Test: Properties and Uses of Chi-Square Test; Chi-Square as a goodness of fit and test of independence (or association), Contingency coefficient and its uses.

Computer Data Analysis.

Unit – 4: Inferential Analysis of Quantitative Data

Fundamental Concepts of Inferential Statistics – Concept and uses of Inferential statistics, the 't' distribution, Sampling distribution, Standard error, Confidence interval and Levels of Significance, Degrees of freedom, Two-tailed and One-tailed test of significance, Errors in testing of hypothesis: Type-I and Type-II.

Testing the Significance of Statistical measures, viz., mean, S.D., Correlation coefficient and percentages.

Testing the Significance of difference between the following statistics for independent and correlated samples – Means (Including small samples), Percentages, Correlation coefficients. ANOVA (One Way) and ANCOVA (One Way) – Concept, assumptions and computation.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 203 (22): EDUCATION STUDIES

COURSE OUTCOMES:

CO1: To avoid the educational problems of the disadvantaged graphs.

CO2: Make use the ICT skills in Education.

CO3: Understand and identify the developmental issues of Education.

CO4: Acquire the required knowledge that is how to illustrate the development and progress to Education before and after Independence of India.

CO5: Before suitable suggestions for Educational policy and programs.

Unit – 1: History of Education

History of Ethics and Moral Educations Philosophy of life and characteristics of Education Philosophy of life originates in the Vedas – aspect of religion, aspects of supremacies of karma action, place of spiritual and materialistic education.

Education during Buddhit Era and Islamic Education.

Unit – 2: Secondary Education in India

Educational Planning – Quality Education

Vocationalization of Secondary Education. Report of working group on vocationalization of educators. Report of National review committee on Higher Secondary Education.

Programmes of CBSE Schools, Programs of Kendriya Vidyalayas Sarva Shiksha Abhiyan. Secondary Educational Policies.

Unit – 3: Emerging Issues in Higher Education

Privatization in Education, Problem of Brain drain. Center state relationship on education Problem of protective discrimination. The language problem. Religion and Education Learning without burden

Technical skills of learning. Challenges in Higher Education

Unit – 4: Education and Issues in Development

Health Education, Population Education, Education for rural development, Environmental Education, Science Education, Value Education, Girls Education, Education for Minorities – Religious, Ethnic, Linguistic, Tribal's.

Education of the disadvantaged section Education of children with special needs Information and communication technology

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 204 (A) (22): ELEMENTARY EDUCATION (COMPULSORY FUNCTIONAL COURSE)

COURSE OUTCOMES:

CO1: Upspring the knowledge of elementary education and its universalization

CO2: Skillfulness in identifying the challenges that are being encountered during the course of elementary education

CO3: Understand how to interpret the different evaluation techniques

CO4. Critically evaluate the different strategies and programs in elementary education

CO5. Applicability of the different educational techniques while implements

Unit 1: Elementary Education in India

History and status of elementary education and recommendations of different education commissions and policies [Kothari, NPE,1986 & Yashpal]

Aims, objectives and rationale of elementary education

Constitutional provisions and directive principles related to elementary education

Elementary education as a fundamental right, as an instrument of empowerment and as a national development goals.

Unit 2: Universalisation of Elementary Education

Concept, meaning, objectives and justification of UEE

Challenges & problems in the way of achieving UEE (access, enrollment, retention and drop out)

Measures towards realization of UEE [non-detention policy, free supply of uniform dress to girls and other backward communities, provision of mid-day meals, attendance scholarship for girls and SC/ST children]

Participation of NGOs in achieving UEE goals

Unit 3: Strategies and Programmes in Elementary Education

Involvement of Panchayat Raj and Village Education Committees in educational planning and management and DPEP

SSA, OBB, Access to school and school mapping

MDMS, Retention of children and Prevention of dropout rate

Early Childhood Care and Education(ECCE), Integrated Education for Disabled Children (IEDC), Mahila Samakhya (MS) and Kasturba Gandhi Balika Vidyalaya (KGBV)

Unit 4: Curriculum And Evaluation In Elementary Education

Objectives, principles and organization of curriculum

Innovative practices in curriculum at elementary level [Multi-Grade Teaching (MGT), Peer Learning (PL) and Co-operative

Learning (CL)

Evaluation at elementary education [principles, strategies and tools-term evaluation, competency based evaluation and continuous comprehensive evaluation]

Problems and Critical appraisal of present evaluation system in elementary education

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 204 (B) (22): SECONDARY EDUCATION (COMPULSORY FUNCTIONAL COURSE)

COURSE OUTCOMES:

CO1: Knowledge about the meaning, significance and objectives of Secondary Education.

CO2: Usage of Skillfulness in linking between the primary and Higher Education.

CO3: A bird's eye views on the Historical development of Secondary Education.

