Estd. 1962
"A++" Accredited by NAAC (2021)
With CGPA 3.52

SHIVAJI UNIVERSITY, KOLHAPUR
416 004, MAHARASHTRA
PHONE : EPABX – 2609000, BOS Section – 0231-2609094, 2609487
Web : www.unishivaji.ac.in Email: bos@unishivaji.ac.in
शिवाजी विद्यापीठ, कोल्हापूर, ४१६ ००४, महाराष्ट्र
दूरध्वनी - इपीबीएक्स - २०६०९०००, अभ्यासमंडळे विभाग : ०२३१- २६०९०९४. २६०९४८७
वेबसाईट : www.unishivaji.ac.in ईमेल : bos@unishivaji.ac.in

Ref.: SU/BOS/ *IDS* /381 **Date: 17 - 09- 2026**

To,

The Principal,
All Concerned Affiliated Colleges/Institutions
Shivaji University, Kolhapur

The Head/Co-ordinator/Director
All Concerned Department
Shivaji University, Kolhapur.

Subject : Regarding revised syllabi of **M. Ed. Part II** degree programme under the Faculty of Inter- Disciplinary Studies

Sir/Madam,

With reference to the subject mentioned above, I am directed to inform you that the university authorities have accepted and granted approval to the revised syllabi nature of question paper, equivalence etc. of **M. Ed. Part II** degree programme under the Faculty of Inter- Disciplinary Studies

This syllabus (nature of question paper, equivalence etc.) shall be implemented from the academic year **2026-2027** onwards. A soft copy containing the syllabus is attached herewith and it is also available on university website www.unishivaji.ac.in NEP-2020 (Online Syllabus)

The question papers on the pre-revised syllabi of above-mentioned course will be set for the examinations to be held in October /November 2026 & March/April 2027. These chances are available for repeater students only.

You are, therefore, requested to bring this to the notice of all students and teachers concerned.

Thanking you,

Yours Faithfully

Dy Registrar

Encl. : As above.

Copy to: For Information and necessary action.

1	The Dean, Faculty of IDS	8	P.G.Admission Section
2	Director, Board of Examination and Evaluation	7	Affiliation T. 1 & T. 2 Section
3	The Chairman, Respective Board of Studies	9	Appointment A & B Section
4	O. E. 02 Exam Section	10	P.G.Seminar Section
5	Eligibility Section	11	I.T. Cell
6	Computer Centre	12	Internal Quality Assurance Cell (IQAC)



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SHIVAJI UNIVERSITY, KOLHAPUR

New Syllabus For

Degree of Master of Education

M. Ed. Regular TWO-YEAR Program me

(TO BE IMPLEMENTED FROM ACADEMIC YEAR 2026 -27 ONWARDS)

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Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professional including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in Elementary education (up to class VIII) or in secondary education (classes VI-XII).

Programme Educational Objectives (PEOs) ·

- Acquire the fundamental and advance knowledge in the field of Education and Teacher Education. ·
- Attain and Practice the pedagogical and andragogical knowledge in the field of Education. ·
- Ability to offer professional services in the edupruneur environment. ·
- Possess research and ICT skills.
- Develop Employable competencies to serve the dynamic changes in Education.
- Possess ability to undertake lifelong learning.

Program Outcomes (POs)

- Po1 – Apply fundamental and advanced knowledge in Education to become a Teacher Educators and other Educational professionals.
- Po2 – Adapt pedagogical and andragogical knowledge and practices in teaching, learning and evaluation.

- Po3 – Conduct research activities in the field of Education.
- Po4 – Use of ICT for teaching, learning, evaluation and research.
- Po5 – Performs higher level of employability skills.
- Po6 – Demonstrate human values and professional ethics in the field of education.

Program Specific Outcomes (PSOs)

1. Acquaint with advanced pedagogical and andragogical knowledge and skills in various context of teacher education.

2. Equip with research, ICT and employability skills.

3.Interpret different perspectives with education and teaching, learning and evaluation at different levels of education.

Ed.R.1. Duration of the course

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer break should be used for field attachment/practicum/other activities.

The Terms and vacations of the course shall be as prescribed by the University from time to time.

Ed.R.2. Eligibility

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in following programmes:

B.Ed.

B.A. B.Ed. / B.Sc. B.Ed./

D.EI. Ed. with an undergraduate degree (with 50% marks in each.)

As per the NCTE norms http://ncte-india.org/ncte_new/pdf/ (M.Ed.)

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the State Government and University rules.

Further, all the candidates should have been declared passed in the M.Ed. by the Government of Maharashtra and is subject to revision by the Government of Maharashtra and University from time to time.

Provisional admission of candidates shall be given, based on the qualifying examination marks as well as entrance test marks following the reservation policy of the Government of Maharashtra and the guidelines issued by the university in this respect from time to time.

Ed.R.3 Fees:

The institution shall charge only such fees as prescribed by the affiliating body/ State Government concerned in accordance with provisions of National Council for Teacher Education (NCTE).

Ed.R.4 Intake for the course shall be as prescribed by the NCTE from time to time.

Ed.R.5 The Examination for the Degree of M.Ed. course shall be by Papers, Practicum, Field based experience, Dissertation and Viva-Voce, Activity reports.

A candidate desiring to appear for the M.Ed. examination must attend the University Department/ M.Ed college for this purpose by the Shivaji University and NCTE.

Eligibility norms to appear for the additional class test or assignment or project for learners who remained absent:

(To be completed within the 3 - year period from the date of admission.)

1. The student must apply to the Head of Institution/ Department/ College) giving the reason(s) for absence within 8 days of the conduct of the **examination** along with the necessary documents and testimonials.
2. If the student is absent for participation in **practical activities** (Practicum) authenticated by the Head of the institution, the Head of the institution shall generally grant permission to the candidate to complete the activities.
3. The Head of the institution, on scrutiny of the documents and testimonials, may grant the permission to the student to appear for the additional examination activities.
4. A student who is absent for all Internal Exam and also absent for the practicum, will be allowed to appear for all Internal Exam and practicum.
5. A student who is absent for all the class/tests / assignment as the case may be, will be allowed to take admission for next semester

Nature of Question Paper for External Examination

Max. Marks	**:** 80
Credits	**:** 04
Time	**:** 3 Hours
Q. 1. Multiple Choice (a/b/c/d/): 10 Questions.	**10 Marks**
Q. 2; Q. 3. and Q. 4 Long answers Question -: With Internal Choice for 15 **Marks each Question.**	
Q. 5. Short Notes **- 5 out 7.**	**25 Marks (5 Marks each)**

STANDARD OF PASSING

The M.Ed. degree in the Faculty of Education will be conferred on a candidate who has pursued a Regular course of study for four semesters of two academic years as prescribed in the Scheme of examination.

SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS

1. Four semesters - end examinations will be held during the Two-year M.Ed. Regular course.
2. Each theory paper will be of 100 marks of which 80 marks will be for External examination and 20 marks will be for internal evaluation throughout the Semester, based on the attendance, performance and activity reports.
3. Minimum for pass in each paper/activity shall be 40% marks obtained in the External examination and internal evaluation separately and 50% in aggregate of four semesters put together.

4. Internal examination Includes: Test, assignment, seminar and /or any other evaluation technique.
5. The concerned teacher for each practicum component has to issue a certificate declaring the student has completed the practicum along with the Credit hours and submit it to the Head / Principal. At the end of IV semester, the Head / Principal has to issue a 'Practicum and other M.Ed. course Activities Completion Certificate' to the University declaring that all Practicum components and all essential activities of the M. Ed. Course have been completed by the student along with the Credit hours. The student shall be declared to have been Passed only after the student has passed all the Theory papers and Department/College has issued the 'Practicum and other M.Ed. course Activities Completion Certificate'.

The declaration of class shall be on the aggregate of the total marks of Four Semesters put-together as follows:

Table No. 1

CLASSIFICATION OF RESULTS

Sr.No	Mark Range out of 100	Grade Points	Class of Four Semesters
1	80-100	10	O;Distinction
2	70-79	9	A +:Excellent
3	60-69	8	A:Very Good
4	55-59	7	B+: Good
5	50-54	6	B:Average
6	49 and less	0	Fail
7	Absent	0	Ab: Absent

*__Remark__: There will be no Grade points below 6 as passing standard is 50%.

Ed.R.6 Working days and Attendance

There shall be at least two hundred and four working days each year, exclusive of the period of admission and examination and inclusive of classroom transaction, practicum, field study. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Course and Practicum and 90% for Field Attachment, subject to the general provisions existing in the University for condonation of attendance.

Note: Marks obtained in decimal of point five and above should be rounded to one.

Credits: As shown in the structure of the course, Maximum Credits: 100 (Four Semesters put-together) based on Marks Minimum Credits for PASS: 50 (Four semesters put- together) based on Marks

Note: Credit may be acquired in decimal points also.

