

**M.Ed. Curriculum  
(For Regular Mode)  
With effect from the Academic Year 2023-24  
CCE & Choice Based Credit System (CBCS)**



**Reaccredited by NAAC with 'A' grade  
Category-I graded Autonomy by UGC**

**OSMANIA UNIVERSITY, HYDERABAD - 500007  
TELANGANA, INDIA**

**2024**

## Prologue

Present curriculum is revised with the intent and spirit of NEP-2020, UGC Guidelines for continuous comprehensive evaluation framework (CCE) 2019 and choice- based credit system (CBCS) and credit framework guidelines. This curriculum also takes insights from the NCTE (NCFTE-2014-15) and the contemporary developments in teacher education.

It has conceptualized CCE, credit frame work and choice- based credit system (CBCS) proposed by UGC. Broadly the program consists of:

1. Foundation Courses which provide a strong knowledge and skill base
2. Professional competency courses like Communicative English, Academic writing, Indian Knowledge System (IKS), yoga and professional development, AI tools and community engaged learning.
3. Elective Courses
4. MOOCs Course
5. Internship
6. Dissertation

This curriculum also emphasized on internship, dissertation, field- based engagement. All through the course they focus on hand holding of prospective teacher educators to become professionals.

Paving way to the new guidelines of the policy, UGC and NCTE also restoring the local needs by involving experts from the department and outside experts and feed-back and suggestions of teacher education colleges prepared the desired curriculum. Department level core committee made rigorous exercise, deliberated discussed on curriculum right from structure to that of framing curriculum.

The salient features of the curriculum are:

1. Choice Based Credit system (CBCS)
2. Internship
3. Technology Integration
4. Dissertation
5. Specialization & Core Specializations
6. Grading
7. Internal Assessments
8. Continuous and Comprehensive Evaluation (CCE)
9. Mentoring
10. Reflective practices
11. Engagement with the Field
12. Inclusion
13. Indian Knowledge System (IKS)

This curriculum created a space for introspecting with oneself, emerging into reflective, acceptable, empathetic, creative, humane prospective teacher educators with integrity to become responsible future teacher educators to prepare future teachers with a spirit of Indian Ethos and culture and quality higher education.

**Members of Core Committee:**

Prof. Ravindranath K. Murthy, Principal, Univ. College of Education.

Dr. D. Sunitha, CBOS, Education, Coordinator

Dr. J. Lalitha, CBOS, Special Education

Dr. B. Sujatha, Asst. Professor

Dr. P. Shankar, Asst. Professor; Member, NCTE-SRC

Dr. G. Durgesham, Asst. Professor

Prof. T. Mrunalini – Coordinator, Head, Department of Education

**Faculty of Education  
Osmania University**

## Table of Contents

CONTENTS		PAGE NO
CCE Guidelines		5
Structure of the Course and Credits		8
Scheme of Examination		10
Rules for Attendance		11
Model Template for Internal Assessment		16
Model Question Paper End Semester Examination		17
<b>Semester - I</b>		
EDN – 01 Paper - I	Philosophy of Education	18
EDN – 02 Paper - II	Advanced Educational Psychology	21
EDN – 03 Paper - III	Economics of Education	25
EDN – 04 Paper - IV	Research in Education	27
EDN - 05 Paper - V	Yoga and Professional Development	30
EDN - 06 Paper - VI	Communication Skills in English.	34
<b>Semester - II</b>		
EDN – 07 Paper - VII	Curriculum Design & Development	40
EDN – 08 Paper - VIII	Sociology of Education	42
EDN - 09 Paper - IX	Psychological Testing	44
EDN -10 Paper - X	Organizational Behavior and Leadership	46
EDN -11 Paper - XI	Academic Writing	49
EDN – 12 Paper XII	Community Engagement Learning	51
EDN – 13 Paper -XIII	Internship-I	53
<b>Semester - III</b>		
EDN –14 Paper -XIV	Teacher Education	55
EDN –15 Paper – XV	Instructional Strategies in Higher Education	58
EDN -16 Paper -X VI	Statistics in Education	60
EDN -17 Paper - XVII	Comparative and International Education	62
EDN -18 Paper - XVIII	AI tools in Education	64
EDN -19 Paper - XIX	Indian Knowledge System (IKS)	67
MOOCS	Any course related to Teacher Education	69
EDN –20 Paper - XX	Dissertation	70
<b>Semester - IV</b>		
EDN -21 Paper -XXI	Sustainability in Higher Education	72
EDN -22 Paper -XXII	Education and Policy Analysis	74
EDN -23 Paper -XXIII	Inclusive Education	76
EDN -24 Paper -XXIV	Internship-II	80
EDN -25 Paper -XXVI	ELECTIVES:	
	A. Gerontology	83
	B. Peace Education	86
	C. Human Rights Education	89
	D. Women Education	91
	E. Open and Distance Learning	93
	F. Indian Constitution and Democracy in Education	96
Annexure	Jury Evaluation Sheets	98

**REGULATION FOR CONTINUOUS AND COMPREHENSIVE EVALUATION (CCE)  
AS PER CHOICE-BASED CREDIT SYSTEM (CBCS)  
With effect from the Academic Year 2023-2024  
(As approved by the Standing Committee of Academic Senate, Dated: 07-12-2023)**

**I. DEFINITIONS**

**1. Academic Senate:**

The term "Academic Senate" refers to the governing body responsible for academic policies and decisions within the University. Comprising representatives from various academic and administrative units, the Academic Senate plays a pivotal role in shaping and overseeing academic affairs.