CO4: Understanding national and State policies on Secondary Education.

CO5: Application of SUPW, work experience and vocationalisation of SecondaryEducation

Unit 1: Concept, Objectives and Rationale of Secondary Education.

Meaning, Significance and major objectives of Secondary Education

Secondary Education, the most important link between the Primary and Higher Education. What is expected of a student on the completion of Secondary Education?

An overall view of the historical development of Secondary Education in the pre and post independent India, with special reference to Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Commission, Sargent Commission.

The Secondary Education Committee Report of 1952-53 or The Mudaliar Commission Report and it's recommendations.

Unit 2: Indian Government, Constitution and Secondary Education.

National and State Policies on Secondary Education, with special reference to Kothari Commission Report, National Policy on Education1968, Eshwarbhai Patel Commission Report, New Education Policy 1986, Malcom Adiseshaiah Commission Report, Janardhan Reddy Commission Report, Yashpal Committee Report, and the POA 1992.

Constitutional Provisions and their respective Implications for Secondary Education.

Different types of Institutions providing Secondary Education viz. Navodaya Schools, Kendreeya Vidyalayas, A.P.Residential Schools, Gurukul Pathashalas etc.

RMVA Rashtreeya Madhyamika Vidya Abhiyan. Status of Secondary Education with reference to the principles of equity and equality-class, caste, gender, tribe, and groups.

Unit 3: Secondary Education- A Preparation Ground for Life- Different Aspects.

Secondary Education- Personality Development- Inculcation of various kinds of Values through different curricular and co-curricular activities.

Secondary Education a 'Runway' for future education and careers.

Secondary Education- A terminating point or a 'Y' junction for the youth.

SUPW, Work Experience, Vocationalization of Secondary Education, Earn while you Learn and other such concepts that have attempted to make Secondary Education productive.

Unit 4: Challenges and Problems at Secondary Education Stage.

Problems of enrollment and continuance. Education of the differently - abled children. Quality and Quantity of facilities- material and human. Private and Schools run by the Government.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 205 (A) (22): SPECIAL EDUCATION (ELECTIVE)

COURSE OUTCOMES:

CO1: Understanding the concept of impairment, disability, and handicap. Besides that, understanding the brief history of Special Education.

CO2: Knowledge about the nature and scope of Special Education.

CO3: Application of the preventives measures and preparation of Special Education

CO4: Skillfulness in Educational International and preparation of Special Education

CO5: Analysis of the curriculum for teacher's preparation and transaction modes.

Unit 1: Meaning and Scope of Special Education

Concept of Impairment, Disability and Handicap. Classification of Exceptional Children. Brief History of Special Education

Nature and Scope of Special Education. Importance and need of Segregated – Integrated - Inclusive Education

Concessions and facilities for persons with Disabilities

Recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the Role of Rehabilitation Council of India,

Unit 2: Children with Sensory and Physical Impairment

Visual Impairment: Blind and Low Vision, Identification, Characteristics, Causes, Preventive Measures, Educational Provisions, Aids and Appliances

Hearing Impairment: Nature, classification, Identification, Characteristics, Etiological factors, Preventive measures, Educational Provisions, Amplification Devices, and Methods of Communication with Hearing Impaired.

Nature, Definition and Categories. Identification and Characteristics. Causes - Prenatal, Perinatal and Postnatal

Preventive measures and Educational Provisions. Barrier-Free School Environment.

Unit 3: Children with Mental Retardation and Learning Disability

Definition, Nature, Classification, Identification and Characteristics of mental retarded. Causes of mental retardation – Chromosomal anomalies, congenital defects, Bio- Chemical irregularities, Prenatal, Peri-natal and Post-natal causes.

Preventive measures of mental retarded. Different types of Educational Programmes for mentally retarded.

Meaning, Nature, Identification, Characteristics and Classification of learning disability – Dyslexia, Dysgraphia, Dyscalculia, Aphasia.

Preventive measures of learning disability. Educational Provisions – Multisensory Approach, and Behavioural approach.

Unit 4: Educational Intervention and Preparation of Special Teachers

Nature and objectives of special schools. Concept of main streaming; integrated schools and support services provided within them' viz. Resource room, resource teacher, counselor, etc. Concept of remedial teaching (specially for learning disabled children). Role of other (peer) members of the school (children as well as teachers). Family of the "concerned child" and the community in educating the child who is an exceptional one.

Roles and responsibilities of the teachers in the Special Education schools. Preparing psychological readiness among teachers to accept the responsibilities for learners with diverse needs and problems. Competencies of teachers & teacher educators – categories of

competencies, methods of developing the competencies at pre-service and in-service levels.

Curriculum for teacher preparation and transaction modes. Role of different institutions, Universities and special schools in promoting special education.