Semester III						
Component	**Code**	**Title**	**Marks**	**Credits**	**Total Hours**	**Hours / week**
A) Compulsory Papers	**CP-IX**	History and Political Economy of Education	100	4	85	5
	CP-X	Sociology of Education	100	4	85	5
	CP-XI	Teacher Education	100	4	85	5
B) Specialization Papers (Any one) (Ele.Edu./Sec.Edu.)	**SP-XII-A** **SP-XII-B**	A) Perspectives in Elementary Education B) Perspectives in Secondary& Senior Secondary Education	100	4	85	5
C) Dissertation	**DIST-P FDRR**	Preparation and Presentation of the First Draft of the Research Report	50	2	68	4
D) Internship -- (Teacher Education) - II	**INT-TE-II**	Internship (Teacher Education)-II	50	2	68	**Two Weeks in the whole Semester**
E)Internship-(Specialization)- I (Ele.Edu./Sec.Edu.)**	**INT-SPE-I**	Internship (Specialization)- I	50	2	68	**Two Weeks in the whole Semester**
F) Practicum - (Specialization) - I (Ele.Edu./Sec.Edu.)	**PRA-SPE-I**	Practicum(Specialization) - I	50	2	68	4
Total of Semester III (A+B+C+D+E+F)			**600**	**24**	**612**	**28**
Inter Semester Break-II						
Dissertation	**DIST**	Dissertation	-----	2	68	--

Semester IV						
A) Compulsory Papers	**CP-XIII**	Curriculum Studies	100	4	85	5
B) Specialization Papers (Ele.Edu./Sec.Edu.) (Any one)	**SP-XIV-A** **SP-XIV-B**	A) Curriculum &Evaluation in Elementary Education B) Curriculum & Evaluation in Secondary &Senior Secondary Education	100	4	85	5
	SP-XV-A **SP-XV-B**	A) Teaching -Learning Process in Elementary Education B) Teaching -Learning Process in Secondary &Senior Secondary Education	100	4	85	5
	SP-XVI-A **SP-XVI-B**	A) Elementary Teacher Education B) Secondary &Senior Secondary Teacher Education	100	4	85	5
C)*Internship- **(Specialization)- II (Ele.Edu./Sec.Edu.)**	**INT-** **SPE-II**	Internship-**(Specialization)-II**	50	2	68	**Two Weeks in the whole Semester**
D) Practicum-(Specialization) -I (Ele.Edu./Sec.Edu.)	**PRA-S PE-II**	Practicum**(Specialization)-II**	50	2	68	**4**
E) Dissertation &Viva-Voce	**DIST-FRR**	Final Research Report (Dissertation)	100	4	136	**8**
	VVD	Viva -Voce of Dissertation	50	2	----	---
Total of Semester IV (A+B+C+D+E)			**650**	**26**	**612**	**32**
Total of Semester I,II,III, &IV			**2500**	**100**	**2482 +** ***Additional Hrs of Edu. Tour**	
Inter Semester Break I,II &III			**---**	**4**	**136**	---

***Internship ((Specialization) Programme will be under the observation / supervision of the Teachers**

Semester III													
Code	**Title**	**Marks**			**Credits**			**Total Hours**			**Hours Per week**		
		Internal	**External**	**Total**	**Internal**	**External**	**Total**	**Theory**	**Pract.**	**Total**	**Theory**	**Pract.**	**Total**
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP-IX	History and Political Economy of Education	20	80	100	1	3	4	51	34	85	3	2	5
CP-X	Sociology of Education	20	80	100	1	3	4	51	34	85	3	2	5
CP-XI	Teacher Education	20	80	100	1	3	4	51	34	85	3	2	5
B) Specialization Paper (Ele.Edu./Sec.Edu.)(Theory - Credits – Marks &Hours)													
SP-XII (Any One-A/B)	A) Perspe ctives in Elementary Education B) Persp ectives in Secondary&Senior Secondary Education	20	80	100	1	3	4	51	34	85	3	2	5
C) Dissertation (Practicals - Credits – Marks &Hours)													
DIST-P FDRR	Preparation and Presentation of the First Draft of the Research Report	50	-----	50	2	--	2	--	68	68	--	4	4
***Internship (Teacher Education)-II (Practicals - Credits – Marks &Hours)**													
INT-TE-II	Internship (Teacher Education)-II	25	25	50	1	1	2	----	68	68	**Two Weeks in the whole Semester**		
E)Internship (Specialization)-I (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks &Hours)**													
INT-SPE-I	Internship-(Specialization)-I Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	**Two Weeks in the whole Semester**		
F) Practicum (Specialization)-I (Ele.Edu./Sec.Edu.) (Credits – Marks &Hours)													
PRA-SPE-I	Practicum **(**Specialization**)-I** Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4
Total of Semester III (A+B+C+D+E+F)		**250**	**350**	**600**	**10**	**14**	**24**	**204**	**408**	**612**	**12**	**16**	**28**
Inter Semester Break-II (Practicals - Credits – Hours)													
DIST	Dissertation	-----	-----	-----	2	--	2	--	68	68	--	---	---

***Internship (Teacher Education) and ** Internship (Specialization) Programmes will be under the observation / supervision of the teachers.**

Semester IV													
Code	**Title**	**Marks**			**Credits**			**Total Hours**			**Hours Per week**		
		Internal	**External**	**Total**	**Internal**	**External**	**Total**	**Theory**	**Pract.**	**Total**	**Theory**	**Pract.**	**Total**
A) Compulsory Papers (Theory - Credits – Marks &Hours)													
CP-XII	Curriculum Studies	20	80	100	1	3	4	51	34	85	3	2	5
B) Specialization Papers (Ele.Edu./Sec.Edu.) (Any One) (Theory- Credits –Marks &Hours)													
SP-XIV	A) Curriculum & Evaluation in Elementary Education B) Curriculum & Evaluation in Secondary & Senior Secondary Education	20	80	100	1	3	4	51	34	85	3	2	5
SP-XV	A) Teaching -Learning Process in Elementary Education B) Teaching -Learning Process in Secondary & Senior Secondary Education	20	80	100	1	3	4	51	34	85	3	2	5
SP-XVI	A) Elementary Teacher Education B) Secondary&Senior Secondary Teacher Education	20	80	100	1	3	4	51	34	85	3	2	5
***Internship(Specialization)-II (Ele.Edu./Sec.Edu.)(Practicals - Credits – Marks & Hours)**													
INT-SPE-II	Internship- **(Specialization)-II** Ele.Edu./Sec.Edu.	25	25	50	1	1	2	----	68	68	**Two Weeks in the whole Semester**		
D) Practicum (Specialization)-II (Ele.Edu./Sec.Edu.) (Credits – Marks &Hours)													
PRA-SPE-II	Practicum **(Specialization)-II** Ele.Edu./Sec.Edu.	50	--	50	2	--	2	----	68	68	--	4	4
E) Dissertation and Viva-voce (Practicals - Credits – Marks &Hours)													
DIST-FRR	Final Research Report(Dissertation)	00	100	100	4	--	4	---	136	136	---	8	8
VVD	Viva -Voce of Dissertation	25	25	50	2	--	2	----	----	----	----	---	---
Total of Semester IV (A+B+C+D+E)		**250**	**400**	**650**	**13**	**13**	**26**	**204**	**408**	**612**	**12**	**20**	**32**
Total of Semester I, II, III, & IV		975	1525	2500	48	52	100	816	1670	**2482 +** ***Additional Hrs of Edu. Tour**	----	---	---
Inter Semester Breaks I, II & III		----	----	--	**4**	--	**4**	--	**136**	**136**	-----	----	--

***Internship ((Specialization) Programme will be under the observation / supervision of the teachers**

M.Ed. Semester -III

Compulsory Theory Paper

CP-IX History and Political Economy of Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Explain the historical development of education in India, including Indian Knowledge Systems (IKS), ancient, medieval, pre-independence, post-independence, and globalization periods.
2. Analyze the relationship between politics, educational policy, planning, and governance in the Indian education system.
3. Examine the concepts, principles, and applications of economics of education, including cost, financing, human capital, and employment.
4. Critically evaluate the role of political economy in educational development, public spending, inequality, and investment in education.
5. Apply historical, political, economic, and indigenous knowledge perspectives in analyzing educational policies, Five-Year Plans, and educational practices in India.

Course Content

Unit-I: History of Education and Indian Knowledge System (IKS) (13 Hrs)

a) Origin of Education and Concept of Indian Knowledge System (IKS) (2 Hrs)

b) i) Muslim Education ii) Buddhist Education (2 Hrs)

c) Education in Ancient and Medieval India with special reference to Gurukul System, Nalanda, Takshashila, and Indigenous Knowledge Traditions (3 Hrs)

d) Education in India:

i) Pre-Independence (1854–1947) (2 Hrs)

ii) Post-Independence (1947–1994) (2 Hrs)

iii) Post-Globalization (1994 onwards) (2 Hrs)

Unit-II: Politics and Education (12 Hrs)

a) Politics and Education: Concept and Relationship of Politics of Education in India (3 Hrs)

b) Concept of Educational Policy and Evolution of Educational Policy in India (3 Hrs)

c) Role of Centre and State in Education (3 Hrs)

d) Educational Planning in India (3 Hrs)

Unit-III: Economics of Education (13 Hrs)

a) An Introduction to Economics and the Economics of Education (2 Hrs)

b) The Basics of the Economic Model (2 Hrs)

c) Cost of Education: Concept, Components, and Classification (3 Hrs)

d) Economics of Education and Employment (2 Hrs)

e) Financing Higher Education (2 Hrs)

f) Demand and Supply of Human Capital (2 Hrs)

Unit-IV: Political Economy of Education (13 Hrs)

a) The Political Economy of Education and Development (2 Hrs)

b) The Political Economy and Educational Process (2 Hrs)

c) Five-Year Plans and Education with Reference to India (4 Hrs)

d) The Political Economy of Investment in Education (2 Hrs)

e) The Political Economy of Public Spending on Education, Inequality, and Growth (3 Hrs)

Transactional Mode

The course would be transacted through participatory approaches including group discussion, self-study, seminars, presentations, case analysis, project-based learning, ICT-enabled teaching-learning, reflective discussions, collaborative learning, and field-based academic activities.