**2. Academic Authorities:**

The term "Academic authorities" refer to individuals or bodies within the University that hold decision-making power and responsibility for overseeing academic matters. This may include administrators, faculty members, academic deans, or other individuals or committees involved in making and implementing decisions related to the University's academic policies, Programmes, and standards.

**3. Executive Council (EC):**

The term "EC" stands for the Executive Council of the University. The Executive Council is a crucial administrative body responsible for making executive decisions and implementing policies related to the overall management and governance of the University.

**4. Board of Studies (BoS):**

The term "BoS" refers to the Board of Studies of a Department. This body is responsible for approving authority of the academic curriculum, pedagogy, suggesting modifications, and ensuring the relevance and quality of academic Programmes within a specific department.

**5. Choice Based Credit System (CBCS):**

The term "CBCS" or Choice-Based Credit System, is an educational framework that allows students to choose courses from a wide array of elective courses, in addition to the core subjects that are mandatory for their Programme of study. It is designed to provide students with flexibility in choosing courses based on their interests, aptitude, and career goals.

**6. Common Post Graduate Entrance Test (CPGET):**

The term "CPGET" stands for Common Postgraduate Entrance Test, which is conducted by the Directorate of Admissions/competent authority. It is an assessment tool used for the standardized evaluation of candidates applying for admission to academic Postgraduate Programmes.

**7. Continuous Assessment (CA):**

The term 'Continuous Assessment' (CA) refers to an ongoing evaluation process designed to provide continual feedback on teaching and learning to teachers and students, respectively. This includes monthly internal assessments along with the consideration of attendance percentage conducted throughout the progress of a semester.

## **8. Course:**

The term "Course" is a distinct subject identified by its course number and title. It encompasses a specified syllabus or course description with course objectives & course outcomes, a set of references, and is taught by one or more teachers or a Course Coordinator to a specific class or group of students during a particular academic session or semester.

## **9. Curriculum:**

The term "Curriculum" refers to the entire study requirements for the award of a Postgraduate degree.

## **10. Core Course:**

The term "Core Course" refers to a department-offered course in a Postgraduate Programme, closely aligned with the Programme's subject. Courses in this category are intended to encompass fundamental content essential for students in that discipline. These are mandatory studies that every candidate must undertake as a core requirement.

## **11. Credit:**

The term "Credit" means academic input measured in terms of the weekly contact hours (numbers attached to each course which define their weightage in the whole Programme).

## **12. Credit Point:**

The term "Credit Point" (CP) of a course is the value obtained by multiplying the Grade Point (G) by the Credit (Cr) of the course.

## **13. Credit Transfer:**

The term "Credit Transfer" means the transfer of credits into and out of a Programme as per provision of the credit transfer regulations of the University.

## **14. Cumulative Grade Point Average (CGPA):**

The "Cumulative Grade Point Average" (CGPA) is calculated by dividing the total credit points earned in all courses throughout the Programme by the overall number of credits. The result is then rounded off to two decimal places.

## **15. Foundation Course:**

The term "Foundation Course" refers to courses centered around content that enhances knowledge. These courses are obligatory for all disciplines, providing a fundamental basis for learning.

## **16. Grade:**

The term 'Grade' signifies an alphabetical letter indicating the level of achievement of learning objectives in a course.

## **17. Grade point:**

The term "grade point" is a numerical representation of a student's academic performance in a course or subject. It is commonly used in educational systems that use a grading scale based on letter grades. The grade point is usually associated with a letter grade and serves as a quantitative measure of the student's achievement.

All the rules and regulations, hereinafter, specified shall be read as a whole for the purpose of interpretation.

## **II. Admission**

1. A candidate for admission to M.Ed. course in the Faculty of Education has to qualify in the M.Ed. Entrance Examination conducted by the Osmania University for that academic year. The candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

### **2. Duration**

The duration of M.Ed. course shall be Two years (four semesters). The duration of each semester shall be 100 days (16 weeks)

### **3. Attendance:**

- i. 80% of attendance is compulsory to all the students. A student shall be considered to have satisfied the requirement of attendance for appearing the semester end examination, if he/she has attended not less than 80% of the number of classes held upto the end of the semester including tests, seminars and practicum, etc.
- ii. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the Principal. There is a provision for condonation of attendance for the students those who have put up the attendance between 71% and 79 % on Medical Grounds on payment of a fee to the Registrar, OU and production of medical certificate.
- iii. If a student represents his/her institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 20 days in a Semester based on the specific recommendations of the Head of the Department and Principal of the College concerned.
- iv. A student who does not satisfy the requirements of attendance shall not be permitted to take internal assessment as well as the Semester end examinations.