PRACTICUM:

- 1) Observation of Special Schools for children with disabilities and report writing.
- 2) A Report on present concessions and facilities for persons with Disabilities
- 3) Guidance to the parents of Special children and report writing.
- 4) Undertaking any two cases of any two disabilities for educational intervention and Report writing.

MED 205 (B) (22): COMPARATIVE EDUCATION (ELECTIVE)

COURSE OUTCOMES:

CO1: Knowledge about the introduction to comparative Education.. Its meaning, scope and objectives.

CO2: Understanding the major concepts of comparative Education.

CO3: Skillfulness in comparative Education modern trends across the global with reference to India.

CO4: Application of malty curriculum in Education.

CO5: Analysis of Sociological, Scientific, Historical, Structural and Functional Factors.

Unit 1: Comparative Education

Introduction to Comparative Education: Need Meaning, scope & objectives of comparative education.

Major concepts of comparative education.

Sociological, scientific, historical, ecological, structural and functional factors.

Cross disciplinary approach used in comparative education.

Unit 2: Comparative Education at National and International Levels

Trends in comparative education Modern trends in world education – National and global.

Role of U.N.O. in improving educational opportunities among the member countries.

Official organs of the U.N.O. and their educational activities.

Multi culturalism in education.

Unit 3: Comparative Study of the Education Systems of various Countries

School Education (Elementary & Secondary): USA, UK, Russia, Japan, India

Higher Education: USA, Russia, UK, India.

Teacher Education: USA, Russia, UK, India.

Open Learning: India, Japan, USA, Russia, U.K.

Unit 4: Causes and solutions for problems prevailing in developing countries

Poverty, Hunger, Beggary.

Population explosion, Illiteracy, Unemployment. Terrorism, Casteism and communalism.

Political instability, Economic under development.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MASTER OF EDUCATION SEMESTER-III

MED 301 (22): GUIDANCE AND COUNSELING

COURSE OUTCOMES:

CO1: Acquire relevant knowledge of the need of guidance of at various levels of education.

CO2: Better understanding of guidance and counseling to arrive logical conclusions of educations.

CO3: Acquiring skillfulness in grudging the guidance and counseling in different situations.

CO4: Application of the principles of educational guidance and counseling

CO5: Critically evaluate that how far the guidance and counseling useful to the learners.

Unit 1: Fundamental Concepts of Guidance

Concept, Assumptions and Need of guidance. Purpose, and Functions of Guidance.

Scope, Types of Guidance and Significance of Guidance, Role of the teacher in Guidance

Guidance at different levels – Primary, Secondary and Higher Secondary School stages.

Agencies of Guidance – National, State and local levels.

Unit 2: Educational and Vocational Guidance

Principles of Educational Guidance. Guidance and curriculum. Induction Programme. Guidance and classroom learning.

Guidance for special learners.

Nature of work, Strategies of Vocational Guidance- Career Corner, Career talk and Career Conference, Industrial Visit, Simulated Interview, Vocational Counseling.

Theories of Vocational Guidance - Super, Ginzberg, Havinghurst, Holland, Hoppock, and Anne Roes Theory of Guidance - Occupational information.

Unit 3: Personal and Group Guidance

Nature and Scope of Personal Guidance. Role of Counselor in Personal Guidance

Concept, Scope and principles of Group Guidance. Advantages of Group Guidance. Planning of Group Guidance Procedure and techniques of group guidance.

Family, Health, Marital, Legal, Educational, Vocational guidance

Unit 4: Counselling Process and Testing in Guidance Service

Concept, nature, principles of counselling. Characteristics of good counselling. Counselling for adjustment. Conduction of counselling, Interview for exceptional children.

Counselling approaches – directive, non-directive. Group counselling vs. Individual counselling

Use of tests in Guidance and Counseling. Tests of intelligence, aptitude, creativity, interest and personality. Administering, scoring and interpretation of test scores.

Various types of Guidance Services - Orientation Service, Student Information Service, Information service, Counselling Service, Placement Service, Referral Service, Remedial Service, Follow up Service, Research Service and Evaluation Service. Evaluation of Guidance programme.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 302 (22): TEACHER EDUCATION (CORE)

COURSE OUTCOMES:

CO1: Understanding the nature, need, spoke and objectives of teacher education.

CO2: Knowledge about changing context of teacher education across the glob with reference to India.

CO3: Skillfulness in current trends in teacher education.

CO4: Application of planning and programs in development of teacher education.

CO5: Critically analyses the research in teacher education and its effectiveness

Unit -1: Introduction and Development of Teacher education

Meaning, nature, need, scope and objectives of teacher education

Changing context of teacher education in the Indian and Global scenario

Teacher Education in Pre and post-independence India.

National policy on teacher education, 1986 with special reference to NEP 2020.

Unit – 2: Agencies and Major Issues of Teacher Education.