Practicum (34 Hrs)

The students may undertake any two of the following activities and submit a report:

1. A study of the cost of education at any one level of education.
2. Critical analysis of any one Five-Year Plan with reference to education.
3. Preparation of a report on financing higher education in India with reference to any

one Five-Year Plan.

4. Critical analysis of investment in education in different states of India (Report writing and group presentation).
5. A study of the role of Centre and State in monitoring educational schemes (Report writing and group presentation).
6. Preparation of a comparative report on Indian Knowledge Systems and modern education practices.

Essential Readings

- Development of Education in India, Biswas, A. & Agrawal, S.P. (1985). *Development of Education in India*. New Delhi: Concept Publishing Company.
- The Economics of Education, Vaizey, J. (1973). *The Economics of Education*. London: The Macmillan Press Ltd.
- History of Education in India, Mukherji, S.N. (1966). *History of Education in India*. Baroda: Achari Book Depot.
- Indian Knowledge System, Kapoor, K. & Singh, A. (2017). *Indian Knowledge System: Concepts and Applications*. New Delhi: DK Printworld.

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Democracy and Education, Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.

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Economics of Education, Kishan, R.N. (2011). *Economics of Education*. New Delhi: APH Publishing Corporation.

Human Capital, Becker, G.S. (1993). *Human Capital: A Theoretical and Empirical Analysis*. Chicago: University of Chicago Press.

Investment in Human Capital, Schultz, T.W. (1971). *Investment in Human Capital*. New York: Free Press.

The Economics of Elementary Education in India, Mehrotra, S. (2006). *The Economics of Elementary Education in India*. New Delhi: Sage Publications Pvt. Ltd.

Quality in School Education, Narula, M. (2006). *Quality in School Education*. Delhi: Shipra Publications.

Quality in Higher Education, Pawar, K.B. (2005). *Quality in Higher Education*. New

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Schooling in Capitalist America, Bowles, S. & Gintis, H. (1976). *Schooling in Capitalist America*. New York: Basic Books.

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Reproduction in Education, Society and Culture, Bourdieu, P. & Passeron, J.C. (1977). *Reproduction in Education, Society and Culture*. London: Sage Publications.

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Educational Planning and Management, Buch, M.B. (2014). *Educational Planning and Management*. New Delhi: NCERT.

National Education Policy 2020, Government of India. (2020). *National Education Policy 2020*. New Delhi: Ministry of Education.

Ancient Indian Education, Mookerji, R. (1947). *Ancient Indian Education*. Delhi: Motilal Banarsidass.

Web Resources

Ministry of Education, Government of India

NITI Aayog

National Institute of Educational Planning and Administration (NIEPA)

University Grants Commission (UGC)

NCERT

Indian Knowledge Systems Division, Ministry of Education

UNESCO Education

Economic and Political Weekly

M.Ed. Semester – III

Compulsory Theory Paper: Sociology of Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Explain the meaning, nature, scope, and significance of Sociology and Sociology of Education in understanding educational processes and social systems.
2. Analyze the socio-cultural contexts of Indian society and evaluate the role of education in promoting democracy, secularism, multiculturalism, equality, and social justice.
3. Critically examine the role of education in socialization, social change, and resolution of contemporary social issues.
4. Evaluate the changing nature of society and education in the 21st century with reference to globalization, science and technology, modernity, post-modernity, and global citizenship.
5. Apply the principles of sustainable development, peace education, human rights, gender equity, and interdisciplinary approaches in educational practices and social transformation.

Course Content

Unit-I: Sociology and Education (12 Hrs.)

a) Meaning and Need of Sociology and Sociology of Education (1 Hr.)
b) Education as a Sub-system of Society; School as a Social System (2 Hrs.)
c) Sociological concepts in Education Social Stratification, Social Mobility and Education Social Change: Meaning of Social Change, Factors Affecting Social Change, Barriers in Social Change, Role of Education in Social Change, School as a Site of Social Change (4 Hrs.)

d) Process of Socialization and Acculturation of the Child – Critical Appraisal of the Role of School, Parents, Peer Group and Community (2 Hrs.)
e) Parent Education – Concept, Need, Objectives and Practices (2 Hrs.)

Functionalist Theory of Education – Émile Durkheim and Talcott Parsons
Social Reproduction Theory – Pierre Bourdieu and Jean-Claude Passeron
Symbolic Interaction Theory – George Herbert Mead and Herbert Blumer

Unit-II: Socio-Cultural Contexts of Education in India (13 Hrs.)

a) Social Purposes of Education .Role of Education with reference to Democratic, Secular, Socialistic and Humane Society (2 Hrs.)
b) Understanding Diversities in Contemporary Indian Society: Multilingual and Multicultural Society, Role of Education in Multicultural Society (2 Hrs.)
c) Equality of Educational Opportunity and Social Justice – Role of Education Multicultural Education Theory – James A. Banks (2 Hrs.)
d) Education for Nationalism and International Understanding (1 Hrs.)
e) Role of Education in Resolving Social Issues: Terrorism, Addiction, Corruption, Environmental Degradation (3 Hrs.)

Unit-III: The Changing Nature of Society and Education in 21st Century (13 Hrs.)

a. Impact of Science and Technology on Society and Education Digital world and Sociology (2 Hrs.)
b. Modernity and Post-modernity: Concepts of Modernity and Post-modernity, Role of Education under Modernity and Post-modernity (4 Hrs.)
c. Globalization: Meaning and Scope, Challenges and emerging concept and structure before Education . Competency Based Education(2 Hrs.)
d. Learning Society: Concept, Characteristics and Role of Education (2 Hrs.)
e. Education for Global Citizenship: Meaning and Nature of Global Citizenship, Role of Education in Global Citizenship Postmodern Theory of Education – Jean-François Lyotard (3 Hrs.)

Unit-IV: Education for Sustainable Development and Peace (13 Hrs.)

a) Sustainable Development: Concept, Dimensions and Principles (1 Hr.)

b) Education for Sustainable Development: Concept, Need, Aims, Curriculum, Teaching-Learning and Role of the Teacher, Need of an Interdisciplinary Approach **Sustainable Development Theory** (3 Hrs.)
c) Education for Gender Equity – Need and Importance with Special Reference to India, Role of Education in Women Empowerment (2 Hrs.)
d) Human Rights Education: Concept, Need, Role of Education with Reference to Human Rights, Concept of Rights-Based Schools (2 Hrs.)
e) Education for Peace: Concept and Need of Peace and Peace Education, Role of Education in Developing a Culture of Peace (Peace Education Theory – Johan Galtung 4 Hrs.)

Transaction Mode

Lecture-cum-discussion, group discussion, seminars, school visits, sharing of experiences, presentation of case studies, project-based learning, collaborative learning, ICT-enabled learning, and individual and group assignments.

Practicum (34 Hrs.)

The students should undertake the following activities and submit a report:

1. Visit to an NGO working for resolving social issues and preparation of a report.
2. Study of the use of Science and Technology in any one school.
3. Interview of parents from different socio-cultural families (any three) with reference to the socialization of the child and preparation of a report.
4. Preparation of a case study on multicultural practices in schools.
5. Group presentation on sustainable development and peace education initiatives in educational institutions.
6. NEP 2020 emphasizes experiential and field-based learning. Consider adding:Community Audit: Conduct a survey of a local neighborhood to identify "Socio-Economically Disadvantaged Groups& quot; and their barriers to school access.
7. IKS Case Study: Document a local traditional craft or indigenous knowledge system and
8. suggest how it can be integrated into a school's vocational curriculum.
9. Digital Inclusion Mapping: Visit a rural or underprivileged school to study the effectiveness

Essential Readings

Peace and Value Education, Charles, K. & Selvi, A. (2012). *Peace and Value Education*. New Delhi: Neelkamal Publications.

Papers in the Sociology of Education in India, Gore, M.S., Desai, I.P. & Chitnis, S. (1967). *Papers in the Sociology of Education in India*. New Delhi: NCERT.

Education and Modernization in India, Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers.

Sociology: Themes and Perspectives, Haralambos, M. & Holborn, M. (2000). *Sociology: Themes and Perspectives*. London: Harper Collins Publishers.

Human Rights Education, Indian Social Institute. (1998). *Human Rights Education*. New Delhi: ISI.

Sustainable Development – Ecological and Socio-cultural Dimension, Iyer, G. (1996). *Sustainable Development – Ecological and Socio-cultural Dimension*. New Delhi: Vikas Publishing House.

Education and Social Change in India, Kamat, A.R. (1985). *Education and Social Change in India*. Bombay: Samaiya Publishing Co.

An Introduction to Sociology of Education, Mannheim, K. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.

Sociology of Education: An Introduction, Mossish, L. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.

References

Perspectives in Social Foundations of Education, Pandey, K.P. (1983). *Perspectives in Social Foundations of Education*. Ghaziabad: Amita Prakashan.

Education for International Understanding, Saiyadiin, K.G. (1948). *Education for International Understanding*. Bombay: Hind Kitab.

Philosophical and Sociological Foundations of Education, Saxena, S. (2001). *Philosophical and Sociological Foundations of Education*. Meerut: Surya Publications.

Sociological Perspectives in Indian Education, Saxena, S. (1975). *Sociological Perspectives in Indian Education*. New Delhi: Ashajank Publications.

Foundations in Sociology of Education, Sharma, Y. (2003). *Foundations in Sociology of Education*. New Delhi: Kanishka Publishers.

Education: Social Change and Economic Development, Singh, B.N. (2005). *Education: Social Change and Economic Development*. Jaipur: RBSA Publishers.

Philosophical and Sociological Foundations of Education, Sodhi, T.S. & Suri, A. (1998). *Philosophical and Sociological Foundations of Education*. Patiala: Bawa Publication.