Agencies of Teacher Education at the state level, national level and international level and their role and functions.

Current trends in teacher education – interdisciplinary approach, internship, community living, orientation course, correspondence course, action research, team teaching, programmed instruction etc.

Maintaining standards in Teacher Education – admission policies and procedures, recruitment and Service conditions of teacher educators

Quality management of teacher education -Privatization, Globalization and Autonomy in Teacher Education.

Unit 3: Teacher Education at Pre-Primary and Primary Levels

Objectives of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

Structure of Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

National Curriculum Framework for Teacher Education Programme at Pre Primary and Primary Levels, Secondary and Higher Secondary Levels as recommended by the NCTE.

Role and Competencies Required of the Teacher at the Pre Primary and Primary Levels, Secondary and Higher Secondary Levels.

Unit 4: Research in Teacher Education and Teacher Effectiveness

Nature, Scope and Areas (Teaching, Teacher Characteristics, Teacher Performance, Teacher Education, Accountability Teacher Educators and Teacher Education Institutions) of Research in Teacher Education

Trends and implications in Research in Teacher Education

Meaning and Components of Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

Relationship between Teacher Effectiveness and Professional Ethics.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 303 (22): LIFE SKILLS EDUCATION (SKILL ORIENTED COURSE)

COURSE OUTCOMES:

CO1: Knowledge about practical usage of core life skills of education.

CO2: Skillfulness in analyzing the challenges of life skill educations.

CO3: Understand the concept of critical thinking of life skills education.

CO4: Application of life skills education in practice.

CO5: Critically analyze the practical difficulties and problems that are being encountered in practice and bestow suggestions to overcome the same.

Unit 1: Concept and Scope of Life Skills

Need for the development of skills.

Understanding of human resources.

Significance of Life skills Education.

Development of the learners through Life skills Education.

Unit 2: Cognitive Skills Development

Concept of Creative Thinking, Critical Thinking, Decision Making and Problem Solving.

Components of each cognitive skill

The various strategies to be used for the development of cognitive skills (Brain storming, Block busting)

Qualities of the skill developed person in each cognitive skill

Unit 3: Development of other Psycho-social Skills

Concept of Self- Awareness, Empathy, Inter-personal relationship and Effective Communication skills.

Components of each psycho-social skill.

The various strategies to be used to develop these skills (Group discussion, Role-play, Narration, Sharing)

Qualities of the person with psycho-social skills development

Unit 4: Development of Coping Skills

Concept of coping skills-Coping with Emotions and Coping with Stress.

Components of coping with emotions and coping with stress.

The various strategies to be used to develop these skills (Yoga, Meditation, Relaxation exercises)

Development in the process of coping with emotions and stress

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 304 (A) (22): ADULT AND NON FORMAL EDUCATION

(GENERIC ELECTIVE)

COURSE OUTCOMES:

CO1: Understanding the meaning, scope and importance of adult education.

CO2: Skillfulness in identifying the problems of adult education.

CO3: Knowledge of the importance of the adult education in various aspects.

CO4: Application of various recommendations of National Policies of Education -1986.

CO5: Critically analyze the policies and programs in developing the adult education and steps to be taken to overcome the challenges while implementation.

Unit 1: Introduction to Adult Education

Concept of adult education, objectives of adult education

Importance of adult education for economic, social and political development of India.

Meaning, scope and importance of adult literacy: Difference between literacy and functional literacy, methods of imparting literacy

Problems of adult education.

Unit 2: Methods and Techniques of Adult Education

Forms of adult education: Remedial, continuing, workers and mass media.

Methods of adult education: Teacher dominated method, co-operative method and mass media methods.

Administrative structure of adult education organization of adult education programmes at the field level, training of adult education functionaries.

Unit 3: Agencies of Adult Education

Agencies of adult education — Government and non-government.

The role of mass media in adult education and problems with regard to coverage.

Current status of adult education in India,

National Literacy Mission, Adult education as conceived in the National Policy of Education 1986.

Unit 4: Non Formal Education

Meaning, Definition and growth of the concept.

Nature and Scope of Non Formal education.

Importance of Non Formal education.

Problems in Non Formal education.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 304 (B) (22): INCLUSIVE EDUCATION (GENERIC ELECTIVE)

COURSE OUTCOMES:

CO1: Skillfulness in identifying the concept and the importance of inclusive education.

CO2: Knowledge in differentiation of special education, integrated education and inclusive education

CO3: Understanding the laws and policies perspective of inclusive education.

CO4: Making critical analysis of the educational approaches.

CO5: Application of the policies and programs for effective and efficient inclusive education.

Unit 1: Introduction to Inclusive Education

Definition, concept and importance of inclusive education.

Historical perspectives on education of children with diverse needs.

Difference between special education, integrated education and inclusive education.

Advantages of inclusive education for all children.

Unit 2: Inclusive Education- Recommendations of Education Commissions and Committees

International Initiatives of IE: The World Declaration on Education for all and, The UNICEF World Summit for Children, (1990)

National Initiatives of IE: Kothari Commission, IEDC, NPE (1986-92), PIED, DPEP, PWD and SSA

Initiatives for the gifted and talented children.

Current Laws and Policy Perspectives supporting Integrated Education

Unit 3: Preparation for Inclusive Education

Concept and meaning of diverse needs.

Educational approaches: concept of remedial education, special education, Integrated Education and Inclusive Education.

Building inclusive learning, friendly classrooms, overcoming barriers for Inclusion.

Role of teachers, parents and other community members for supporting Inclusion of children with diverse needs.

Unit 4: Children with Diverse Needs

Sensory (hearing, visual, physically challenged and multiple disabilities).

Intellectual (gifted, talented and children mentally challenged children).

Developmental disabilities (autism, cerebral palsy, learning disabilities), Scholastic backwardness, underachievement and Role of teachers working in Inclusive Education.

Utilization of Resources: Human, Material resources and Resources available in community.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 305 (A) (22): VALUE EDUCATION (OPEN ELECTIVE)

COURSE OUTCOMES:

CO1: Knowledge to identify and classical various educational values

CO2: Understands properly the different situations of value education

CO3: Skillfulness in remembering retrieving the various models of value education

CO4: Application of the suitable principles and guidelines for better implementation of value education.

CO5: Critically penalize and evaluate the functioning of value education and its impact on student community.

Unit 1: Need, Nature and Concept of Value Education.

Concept, Need and Nature of

values. Meaning and Classification

of Values. Sources of Values

Values and Education – Their relationship and Significance of Value Education.

Unit 2: Models of Value Education

Value Clarification

Model Social Action

Model Consideration

Model Rationale

Building Model.

Unit 3: Approaches and Teaching Strategies for inculcation of values.

Form and content of Value Education at different stages.

Different approaches to Value Education-Direct, Indirect and Integrated approaches.

Strategies and Techniques for Value Education at different stages.

Contribution made by some eminent leaders of the world to Value

Education. (Individual Studies maybe taken up by the students)

Unit 4: Role of different Social Agencies in Value Formation.

Role of Parents and Peer

Group Role of School

and Teachers Role of

Religion and Media

Need of Orientation in Value Education to Prospective Teachers

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 305 (B) (22): WOMEN EDUCATION (OPEN ELECTIVE)

COURSE OUTCOMES:

- ▲ To create an awareness among students regarding the present status of women
- ▲ To sensitize towards the problems faced by women.
- ▲ To orient to understand the women's resources and national development.
- ▲ To identify the role of women in developing countries including India
- ▲ To enable the women to become enterpreneurs
- ▲ To maintain the physical and mental health of women
- ▲ To make the women aware about the Constitutional and legal provisions for safeguarding them To empower the women in all the dimensions

Unit – I: Introduction to Women Education

Need, Scope and Challenges of Women Education, Need for Gender Sensitization. Recent Trends in Women's Education – Committees and Commissions on Education.

Women Education – global and local: Pre-independence, Post-independence and Contemporary Debates.

National Committees and Commissions for Women.

Unit – II: Gender, Entrepreneurship and Education

Women's Education – Gender diversities and disparities in enrolment, Curriculum content, Dropouts,

profession and Gender.

Education for the Marginalized Women.

Vocational education and skill development for women.

Concept, meaning and importance of Entrepreneurship, Entrepreneurial traits, Factors contributing to Entrepreneurship, enabling environment, small Enterprises, women in agri- business.

Unit – III: Women and Health

Life Cycle Approach to Women's Health – Health status of women in India, factors Maternal and Child Health (MCH) to Reproductive and Child health approaches.

Work and Women's Health; Women and Mental Health

Central and State Health Schemes and Programmes; Millennium Development Goals (MDG) and Significance of National Health Policy and Programmes for Women in India.

Unit – IV: Women Empowerment, Laws and Governance

Empowerment- Concept and indices: Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI).

Women and leadership—Role of NGOs and Women Development. Sustainable Development Goals, Policies and Programmes.

Women's Rights: Gender Equality, Gender Discrimination, Women's Rights as Human Rights, Constitutional provisions for Women in India.

Women Laws-Personal laws, Labour Laws, Family Courts, Enforcement machinery – Police and Judiciary, Crime against Women and Child:

MASTER OF EDUCATION SEMESTER-IV

MED 401 (22): CURRICULUM STUDIES

(CORE)

COURSE OUTCOMES:

CO1: understanding of the key principles of design and development of educational curricula, including the importance of alignment with learning objectives, assessment and evaluation.

CO2: develop the skills necessary to design, develop and modify curricula that meet the needs of diverse learners and align with goals and objectives of educational programme.