Current Challenges in Education, Taj, H. (2005). *Current Challenges in Education*. Hyderabad: Neelkamal Publication.

Education and Sociology, Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.

Schooling in Capitalist America, Bowles, S. & Gintis, H. (1976). *Schooling in Capitalist America*. New York: Basic Books.

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

The Sociology of Education, Ballantine, J.H. & Hammack, F.M. (2012). *The Sociology of Education: A Systematic Analysis*. New Jersey: Pearson Education.

Cultural Reproduction and Social Reproduction, Bourdieu, P. (1973). "Cultural Reproduction and Social Reproduction." In *Knowledge, Education and Cultural Change*. London: Tavistock Publications.

Cultural Diversity and Education, Banks, J.A. (2006). *Cultural Diversity and Education*. Boston: Pearson Education.

Peace by Peaceful Means, Galtung, J. (1996). *Peace by Peaceful Means*. London: Sage Publications.

Web Resources

NCERT

UNESCO Education

UNICEF India

National Institute of Educational Planning and Administration (NIEPA)

University Grants Commission (UGC)

Ministry of Education, Government of India

National Human Rights Commission of India

United Nations Sustainable Development Goals

National Digital Library of India

Shodhganga Repository

- ERIC – Education Resources Information Center
- SAGE Journals – Sociology of Education**.**

M.Ed. Semester-III

Optional Theory Paper

Teacher Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Understand the nature, concept, objectives, modes, and historical development of teacher education in India and at the global level.
2. Critically analyze the curriculum, transactional strategies, pedagogical approaches, and components of pre-service teacher education programmes.
3. Examine the concept, planning, organization, modes, and evaluation of in-service teacher education programmes with special reference to andragogy and continuous professional development.
4. Develop critical understanding of major issues, researches, trends, and future directions in teacher education.
5. Apply pedagogical analysis, critical pedagogy, various levels of teaching, and reflective practices for effective teacher preparation and professional growth.

Unit : I Teacher Education: Concept, Meaning, Modes and Development (13 hrs)

a) Concept, Meaning and Nature of teacher education (2 hrs) — *including concept of Pedagogy and Pedagogical Analysis: Concept and Stages*.
b) Aims and objectives of teacher education. (3 hrs)
c) Various modes of teacher education - Full time, Part time, ODL, Integrated mode, and online (3 hrs)
d) Development of teacher education in India. (2 hrs)
e) Recommendations of various National & International commissions related to teacher education. (3 hrs) — *including Critical Pedagogy: Meaning, Need and its implications in Teacher Education*.

Unit : II Pre-service Teacher Education (13 hrs)

a) Components of Pre-service teacher education. (2 hrs)

b) National Curriculum Framework- 1978, 1988, 1998, 2000 & 2015 (2 hrs)
c) Teacher education curriculum at different levels (2 hrs)
d) Curriculum transactional strategies - Interactive lectures, Demonstration, Workshops, assignments, Projects; Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison Teaching Model), Reflective Level (Bigge and Hunt Teaching Model) (3 hrs)
e) Management of school experiences and Internship. (2 hrs)
f) Assessment and evaluation of each component of Curriculum. (2 hrs)

Unit : III In-service Teacher Education (13 hrs.)

a) Concept & Importance of continual professional development of teachers. (2 hrs)
b) Modes of in-service teacher education - Face to face, distance, cascade model, and online (2 hrs)
c) Planning and Organization of in-service teacher education Programme - Need Analysis, Curriculum formulation, Preparation of Training material & Transactional modes; Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy (6 hrs)
d) Evaluation of in-service teacher education programme - tools & techniques, follow up studies. (3 hrs)

Unit : IV Researches in Teacher Education (13 hrs.)

a) Areas of researches in teacher education. (3 hrs)
b) Issues in teacher education and related researches. (3 hrs)
c) Research Trends in teacher education. (3 hrs)
d) Future of Teacher Education. (3 hrs) — *with special reference to NEP 2020 and emerging paradigms*.

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, school visits and sharing of experiences, presentation of case studies and individual/group assignments in a seminar, reflective sessions on pedagogical models and andragogy.

Practicum : (34 hrs)

The student should undertake the following activities:

1. Analysis of curriculum of teacher education at any level with respect to the objectives of that level of teacher education given by NCTE.
2. Preparation of a tool for identifying the training needs of teachers, administer the tool and prepare a programme for the training. (This practical is to be conducted in groups of 5 students through a workshop).

Essential Readings

- UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- NCERT (2006). *Teacher Education for Curriculum Renewal*. New Delhi.
- NCTE (1998/2014). *Perspectives in Teacher Education*. New Delhi.
- Ministry of Education, Govt. of India (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

References

- Caggart, G.L. (2005). *Promoting Reflective Thinking in Teachers*. Corwin Press.
- Darling-Hammond, L. & Bransford, J. (Eds.) (2005). *Preparing Teachers for a Changing World*. Jossey-Bass.
- Irvine, J.J. (2003). *Educating Teachers for Diversity*. Teachers College Press.
- Joyce, B., & Weil, M. (2003). *Models of Teaching* (7th Ed.). Allyn & Bacon.
- Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Cambridge.
- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. Yale University Press.
- Martin, D. J. & Loomis, K. S. (2006). *Building Teachers: A Constructivist Approach*. Wadsworth.
- Ram, S. (1999). *Current Issues in Teacher Education*. Sarup & Sons.
- Schon, D. (1987). *Educating the Reflective Practitioner*. Basic Books.
- **Web Resources**:
    - NCTE Official Website: https://ncte.gov.in
    - DIKSHA Portal: https://diksha.gov.in
    - SWAYAM & NPTEL Teacher Education Courses
    - OECD Education Reports: https://www.oecd.org/education/
    - UNESCO Teacher Education Resources: https://www.unesco.org/en/education

M.Ed. Semester-III

Specialization Paper

SP-XII A: Perspectives in Elementary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Understand the historical, socio-cultural, and policy context of elementary education in India with special reference to post-independence developments.
2. Analyze the concept, objectives, rationale, challenges, and extent of success of Universal Elementary Education (UEE) along with related national initiatives.
3. Critically examine the development of elementary education in India after independence, including key commissions, policies, and programmes.
4. Reflect on the relevance, strategies, and effectiveness of various programmes and interventions for achieving Universal Elementary Education.
5. Develop critical understanding of contemporary issues, emerging perspectives, and future directions in elementary education with reference to NEP 2020 and inclusive practices.

Unit I- Context of Elementary Education (13 hrs)

a) Developmental characteristics and norms — physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred). (3 hrs)
b) Influence of home, school and community related factors on child's development. (2 hrs)
c) Nature and focus of Elementary Education after independence. (2 hrs)
d) Relevance of educational thought of Mahatma Gandhi, Tagore and Gijubhai Badheka to elementary education. (2 hrs)
e) Constitutional provision for education and Directive Principles related to elementary

education and their implications. Right to Education (Education as a Fundamental Right). (2 hrs)

f) Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005 and NEP 2020. (2 hrs)

Unit II- UEE: Objectives and Challenges (13 hrs)

a) Concept, objectives, meaning and justification of UEE. (3 hrs)

b) Critical appraisal of current status of UEE (access, enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population. (4 hrs)

c) Access and enrolment of different types of learners — issues and challenges. (3 hrs)

d) Differently abled children — types, access, issues and challenges; critical appraisal of inclusive education as a solution. (3 hrs)

Unit III – Implementation Strategies of UEE (13 hrs)

a) Panchayatraj and community involvement in educational planning and management related issues. (3 hrs)

b) Participation of NGOs in achieving goals of UEE. (3 hrs)

c) ECCE programme, women empowerment as support services. (3 hrs)

d) Providing minimum facilities, improving internal efficiency of the system — teacher empowerment and incentive schemes; managing learning in multigrade contexts. (4 hrs)

Unit IV- Programmes in Elementary Education (12 hrs)

a) District Primary Education Programme — goals and strategies. (4 hrs)

b) Sarva Shiksha Abhiyan and Samagra Shiksha Abhiyan — goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. (4 hrs)

c) Monitoring, research and evaluation of specific schemes like mid-day meals, establishment of VEC/SMC and different incentive schemes and achievement levels. (4 hrs)

d) **Transactional Mode**

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

Practicum: The student should undertake any two of the following activities (34 hrs)

1. Prepare a status report on Elementary Education in five schools from one block with reference to classroom process, access and enrolment, retention/participation, dropout and learning achievement and present in a seminar.
2. Survey of five schools to study the implementation of different programmes & Government schemes.
3. Critical analysis of any one major programme / policy related to elementary education.

Essential Readings

- Government of India (1986/1992). *National Policy on Education*. MHRD.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- NCERT (2009). *National Curriculum Framework for Teacher Education*. New Delhi.
- Ministry of Education (2020). *National Education Policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

References

- Aggarwal, J.C. (2000). *Development and Planning of Modern Education.* Vikas Publishing House.
- Dreze, J. & Sen, A. (2002). *India: Development and Participation*. Oxford University Press.
- Kumar, K. (2004). *What is Worth Teaching?* Orient Blackswan.
- Naik, J.P. (1975). *Equality, Quality and Quantity: The Elusive Triangle of Indian Education*. Allied Publishers.
- PROBE Report (1999). *Public Report on Basic Education in India*. Oxford University Press.
- UNESCO (2005). *EFA Global Monitoring Report – Education for All: The Quality Imperative*.
- World Bank (various years). *Education Sector Reports on India*.

Web Resources

- Ministry of Education, Government of India: https://www.education.gov.in
- NCERT Official Website: https://ncert.nic.in
- Samagra Shiksha Abhiyan Portal: https://samagra.education.gov.in
- DIKSHA Portal: https://diksha.gov.in
- UNICEF India – Education Reports: https://www.unicef.org/india/education
- NITI Aayog – Education Reports: https://www.niti.gov.in

M.Ed. Semester-III

Theory Paper

Specialization (Group-B): Secondary and Senior Secondary Education

SP-XII B: Perspectives in Secondary and Senior Secondary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

On completion of this course, the student-teachers will be able to:

1. Understand the nature, scope, systems, status, and historical development of secondary and senior secondary education in India.
2. Analyze the developmental characteristics of adolescents and their implications for teaching-learning processes, including multiple intelligences and educational projections.
3. Critically examine the problems, challenges, and issues related to access, equity, quality, and universalization of secondary education, including the impact of RTE Act 2009.
4. Evaluate various interventions, strategies, and alternative schooling practices for addressing problems at the secondary stage.
5. Develop critical understanding of major programmes, vocationalization, quality improvement measures, and monitoring mechanisms in secondary and senior secondary education with reference to NEP 2020.

UNIT-I Nature, Scope & Status of Secondary and Senior Secondary Education (13 hrs.)

a) Nature, Scope, function and systems of Secondary and Senior Secondary Education (2 hrs.)
b) Status of Secondary and Senior Secondary (2 hrs.)
c) Process of teaching-learning of adolescence (2 hrs.)
d) Exposure to integrated and subject specific streams guidelines and counseling

strategies to meet changing physiological and sociological requirements. (3 hrs.)

e) Education for Multiple Intelligence (2 hrs.)
f) Educational Projection (2 hrs.)

Unit II- Context of Secondary and Senior Secondary Education (13 hrs)

a) Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during adolescent (only Implications from theories to be referred). (4 hrs)
b) Influence of home, peer group school and community related factors on child's development. (2 hrs)
c) Nature and focus of secondary education after independence. (2 hrs)
d) Constitutional provision for education and Directive Principles related to Secondary & senior secondary education and their implications. (2 hrs)
e) Secondary & Senior Secondary Education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005 and NEP 2020. (3 hrs)

UNIT-III Problems and Challenges of Secondary and Senior Secondary Education (13 hrs.)

a) Problems and challenges related to universalisation of Secondary Education. (2 hrs.)
b) Problems and Strategies of Alternative Schooling at Secondary Stage. (2 hrs.)
c) Problems / challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities. (3 hrs.)
d) Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem. (2 hrs.)
e) Classroom problems — discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment. (2 hrs.)
f) Issues of quality in secondary and senior secondary education; Management System of secondary education, Department of Education, Directorate, Inspectorate and Private Agencies. (2 hrs.)

Unit IV- Strategies and Programmes in Secondary Education (12 hrs.)

a) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Samagra Shiksha — goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. (4 hrs.)

b) Vocationalisation of education. (2 hrs.)
c) Development of attitude, critical & creative thinking, Values among children. (3 hrs.)
d) Monitoring, research and evaluation of specific programmes. (3 hrs.)

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports from research journals, school visits and sharing of experiences, presentation of case studies and individual/group assignments in a seminar.

Practicum: The student teacher should complete any two of the following (34 hrs)

1. Prepare a status report on any two secondary or senior secondary schools/institutions in a chosen block/district with reference to enrolment, equity and achievement.
2. Prepare a report on the method of recruitment and salary status of any five teachers.
3. Conduct a survey of five secondary schools with respect to causes of under-achievement in a specific subject and suggest remedies.
4. Visit different types of secondary schools and prepare school profiles.
5. Conduct interviews with teachers/students/parents on problems of secondary education and prepare a report.

Essential Readings

- Government of India (1986/1992). *National Policy on Education*. MHRD.
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- Ministry of Education (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

References

- Aggarwal, J.C. (2010). *Development and Planning of Modern Education.* Vikas Publishing.
- Buch, M.B. (Ed.) (Various Surveys). *Fourth Survey of Research in Education*. NCERT.
- Kumar, K. (2005). *Political Agenda of Education*. Sage Publications.
- Naik, J.P. (1982). *The Educational Commission and After*. Allied Publishers.
- PROBE Report (1999). *Public Report on Basic Education in India*. Oxford University Press.
- UNESCO (2005 onwards). *EFA Global Monitoring Reports*.

- Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual Inputs for Secondary Teacher Education*. NCTE.
- ReferencesBeck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A SocialConstructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition).
- Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studyingin Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of RealisticTeacher Education. Lawrence Erlbaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for QualitySchool education: Pre-Service Education. New Delhi.
- Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
- Linda Darling, Harmmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley
- & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : UnderstandingTeaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education:The instructional Role. India, NCTE.
- Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing ProfessionalDevelopment of Teachers. Maidenhead, Brinks Open University Press.89

Web Resources

- Ministry of Education, Govt. of India: https://www.education.gov.in
- NCERT Official Website: https://ncert.nic.in
- Samagra Shiksha Portal: https://samagra.education.gov.in
- NITI Aayog Education Reports: https://www.niti.gov.in
- UNESCO India Education: https://www.unesco.org/en/countries/india/education
- CBSE / State Board Curriculum Resources

M.Ed. Semester III & IV

Internship- Specialization

Elementary / Secondary & Senior Secondary Education

Total Credits: 04 **Maximum Marks:** 100

(III Semester: 50 Marks IV Semester: 50 Marks)

(Internal: 25 + External: 25 per semester)

Course Outcomes

On completion of the Specialization Internship and Practicum, the students will be able to:

1. Develop practical understanding of school functioning, organizational practices, and leadership through direct observation and interaction with school heads and experienced teachers.
2. Apply innovative and constructivist teaching strategies, prepare and use appropriate curricular materials, and design remedial programmes to address diverse learner needs in real classroom settings.
3. Design, administer, and interpret innovative evaluation techniques and participate in co-scholastic activities (Art, Physical Education, Work Experience) for holistic development of students.
4. Critically analyze educational policies, financing, planning approaches, and institutional reports (SCERT, NCERT, NUEPA, etc.) and examine their implications for elementary/secondary education.
5. Review research studies and current practices in Elementary/Secondary Teacher Education and draw policy and practical implications for improving teaching-learning processes.

Internship- Specialization

(Elementary / Secondary & Senior Secondary Education)

III Semester	IV Semester
Internal Internship Practical Marks: 25	**Internal Internship Practical Marks: 25**
External Internship Practical Marks: 25	**External Internship Practical Marks: 25**

Total Credits: 04 **Maximum Marks:** 100

Course Outcome:
It will comprise the following activities:

Analyse school practices, institutional functioning, and school records through systematic observation and interaction with Headmasters and experienced teachers.

Demonstrate competence in designing and implementing innovative and constructivist teaching-learning strategies and appropriate curricular resources to promote values, positive attitudes, and higher-order thinking among school learners.

Design, administer, and analyse innovative school-level assessment and evaluation techniques and use assessment evidence to identify learners' learning needs.

Plan and implement appropriate learner-support and enrichment activities, including remedial programmes, art education, physical education, and work-experience activities, to address diverse learner needs and promote holistic development.

Activities

I) One week internship will be in the respective School for observation of school practices, conducting the interviews of Head Masters and Experienced Teachers.

II) The remaining Internship will be of Three weeks.

1. Observation of all types of school records.
2. Conducting one Lesson using Innovative Teaching Technique.
3. Preparation and Administration of any two innovative evaluation techniques at school level.
4. Participation in any Art Education / Physical Education / Work experience programme at school level.
5. Conducting one constructivist Lesson at school level.
6. Preparation & use of curricular material resources for development of values, attitude / higher level thinking.
7. Preparation of remedial programme for low scorers.

M.Ed. Semester III & IV

Specialization Practicum (INT-SPE)

III Semester	IV Semester
Internal Internship Practical Marks: 25	**Internal Internship Practical Marks: 25**
External Internship Practical Marks: 25	**External Internship Practical Marks: 25**
Total Credits: 04	**Maximum Marks:** 100

Course Outcome:

1. Analyze the major policies, programmes, and financing mechanisms related to elementary, secondary, and senior secondary education in India

2. Examine various approaches and alternatives to educational planning

3. Analyze the annual reports and programme documents of Educational institutions at national level.

Activities:

- Analysis of Policy and Financing of Education in Elementary / Secondary / Senior Secondary Education in India.
- Study of Approaches and alternatives in Educational Planning.
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA/NIEPA to identify the various programmes for professional development of teacher educators.
- Select any one current practice in Elementary/Secondary Teacher Education and trace the background of its formulation as a policy.
- A review of research in any one area of research in Elementary/Secondary & Senior Secondary Education and write its policy implications.
- A review of a research article in Elementary/Secondary Teacher Education and write implications for practitioners.

Transactional Mode

Field-based internship, observation, reflective journaling, report writing, seminar presentations, and critical analysis of documents and practices.

Suggested References

Government of India (2020). *National Education Policy 2020*. Ministry of Education. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

NCERT (2005). *National Curriculum Framework*. New Delhi.

NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi.

UNESCO (2006). *Teachers and Educational Quality*. UNESCO Institute for Statistics, Montreal.