CO3: different instructional strategies and resources that can be used to support student learning, including technology and other interactive tools.

CO4: gain an understanding of the importance of ongoing assessment and evaluation in curriculum development.

CO5: learn about the various policies and guidelines that govern curriculum development as well as the practical considerations involved in implementing curricula in educational settings.

Unit 1: Introduction to Curriculum

Meaning and definitions of Curriculum, need and scope of Curriculum, concept of Curriculum & Syllabus,

Bases of Curriculum, foundations of curriculum philosophical, sociological, psychological and educational

The Curriculum process and its stages

Curriculum Issues – Discipline based issues, Subject-wise National Curriculum Framework –NCF 2005, NCTECF 2009, APSCF 2011.

Unit 2: Curriculum Planning

Meaning of Curriculum Planning, Principles of Curriculum Construction

Basic considerations in Curriculum Planning – Developmental, Social, Economic, Environmental, Institutional and Teacher related Curriculum Planning at Various Levels, Trends in Curriculum - Curriculum in 20th century & possible future trends Principles and approaches of curriculum organization.

Unit 3: Curriculum Development and Transaction

Approaches to curriculum development, models of curriculum development, process of curriculum development, development try-out.

Role of teachers in curriculum development, instructional systems, instructional techniques and materials – learner centered and teacher centered.

Role of Administrators in implementation and evaluation of curriculum. Meaning, need and strategies for curriculum change.

Unit 4: Curriculum Evaluation

Concept, need and importance of Curriculum Evaluation

Sources of Curriculum Evaluation, aspects of Curriculum Evaluation – pretesting/post-testing.

Norm-referenced and Criterion-referenced testing, evaluation approaches related to individual and social approaches.

Methods of Curriculum Evaluation - evaluation during development & implementation, restructuring curriculum.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 402 (22): MEASUREMENT AND EVALUATION

(CORE)

COURSE OUTCOMES:

CO1: analyze the different levels of measurement and understand the relationship between measurement and evaluation.

CO2: learn about the fundamental principles of measurement, including reliability, validity and standardization.

CO3: understand how various requirements of education are measured, evaluated, interpreted and their results help the learners.

CO4: develop a skill to handle data and interpret results

CO5: effectively communicate assessment results to stakeholders using appropriate formats such as written reports or presentations.

Unit 1: Introduction to Measurement and Evaluation

Levels of Measurement– Nominal, Ordinal, Interval and Ratio; Concept of Measurement and Evaluation; Role of Evaluation in Education – Diagnosis, Improvement of teaching, Guidance, Prognosis survey and Placement.

Differences between Measurement and Evaluation; Types of Evaluation; Steps in the process of Evaluation.

Criterion referenced and Norm referenced evaluation.

Teacher made tests and standardized tests; General steps of Test Construction (or Standardization)

Unit –2: Essentials of Test Construction

Item Analysis: Meaning and purpose; Item analysis of power test; Item analysis of speed test; problems of item analysis.

Reliability: Meaning of reliability; Methods (or Types) of reliability; Factors influencing reliability of test scores.

Validity: Meaning of validity; Types of validity; Factors influencing validity; Relation of validity and reliability.

Norms for Interpretation of Test Scores – Age, Grade, Percentile and Standard score norms (Z-scores, T-Scores, C-Scores).

Unit 3: Trait Measurement Devices

Measurement of Attitudes: Thurston's method of equal-appearing intervals, Likert's method of Summated ratings, Guttmann's scale.

Measurement of Interest: Strong Campbell interest inventory, Kuder preference Records. Measurement of Intelligence: individual and group tests, verbal and non-verbal tests and performance test. Measurement of Assessment: Self Report technique: Rating Scales, Problem check-lists and Projective techniques: Rorschach and Thematic Apperception Test

Unit 4: New Trends in Measurement and Evaluation

Continuous and Comprehensive evaluation

Marking and reporting methods (concept and current use): Written description of performance, Letter grades, Number grades, percentage grades, Pass-fail report, Profiles, Parent-teacher conference, Progress report.

Choice Based Credit System of Teaching and

Evaluation. Computers in Evaluation.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 403 (22): INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN EDUCATION

(CORE)

COURSE OUTCOMES:

CO1: Understand the role and importance of technology in education and how technology can be used to enhance learning outcomes, including increased engagement, collaboration and critical thinking.

CO2: Create and implement technology enhanced learning activities that promote active learning and critical thinking among students.

CO3: Promote digital literacy and responsible technology use among their students, including the ethical and legal issues related to technology use in education.

CO4: Evaluate and select appropriate tools based on learning objective, students needs and available resources.

CO5: Use a wide range of technology tools, including software applications, online resources and mobile devices to create interactive and engaging learning experiences for their students.