Ministry of Education. *Samagra Shiksha Guidelines*. https://samagra.education.gov.in

Additional Web Resources

Ministry of Education, Govt. of India: https://www.education.gov.in

NCERT Official Website: https://ncert.nic.in

National Institute of Educational Planning and Administration (NIEPA): https://www.niepa.ac.in

SCERT Websites (respective States)

DIKSHA Portal: https://diksha.gov.in

NITI Aayog Education Reports: https://www.niti.gov.in

M.Ed. Semester-IV Compulsory Paper

CP-XIII: Curriculum Studies

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Understand the concept, nature, components, principles, and factors influencing curriculum development at different levels.
2. Critically analyze various approaches, models of curriculum construction and development, and processes of curriculum organization.
3. Examine curriculum in relation to socio-cultural, political, economic, technological, and contextual issues and challenges.
4. Evaluate curricula using appropriate tools and techniques, and provide constructive feedback for improvement.
5. Develop a comprehensive understanding of curriculum transaction, mapping, evaluation, revision, and emerging trends with reference to NEP 2020 and NCFs.

Unit : I Curriculum-Concept, Nature and Components (12 hrs)

a) Curriculum - meaning, concept, nature (3 hrs)
b) Components of curriculum. (3 hrs)
c) Levels of curriculum-Global, National, State, regional (3 hrs)
d) Relation among Curriculum, Syllabus, Text-book & Learning Environment. (3 hrs)
e) Curriculum mapping (including alignment with learning outcomes). (4 hrs)

Unit : II Curriculum Construction (13 hrs)

a) Factors to be Considered in Curriculum - Social, Political, Economic (3 hrs)
b) Social cultural, multicultural contexts and curriculum construction (3 hrs)

c) Critical issues in curriculum construction — environment, gender, inclusive, value education (3 hrs)
d) Principles of curriculum construction. (2 hrs)
e) Hidden curriculum. (2 hrs)

Unit : III Development of curriculum (13 hrs)

a) Setting of goals, Aims and objectives. (3 hrs)
b) Selection of knowledge and organization of content & Learning Resources (3 hrs)
c) Approaches of curriculum construction (3 hrs)
d) **Models of Curriculum Development** — Tyler's Rationale (Objective Model), Taba's Grassroots Model, Wheeler's Cyclic Model, Stenhouse's Process Model, and Backward Design Model (Wiggins & McTighe) with their strengths, limitations and relevance in Indian context (3 hrs)
e) Curricular engagement (1 hr)

Unit : IV Evaluation of curriculum and curriculum Mapping (13 hrs)

a) Transaction of curriculum (1 hr)
b) Continuous evaluation of curriculum (2 hrs)
c) Feedback from Learner, Teacher, Administrator and society. (3 hrs)
d) Review & Revision of curriculum (3 hrs)
e) Curriculum mapping (4 hrs)

Transactional Mode
Group discussion, lecture-cum-discussion, panel discussion, symposium, reports from research journals, school visits and sharing of experiences, presentation of case studies and individual/group assignments in a seminar.

Practical Work: (34 hrs)
Practical No. 1 is compulsory; between 2 & 3 select any one.

1. Analysis of any Higher Education / School level curriculum with respect to the issues in India.
2. Preparation of a tool for evaluation of a curriculum at any level of education, collection of feedback from one principal, 5 teachers, 5 parents and 5 students and report.
3. Conducting a workshop on curriculum mapping for at least five teachers at elementary/secondary level/teacher educators and report.

Essential Readings

Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.

NCERT (2005). *National Curriculum Framework*. New Delhi.

Ministry of Education, Govt. of India (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

References

Aggarwal, J.C. (1990). *Curriculum Reform in India – World Overviews*. Doaba House.

Arora, G.L. (1984). *Reflections on Curriculum*. NCERT.

McKernan, James (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge.

Oliva, Peter F. (1988). *Developing the Curriculum*. Scott, Foresman and Co.

Wiles, J.W. & Bondi, Joseph (2006). *Curriculum Development: A Guide to Practice*. Pearson.

Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin.

Web Resources

NCERT Official Website: https://ncert.nic.in

Ministry of Education: https://www.education.gov.in

DIKSHA Portal: https://diksha.gov.in

UNESCO Curriculum Resources: https://www.unesco.org

NCF & NEP Documents on MoE Portal

M. Ed. Semester –IV Specialization Paper

SP-XIV- -Curriculum and Evaluation in Elementary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcome

1. develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
2. reflect on the need and importance of work experience, art education and health and physical education
3. understand the importance of teaching of language and mathematics at elementary level
4. develop the capability to use effectively various methods and approaches of teaching
5. language, mathematics and EVS elementary level
6. develop research insight for curriculum development in elementary education.

Course Content

Unit I– Principles of Elementary level Curriculum (13 hrs)Concept, components and determinants of curriculum (2hrs)

a) Principles of curriculum construction, criteria for selection and organisation of content and learning activities (3hrs)

b) Different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist (3hrs)

c) Evaluation of curriculum – formative and summative(2hrs)

d) Techniques and tools of assessing cognitive abilities, affective learning, skills and processes and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. (3hrs)

Unit II – Curriculum of Languages in Elementary Education (12 hrs)

a) Place of language in elementary school curriculum (1hr)

b) objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing (2hrs)

c) 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 (4hrs)

d) Evaluation and remedial teaching with reference to the above language skills (2hrs)96e. psycho-linguistic and socio-linguistic aspects of language learning and factors

e) influencing language development (3hrs)

Unit III – Curriculum of Environmental Studies/ Social Sciences and Natural Sciences and Mathematics (13 hrs)

a) Need for developing environmental awareness, population awareness, family welfare awareness (2hrs)

b) place of environmental studies/social sciences and natural sciences and mathematics in elementary school curriculum (2hrs)

c) objectives, content and process in learning, organization of learning experiences (2hrs)

d) Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching (3hrs)

e) 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 (2hrs)

f) Evaluation of learning in Science, Social Science & mathematics; diagnosis and remediation of difficulties in learning mathematics (3hrs)

Unit IV – Work Experience, Art Education and Health & Physical Education (12 hrs)

a) Place of Work Experience in curriculum, objectives, planning and organization of learning

b) experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas (4hrs)

c) 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 (4hrs)

d) Evaluation of different programmes in elementary schools – work experience, art education, health & physical education (4hrs)

e) Transactional Mode Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences Practicum: (34 hrs)

The student teacher may undertake any two 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-tests, administer the test, determine gaps in attainment of objectives and plan remedial instruction for low achievers. (non-masters)
- Evaluation of art education/ health and physical education programme in any school.

Essential Readings

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.97ReferencesBaur, 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.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, 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.

M.Ed. Semester-IV

Theory Paper

Specialization (Group-B): Secondary and Senior Secondary Education

SP-XIV (B): Curriculum and Evaluation in Secondary & Senior Secondary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Develop a comprehensive understanding of the underlying principles, components, and determinants of curriculum development and evaluation at secondary and senior secondary stages.
2. Critically understand the importance, objectives, content organization, and pedagogical approaches for teaching languages, science, mathematics, and social sciences at the secondary level.
3. Acquire the capability to effectively use various methods, approaches, strategies, and resources for teaching-learning of different subjects at secondary and senior secondary stages.
4. Develop research insight and critical competence for curriculum analysis, adaptation, innovation, and development in secondary education with reference to NCF 2005 and NEP 2020.
5. Understand the nature, types, tools, and techniques of educational evaluation from a constructivist perspective, and acquire skills to construct, administer, and interpret authentic, reflective, and learner-centered assessment practices.

Unit I– Principles of Curriculum Development at Secondary and Senior Secondary Level (13 hrs.)

a) Concept, components and determinants of curriculum (1 hr.)
b) Principles of curriculum construction (1 hr.)
c) Criteria for selection and organisation of content and learning activities (2 hrs.)

d) Designing integrated and interdisciplinary learning experiences (2 hrs.)
e) Different principles of School Curriculum Development at Secondary and Senior Secondary Level (2 hrs.)
f) Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist (2 hrs.)
g) Evaluation of curriculum – formative and summative (1 hr.)
h) The relevance to NCF 2005, NEP 2020 and autonomy in developing curriculum with regard to local specific issues and challenges (2 hrs.)

Unit II Language, Science & Social Science Curriculum (13 hrs.)

a) **Language Curriculum** (4 hrs.)

Focus on three-language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction. English needs to find its place along with other Indian Languages – Multilingual character of the classroom.

b) **Science Curriculum** (5 hrs.)

Science as a composite discipline at secondary stage. Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology. Introduction of science as a separate discipline such as Physics, Chemistry, Mathematics, Biology etc. with emphasis on experiments/technology and problem solving. Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi. Need to identify core topics of a discipline at +2 level taking into account recent advances in the field.

c) **Social Science Curriculum** (4 hrs.)

Conceptual understanding of the content. Development of ability to think independently and reflect critically on social issues. Curricula at secondary stage: history, geography, civics, economics. Curricula at +2 stage: political science, geography, history, economics, sociology and psychology.

Unit III Educational Evaluation - Meaning, Nature, Functions and Types (12 hrs.)

a) Meaning, nature and functions of evaluation (2 hrs.)
b) Difference between measurement, and evaluation, assessment, testing, appraisal and examination (3 hrs.)
c) Types of evaluation - formative, diagnostic and summative evaluation (4 hrs.)
d) Continuous and comprehensive evaluation (3 hrs.)

Unit IV Educational Evaluation - Tools and Techniques (13 hrs.)

a) Testing and Non-testing tools of evaluation from a constructivist perspective – authentic assessment tools including portfolios, performance-based tasks, rubrics, self and peer assessment, reflective journals, projects, and socio-metric techniques alongside traditional essay, short answer and objective type tools (3 hrs.)

b) Characteristics of good assessment in constructivist paradigm – authenticity, transparency, fairness, alignment with learning processes, promotion of knowledge construction, reflection and metacognition along with objectivity, reliability, validity and usability (2 hrs.)

c) Planning of assessments with constructivist orientation; content analysis, construction of blue-print, development of tasks that encourage multiple perspectives and real-world application; assembling items/tasks, writing directions, planning rubrics/schemes of evaluation; tryout, item analysis, difficulty value and discrimination power (4 hrs.)

d) Construction of diagnostic tools with constructivist lens – steps, guidelines and use of qualitative insights for identifying learner conceptions and supporting conceptual change (1 hr.)

e) Construction of achievement assessments emphasizing learner agency – objective types, short answer, multiple choice, essay-type tasks, performance assessments and interpretation of results to support further knowledge construction (2 hrs.)

f) Norm-referenced, criterion-referenced and ipsative approaches in constructivist evaluation; use of assessments for feedback, self-regulation and meaningful learning (1 hr.)

Transactional Mode

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self-study and presentation of papers 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. Hands-on experiences at work situation and observation of training sessions and presentations.

Practicum: (34 hrs)

The students may undertake any two of the following activities:

- Prepare criteria for critical analysis of syllabus/textbooks.

- Critical analysis of current syllabus of teacher education developed by various agencies at National/State/University level.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National Organizations observed/visited and analysis of own experiences.
- Evaluation of syllabus related to teacher education of any state either at secondary or senior secondary level.
- Preparation, administration and interpretation of a diagnostic test (with constructivist elements).
- Critical analysis of examination papers.

Essential Readings

NCERT (2005). *National Curriculum Framework*. New Delhi.

Ministry of Education (2020). *National Education Policy 2020*.

Wiles, J.W. & Bondi, Joseph (2006). *Curriculum Development: A Guide to Practice*. Pearson.

References

Aggarwal, Deepak (2007). *Curriculum Development: Concept, Methods and Techniques*. Book Enclave.

Erickson, H.L. (2002). *Concept-based Curriculum and Instruction*. Crown Press.

McKernan, James (2007). *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge.

Oliva, Peter F. (1988). *Developing the Curriculum*. Scott, Foresman and Co.

Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin.

Shepard, L.A. (2000). The Role of Assessment in a Learning Culture. *Educational Researcher*.

Black, P. & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education*.

Web Resources

NCERT Official Website: https://ncert.nic.in

Ministry of Education, Govt. of India: https://www.education.gov.in

DIKSHA Portal: https://diksha.gov.in

UNESCO Curriculum & Assessment Resources: https://www.unesco.org

Edureform Website: https://edureform.org (for innovative assessment practices

M.Ed. Semester-IV

Specialization Paper

SP-XV (A): Teaching Learning Process in Elementary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Develop a deep understanding of the characteristics of learners at the elementary stage and the socio-cultural, psychological, and contextual factors influencing their learning process.
2. Critically examine pedagogical practices and processes suitable for elementary education with emphasis on child-centred and play-based approaches.
3. Identify, select, prepare, and effectively utilise diverse teaching-learning resources, including ICT, art, and local materials, for meaningful engagement at the elementary level.
4. Design and implement constructivist teaching-learning activities, strategies, and programmes that promote active knowledge construction among elementary learners.
5. Apply reflective practices and appropriate assessment strategies for supporting knowledge construction and holistic development of elementary school children.

Unit I : Learner and Learning Process at Elementary Level (13 hrs.)

a) Characteristics of (Early and Late) childhood and Early adolescence: Physical, Social, Emotional, Psychological and cognitive development (3 hrs.)
b) Concept of Learning: Processes and Product, Learning of skills, Assessing Learning (2 hrs.)
c) Nature of learning, Learning styles, Learning Pace/Speed and different ways of learning (3 hrs.)
d) Learners in context: Situating learner in the socio-political and cultural contexts (2 hrs.)
e) Language and motor development of children, Development of communication skills

(3 hrs.)

Unit II: Pedagogical Practices and Process of Learning (13 hrs.)

a) Child Centered School Environment (2 hrs.)
b) Child Centered Pedagogies: Inquiry based learning, Project based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy (2 hrs.)
c) Culture specific pedagogies (1 hr.)
d) Play and its educational implication: Meaning, Types and functions of Play (3 hrs.)
e) Linkages of Play with physical, Social, Psychological and Cognitive development (3 hrs.)

Unit III : Resources of Teaching Learning (12 hrs.)

a) Meaning and planning for different resources: Money, Time, Material, Human, School Structure and Nature as resources (3 hrs.)
b) Physical Resources: Planning, Preparation and Use (2 hrs.)
c) ICT mediation as a relevant resource (Including Film) (3 hrs.)
d) Art and Aesthetic sense as resources (2 hrs.)
e) Stories, Songs and Comics as resources (2 hrs.)

Unit IV: Constructivist Approach to Teaching Learning (12 hrs.)

a) Concept of Constructivism- Cognitive, Social and Radical (2 hrs.)
b) Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model (4 hrs.)
c) Teacher as a Facilitator (1 hr.)
d) Assessment of Knowledge Construction (3 hrs.)
e) Reflective Practices in teaching and learning (2 hrs.)

Transactional Modes:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies, Seminar, Assignment, organization of counseling and observation of the activities, projects.

Practicum: (34 hrs.)

The students should undertake any two of the following activities:

1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/Social/Emotional/Psychological/Cognitive).

2. Planning, Preparation and Use of ICT mediated for conducting one lesson at elementary level.

Essential Readings

NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.

NCERT. (2006). *National Focus Group Position Paper on Aims of Education*.

NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.

Ministry of Education, Government of India (2020). *National Education Policy 2020*.

References

Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.

Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Brooks, J.G. & Brooks, M.G. (1999). *In Search of Understanding: The Case for Constructivist Classrooms*. ASCD.

Csikszentmihalyi, M. (2005). Thoughts about Education. www.newhorizons.org

Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company.

Erickson, E. H. (1972). *Play and Development*. New York: W.W. Norton.

Freire, P. (1992). *Pedagogy of Hope*. London, UK: Continuum.

Gagnon, George & Collay, Michelle (2006). *Constructivist Learning Design*. California: Corwin Press.

Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.

Kumar, K. (1988). *What is worth teaching*. New Delhi: Orient Longman.

Mukunda, K. V. (2009). *What did you ask in school today? A Handbook on child learning*. Noida: Harper Collins.

Novak, Joseph & Gowin, D.B. (1984/2010). *Learning How to Learn*. Cambridge University Press.

Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.

Tagore, R. (1918). The parrot story. www.parabaas.com

Web Resources

National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
NCERT Official Website & NCF Documents: https://ncert.nic.in
DIKSHA Portal for Elementary Resources: https://diksha.gov.in
UNESCO – Constructivism and Pedagogy Resources:
https://www.unesco.org/en/education
Edureform Website: https://edureform.org (for innovative constructivist practices

M.Ed. Semester-IV Specialization Paper

SP-XV (B): Teaching Learning Process in Secondary & Senior Secondary Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Develop a comprehensive understanding of the characteristics of adolescent learners and the socio-cultural, psychological, and contextual factors influencing learning at secondary and senior secondary stages.
2. Critically examine and apply appropriate pedagogical practices, processes, and strategies suitable for adolescent learners in secondary and senior secondary education.
3. Identify, select, prepare, and effectively utilise diverse teaching-learning resources, including ICT, curricular materials, community-based and open educational resources for meaningful and inclusive engagement at the secondary and senior secondary level.
4. Design and implement constructivist teaching-learning activities, strategies, and programmes that promote active knowledge construction, collaboration, critical thinking, and higher-order skills among secondary and senior secondary students.
5. Apply reflective practices, facilitate learner agency, and use appropriate assessment strategies aligned with constructivist principles to support knowledge construction and holistic development of learners.

Unit I : Learner and Learning Process at Secondary & Senior Secondary Level (13 hrs.)

a) Characteristics of adolescence: Physical, Social, Emotional, Psychological and cognitive development (3 hrs.)
b) Concept of Learning: Processes and Product, Learning of Knowledge & skills, Assessing Learning & Levels of Learning (2 hrs.)
c) Nature of learning, Learning styles, Learning Pace/Speed and different ways of learning (3 hrs.)
d) Learners in context: Situating learner in the socio-political and cultural contexts (2 hrs.)

e) Development of Personality, Development of communication skills (3 hrs.)

Unit II: Pedagogical Practices and Process of Learning (13 hrs.)

a) Student Centered School Environment (2 hrs.)
b) Student Centered Pedagogies: Inquiry based learning, Problem based learning, Activity based pedagogy, Art pedagogy and Techno pedagogy (2 hrs.)
c) Culture specific pedagogies (1 hr.)
d) Project, & Visits and their educational implication: meaning and types of Projects & Functions of Projects (3 hrs.)
e) Linkages of Projects with physical, Social, Psychological and cognitive development (3 hrs.)

Unit III : Resources of Teaching Learning (12 hrs.) *(Upgraded)*

a) Meaning and planning for different resources: Money, Time, Material, Human, School Structure and Nature as resource; integration of local and community resources as per NEP 2020 (3 hrs.)
b) Physical Resources: Planning, Preparation and Use; creation of inclusive and stimulating learning environments (2 hrs.)
c) ICT mediation as a relevant resource (Including Film, Open Educational Resources - OER, DIKSHA, SWAYAM); digital tools for differentiated instruction (3 hrs.)
d) Resources for development of values, attitudes, critical & creative thinking, skills & higher level thinking; use of art, literature, and experiential materials (2 hrs.)
e) Curricular Material: Preparation & use as resources; adaptation of textbooks and development of learner-centred supplementary materials (2 hrs.)