Unit 1: Introduction to Information and Communication Technology

Meaning, Nature, Scope and Significance

of ICT. ICT resources for teaching and

learning.

Uses of ICT: Teaching-learning process, Evaluation, Research and

Administration. Role of ICT in personality development and professional development.

Unit 2: Computer, Internet and World Wide Web

Fundamentals of Computer: Meaning of Hardware and various Hardware components of a computer; Concept and types of Computer Software; Computer memory and its types; Meaning, types and functions of Operating System; Computer VIRUS and protection measures.

The Internet: Meaning of Internet, H/W and S/W requirements for Internet, Internet terminology, Applications of Internet in Education.

The World Wide Web: Concept of W.W.W; Distinction between Internet and W.W.W; Web pages and H.T.M.L; Web browsers and Web Search Engines; Web Surfing.

Educational Multimedia: Meaning and significance of Multimedia; Elements of Multimedia; Development of Multimedia Courseware.

Unit 3: Information storage and Management

Data and Information: Types of data, File management. Data storage and Data base management

Meaning, Characteristics and benefits of cloud computing. Management information systems in the field of education.

Unit –4: ICT Applications in Education

E-Learning: Meaning, nature and characteristics of E-learning; E-learning and Class room dynamics; Advantages of E-learning; Limitations of E-learning.

Web Based Learning-Online Learning: Meaning, principles and categories of Web based learning; Merits and limitations of Web based learning; Meaning, significance, functions and advantages of Virtual Campus.

E-Journals and E-Books: Meaning, types, salient features and availability of E-Journals; Meaning, nature and significance of E – Books.

Electronic portfolio.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 404 (A) (22): ENVIRONMENTAL EDUCATION AT

ELEMENTARY LEVEL

(GENERIC ELECTIVE)

COURSE OUTCOMES:

CO1: Demonstrate a basic knowledge and understanding the natural world, including its components, systems and interrelationships.

CO2: Analyze and evaluate environmental problems and develop creative solutions to address them.

CO3: Develop responsible attitudes and behaviours towards the environment, such as conserving natural resources, reducing waste and minimizing their impact on the environment.

CO4: Use their knowledge and skills to make informed decisions and take action to protect the environment.

CO5: Develop interdisciplinary skills such as the ability to integrate knowledge and skills from different disciplines, communicate effectively and work collaboratively.

Unit 1: Introduction to Environmental Education.

Concept, importance, scope, Aims and Objectives of Environmental

Education Guiding principles and foundations.

Relationship between man and Environment. Ecological and psychological perspective

Unit 2: Environmental Hazards Page 34 of 39

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. Programme of environmental education for primary education institutions.

Unit 3: Features of Curriculum for Environmental Education

Concept of environment and ecosystem.

Nature system earth and biosphere a biotic and biotic components. Natural resources, a biotic resources.

Human systems - Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.

Technological system- industrial growth, scientific and technological invention and their impact on the environmental system.

Unit 4: Methods and Approaches of Environmental Education

Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.

Methods - discussion, seminar, workshop. Dialogue, Problem Solving Field Surveys, project and Exhibition. Role of Media, print Films, and TV.

Conservation of Natural Resources: Concept, need and Importance. Ways of Conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage. Programmes for Environmental protection Environment and Legislation:

The water

(prevention and control pollution) Act, 1974. The environment (protection) Act, 1986.

wild life (Protection) Act, 1972. The motor Vehicles Act, 1988. The Air (Prevention and Control of pollution) Act, 1989. The Indian Forest Act, 1927.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 404 (B) (22): ENVIRONMENTAL EDUCATION AT SECONDARY LEVEL

(GENERIC ELECTIVE)

COURSE OUTCOMES:

CO1: Understand the specific principles underlying the environmental issues such as climate change, biodiversity loss and environmental pollution.

CO2: Analyzing the economic, political and social factors that contribute to environmental problems.

CO3: Evaluate the effectiveness of current environmental policies and identifying areas for improvement.

CO4: Develop an understanding of the role of individuals and communities in creating a sustainable future.

CO5: Asses the impact of human activity on the environment and developing strategies for sustainable development.

Unit 1: Introduction to Environmental Education

Concept, importance and scope, Aims and objectives Guiding Principles and Foundations Relationship between, man and environment Sociological and psychological Perspectives

Unit 2: Environmental Hazards

Environmental pollution: physical, air water, noise, chemical Extension of flora & fauna, deforestation, soil erosion.

Need for Conservation, preservation and protection of Rich environmental heritage.

Programme of environmental education for secondary and higher education institutions.

Unit 3: Environment and Eco-system

Natural systems, earth & Bio-sphere, a biotic and biotic

components Natural resources, abiotic resources.

Human systems-human beings as part of environment, human adaptations to environmental resources.