Unit IV: Constructivist Approach to Teaching Learning (12 hrs.) *(Upgraded)*

a) Concept of Constructivism- Cognitive, Social and Radical; relevance in Indian context with reference to NCF 2005 and NEP 2020 (2 hrs.)
b) Constructivist Learning Strategies- Learning Designs and Tasks, Cooperative and Collaborative learning, 5-E Model, Problem-Based Learning and Project-Based Learning (4 hrs.)
c) Teacher as a Facilitator and Co-learner; role in scaffolding, negotiation of meaning and creating democratic classrooms (1 hr.)
d) Assessment of Knowledge Construction: Authentic assessment, portfolios, rubrics, self & peer assessment, formative feedback for conceptual change (3 hrs.)

e) Reflective Practices in teaching and learning; journaling, action research and continuous professional reflection for teachers (2 hrs.)

Transactional Modes:

Group discussion, lecture-cum-discussion, panel discussion, reading of research journals, school visits, presentation of case studies, Seminar, Assignment, organization of counseling session and observation of the activities, projects.

Practicum: (34 hrs.)

The students should undertake any two of the following activities and Report:

1. Preparation and use of a tool for measuring the characteristics of five children (any one area - Physical/Social/Emotional/Psychological/Cognitive).
2. Planning, Preparation and Use of ICT mediated resource for conducting one lesson of secondary or Senior secondary level.

Essential Readings

NCERT. (2008). *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.

NCERT. (2006). *National Focus Group Position Paper on Aims of Education*.

NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.

Ministry of Education, Government of India (2020). *National Education Policy 2020*.

References

Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.

Bhat, V.D. (2004). Teacher accountability to self, system and community. In Murthy, C.G.V. et al. (2004). *Quality education in schools: A handbook for teachers*. Mysore: Regional Institute of Education.

Brooks, J.G. & Brooks, M.G. (1999). *In Search of Understanding: The Case for Constructivist Classrooms*. ASCD.

Csikszentmihalyi, M. (2005). Thoughts about Education. www.newhorizons.org

Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company.

Gagnon, George & Collay, Michelle (2006). *Constructivist Learning Design*. California: Corwin Press.

Mukunda, K. V. (2009). *What did you ask in school today? A Handbook on child learning*. Noida: Harper Collins.

Novak, Joseph & Gowin, D.B. (1984/2010). *Learning How to Learn*. Cambridge University Press.

Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT.

Von Glasersfeld, E. (1995). *Radical Constructivism: A Way of Knowing and Learning*. Falmer Press.

Web Resources

National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

NCERT Official Website & NCF Documents: https://ncert.nic.in

DIKSHA Portal: https://diksha.gov.in

SWAYAM & MOOCs: https://swayam.gov.in

UNESCO Pedagogy Resources: https://www.unesco.org/en/education

Edureform Website: https://edureform.org (for constructivist practices and resources)

M.Ed. Semester-IV

Specialization Paper

SP-XVI (A): Elementary Teacher Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Gain critical insight into the need, objectives, vision, and significance of elementary teacher education in the context of NCF 2005 and NEP 2020.
2. Understand the historical development and policy evolution of elementary teacher education in post-independent India.
3. Critically examine the existing pre-service teacher education programmes, their organisational structures, curriculum components, and transactional strategies.
4. Develop a comprehensive understanding of the needs, importance, modalities, and current practices of in-service teacher education for elementary teachers and other functionaries.
5. Analyse the professional status, challenges, ethical dimensions, and issues related to elementary teachers with a focus on continuous professional development and quality enhancement.

Unit I – Teaching as a Profession (12 hrs)

a) Teaching skills and competencies required for an elementary school teacher, the need for education and training of teachers (3 hrs.)
b) Code of ethics for Elementary (1 hr.)
c) Expectations of NCF 2005 and NEP 2020 from teacher as a professional practitioner (2 hrs.)
d) Academic and professional qualification of an elementary school teacher – analysis of

status (3 hrs.)

e) Teaching – analysis of present status and types of personnel recruited as teachers (3 hrs.)

Unit II– Pre-service Teacher Education and Teacher Education Curriculum at Elementary Level (13 hrs)

a) Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements (2 hrs.)

b) Pre Service Teacher Education: Orientation, objectives, curriculum components, weightages and organizations (1 hr.)

c) Theoretical inputs in Teacher Education, Foundation Courses and teaching methods of different school subjects – content, rationale, objectives and organization (3 hrs.)

d) Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.) Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment. Supervising student teaching – objectives, tools and techniques (5 hrs.)

e) Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques (2 hrs.)

Unit III– Teacher Training Institutions, Methods and Techniques (13 hrs.)

a) Resource Institutions for Teachers and Trainer (6 hrs.)

b) Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes. NCTE – objectives, functions and roles in quality control of teacher education. Professional associations of teachers/trainers – roles and functions.

c) Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course (3 hrs.)

d) Using ET resources in training – films, studios and videos (2 hrs.)

e) Use of ICT in Training with special reference to DIKSHA, SWAYAM and other digital platforms (2 hrs.)

Unit IV– In-service Teacher Training (13 hrs.)

a) Complementary nature of pre and in-service Teacher Education – need for in-service training, objectives of in-service training, training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service Teacher training programme (5 hrs.)
b) Different formats – workshops, seminars, online training institutes, courses and their features (4 hrs.)
c) Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills) (4 hrs.)

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences.

Practicum: (34 hrs.)

The students may undertake any two of the following:

1. Critical study Teacher Education curriculum of a state.
2. Preparing a training plan (design) for the in-service training of specified target on a specified theme.
3. Demonstrating a Teacher training technique with peers.
4. Constructing a tool for evaluation of specified skills/understanding/attitudes.
5. Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions.

Essential Readings

NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.

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

Ministry of Education, Government of India (2020). *National Education Policy 2020*.

References

Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.

Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.

Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.

Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.

MHRD (1986): Towards a Human and Enlightened Society – Review of NPE, New Delhi.

MHRD (1966): Report of the Education Commission, New Delhi.

NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.

NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.

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

NCTE (2004/2009): Teacher Education Curriculum, New Delhi.

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

Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

Web Resources

National Education Policy 2020:
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

NCERT Official Website: https://ncert.nic.in

NCTE Official Website: https://ncte.gov.in

DIKSHA Portal: https://diksha.gov.in

UNESCO Teacher Education Resources: https://www.unesco.org/en/education

Edureform Website: https://edureform.org (for innovative practices in elementary teacher education)

M.Ed. Semester-IV

Specialization Paper

SP-XVI (B): Secondary & Senior Secondary Teacher Education

Total Credits: 04	**Internal Examination Marks 20**
Theory : 51 (3 Hrs. Per week)	**External Examination Marks 80**
Practicum: 34 (2 Hrs. Per week)	**Maximum Marks 100**
Total Hours : 85 (5 Hrs. Per week)	**External Examination Duration : 03 Hrs.**

Course Outcomes

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

1. Gain critical insight into the need, objectives, vision, and significance of secondary and senior secondary teacher education in the context of NCF 2005 and NEP 2020.
2. Understand the historical development and policy evolution of secondary and senior secondary teacher education in post-independent India.
3. Critically examine the existing pre-service teacher education programmes, their organisational structures, curriculum components, and transactional strategies at secondary and senior secondary levels.
4. Develop a comprehensive understanding of the needs, importance, modalities, and current practices of in-service teacher education for secondary and senior secondary teachers and functionaries.
5. Analyse the professional status, challenges, ethical dimensions, and issues related to secondary and senior secondary teachers with a focus on continuous professional development and quality enhancement.

Unit I – Teaching as a Profession (12 hrs)

a) Teaching skills and competencies required for secondary & senior secondary school teacher, the need for education and training of teachers (3hrs)
b) Code of ethics for secondary & senior Secondary teachers (1 hr)
c) Expectations of NCF 2005 and NEP 2020 from teacher as a professional practitioner (2hrs)
d) Academic and professional qualification of secondary & senior Secondary school teacher – analysis of status (3hrs)

e) Teaching as profession – analysis of present status and types of personnel recruited as teachers (3hrs)

Unit II – Pre-service Teacher Education and Teacher Education Curriculum at Secondary & Senior Secondary Level (13 hrs)

a) Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility, requirements (2 hrs)

b) Pre service Teacher Education: Orientation, objectives, curriculum components, weightages and organisations (1hr)

c) Theoretical inputs in Teacher Education, Foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation (3hrs)

d) Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (vocational, large class etc.) Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment. Supervising student teaching – objectives, tools and techniques (5hrs)

e) Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques (2hrs)

Unit III– Teacher Training Institutions Methods and Techniques (13 hrs)

a) Resource Institutions for Teachers Trainer (6 hrs)

b) Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes. NCTE – objectives, functions and roles in quality control of teacher education. Professional associations of teachers/trainers – roles and functions.

c) Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course (3hrs)

d) Using ET resources in training – films, studios and videos (2hrs)

e) Using ICT in Training with special reference to DIKSHA, SWAYAM and other digital platforms (2hrs)

Unit IV– In-service Teacher Training (13 hrs)

a) Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service Teacher training programme (4 hrs)
b) Different formats – workshops, seminars, institutes, courses and their features (4hrs)
c) Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills) (3hrs)
d) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and related schemes (2 hrs)
e) Resource Institutions for Teachers and Trainer

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences.

Practicum: (34 Hours)

The students may undertake any two of the following:

1. Critical study of existing teacher education curriculum of any University.
2. Preparing a training plan (design) for the in-service teacher training of specified target on a specified theme.
3. Demonstrating a teacher training technique with peers.
4. Constructing a tool for evaluation of specified skills/understanding/attitudes.
5. Evaluation of any one of the in-service teacher training organized by any one of the resource institutions.

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