Systems – Industrial growth, Technological and scientific growth, Technological inventors and their impact on the environmental system.

Unit 4: Environmental Problems, Legislation and Education

Effect of manmade and natural disaster on environment. Role of educational institutions in disaster management. Concept and importance of sustainable development.

Global Environmental Problems: Global warming, ozone depletion, e-waste and population explosion. Waste management: e-waste, medical waste, nuclear waste, solid and liquid waste.

Page 36 of 39

International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002). Environmental Movements: Chipko, silent valley, Narmada Bachao.

Legislation: Indian forest act of 1927 & Wildlife protection act of 1972. Archeological and historic preservation act of 1974. The water (Prevention and control of pollution) act of 1974. The air (Prevention and Control of pollution) act of 1981. The environment (Protection) act of 1986.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

MED 405 (A) (22): HUMAN RIGHTS EDUCATION (OPEN ELECTIVE)

COURSE OUTCOMES:

CO1: Articulate the key concepts and principles of human rights, as well as understand the historical and cultural context in which these concepts developed.

CO2: Recognize and identify different forms of human rights abuses and the underlying political, social and economic factors that contribute to them.

CO3: Analyze the role agencies in promoting human rights education

CO4: Design a human rights education programme to empower the marginalized communities to advocate for their own rights.

CO5: Propose ways to improve the effectiveness of international and national level institutions in enforcing human rights and develop an action plan to implement these changes.

Unit 1: Concept, meaning and history of human rights

Concept, Meaning Need, Objectives and principles of human rights education, Classification of Human Rights.

Evolution and Historical Development of Human Rights in the global context. Education as an agency to sensitize students towards human rights.

Unit 2: Indian constitution and Commissions on Human Rights

Human Rights in Indian constitution: Constitutional provisions of Human Rights: Fundamental Rights, Directive principles of State Policy, women and child rights.

Human Rights Commissions: NHRC, SHRC, Human Rights Courts. Their composition and functions.

International Councils and Commissions on Human Rights: International court of Justice, International criminal Tribunals and criminal courts. Amnesty International, Page 37 of 39

International Red Cross

Barriers in implementing Human Rights.

Unit 3: Curriculum, methods of teaching and agencies of Human Rights Education

Curriculum of HRE at different Levels: Primary, Secondary and Higher Education.

Methods and Techniques of Teaching Human Rights: Lecture – Discussion – Case Study – Role Play and Simulation – Mock Trials– Cooperative Learning – Social Activities

Agencies promoting Human Rights Education: Role of Family, Peer-group, Religious and Social Organisations, Media, School/Educational Institutions.

Training teachers for Human Rights Education.

Unit 4: Human Right violations and emerging issues

Ragging - Eve Teasing, Human Trafficking - War and Terrorism, Child Labour - Exploitation of Labour , Patriarchism, - Domestic Violence - Sexual Harassment - Female Infanticide

Tribal rights and forest protection

Environmental issues and sustainable

development Traditions, culture and Human

Rights.

PRACTICUM:

- 1) One Seminar
- 2) One Assignment

INTERNSHIP:

Building a human rights garden on the school grounds and giving a case study based report as a required project by each student

MED 405 (B) (22): HUMAN VALUES & PROFESSIONAL ETHICS (OPEN ELECTIVE)

COURSE OUTCOMES:

CO1: Demonstrate and understanding of ethical principles, including honesty, integrity, responsibility and respect for others.

CO2: Analyze and evaluate ethical dilemmas, including identifying conflicting values and developing a framework for decision making.

CO3: Apply ethical principles and values to real world situations, such as in the workplace or in their personal lives.

CO4: Develop professional values and standards that are aligned with ethical principles such as accountability and excellence.

CO5: Decognize their social responsibility and the impact of their actions on society and the environment.

Unit – 1: Concept, Need, Nature and Process for Value Education

Concept, need and nature of education in human values. Basic guidelines, content and process of value education.

Self-exploration- concept and process: 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration

Understanding happiness and prosperity correctly – a critical appraisal of the current scenario-Method to fulfill the above human aspirations.

Unit – 2: Harmony in the Human being in the Family and Society and in Human Relationship

Understanding the characteristics and activities of one self.

Understanding needs and the activities of the self and the body

Understanding harmony in the family and the values in human relationship.

Understanding the meaning of foundational values and Visualizing a universal harmonious order in society.

Unit – 3: Understanding Harmony in Nature and Existence – Whole Existence as Co- Existence

Understanding harmony in nature.

Inter-connectedness and Self-regulation in nature. Understanding existence as co-existence.

Holistic perception of harmony at all levels of existence.

Unit – 4: Professional Ethics – Holistic Understanding of Harmony

Acceptance of human values – value based life and profession.

Professional ethics and ethical human conduct.

Competence in professional ethics – current scenario. Human rights violation and social disparities