### **4. Medium of Instruction**

The medium of instruction shall be English only.

### **7. Infrastructure, Instructional facilities and Faculty**

The above shall be implemented as per NCTE norms, 2014 referred in the document under sections 6.1 Faculty; 6.2 Qualifications; 6.3 Administrative and professional staff; 7.1 Infrastructure; 7.2 Equipment and Materials, and 7.3 other amenities.

#### **NOTE:**

All the CCE and CBCS rules approved by the University are applicable to MEd also. Please visit Osmania University website and refer all the regulations related to internal, external examinations, assessment and grading, student conduct, teacher related and other details. (36-page document available on OU website.)

# 8. STRUCTURE OF THE COURSE AND CREDITS – M.Ed. 2023 - 2025

Semester	Paper	Paper Title	Credits
<b>Sem-I</b>	<b>A. Foundation / Core Courses (FC / CC)</b>		
	EDN – 01 Paper – I	Philosophy of Education	4
	EDN – 02 Paper – II	Advanced Educational Psychology	4
	EDN – 03 Paper - III	Economics of Education	4
	EDN – 04 Paper - IV	Research in Education	4
	<b>B. Professional Competency Courses (PCC)</b>		
	EDN -05 Paper - V	Yoga and Professional Development	2
	EDN -06 Paper - VI	Communication Skills in English	2
<b>Total</b>			<b>20</b>
<b>Sem-II</b>	<b>A. Foundation / Core Courses (FC)</b>		
	EDN – 07 Paper - VII	Curriculum Design & Development	4
	EDN – 08 Paper - VIII	Sociology of Education	4
	EDN- 09 Paper - IX	Psychological Testing	4
	EDN -10 Paper - X	Organizational Behavior and Leadership	4
	<b>B. Professional Competency Courses (PCC)</b>		
	EDN -11 Paper - XI	Academic Writing	2
	EDN – 12 Paper - XII	Community Engagement Learning	2
	<b>C. Internship</b>		
	EDN – 13 Paper -XIII	Internship-I	2
<b>Total</b>			<b>22</b>
<b>Sem-III</b>	<b>A. Foundation / Core Courses (FC)</b>		
	EDN –14 Paper -XIV	Teacher Education	4
	EDN –15 Paper -XV	Instructional Strategies in Higher Education	4
	EDN –16 Paper – XVI	Statistics in Education	4
	EDN -17Paper -X VII	Comparative and International Education	2
	<b>B. Professional Competency Courses (PCC)</b>		
	EDN -18 Paper - XVIII	AI tools in Education	2
	EDN -19 Paper - XIX	Indian Knowledge System (IKS)	2
	<b>MOOCs Course</b>		
	Any course related to Teacher Education		
	<b>D. Dissertation</b>		
	EDN -20 a Paper -XX a	Dissertation-1	2
<b>Total</b>			<b>20</b>
<b>Sem-IV</b>	<b>A. Foundation / Core Courses (FC)</b>		
	EDN -21 Paper -XXI	Sustainability in Higher Education	2
	EDN -22 Paper -XXII	Education and Policy Analysis	4
	EDN -23 Paper -XXIII	Inclusive Education	4
	<b>D. Dissertation</b>		
	EDN -20 b Paper -XX b	Dissertation -2	2
	EDN -20 c Paper -XX c	Dissertation -3	2
	<b>C. Internship</b>		
	EDN -24 Paper -XXIV	Internship- II	2
	<b>E. Elective Course</b>		2
	EDN -25 Paper -XXV	A. Gerontology B. Peace Education C. Human Rights Education D. Women Education E. Open and Distance Learning F. Indian Constitution and Democracy in Education	
<b>Total</b>			<b>18</b>
	<b>GRAND TOTAL</b>	<b>SEM I+SEM II+SEM III+SEM IV</b>	<b>80</b>



**Summary of Credits:**

Semester	TOTAL					
	FC/CC	PCC	INTERNSHIP	DISSERTATION	ELECTIVES	
Semester-1	16	4				20
Semester-2	16	4	2			22
Semester-3	14	4		2		20
Semester-4	10		2	4	2	18
TOTAL	56	12	4	6	2	80

### SCHEME OF EXAMINATION

<b>Semester - I</b>				
<b>A. Foundation Courses / Core Courses</b>		<b>UE</b>	<b>IE+Atte.</b>	<b>Total marks</b>
EDN – 01 Paper - I	Philosophy of Education	50	40+10	100
EDN – 02 Paper - II	Advanced Educational Psychology	50	40+10	100
EDN – 03 Paper - III	Economics of Education	50	40+10	100
EDN – 04 Paper - IV	Research in Education	50	40+10	100
<b>B. Professional Competency Courses (PCC)</b>				
EDN -05 Paper - V	Yoga and Professional Development	25	20+5	50
EDN -06 Paper - VI	Communication Skills in English.	25	20+5	50
<b>Sem-I Total</b>		<b>250</b>	<b>250</b>	<b>500</b>
<b>Semester - II</b>				
<b>A. Foundation / Core Courses (FC)</b>				
EDN – 08 Paper - VII	Curriculum Design & Development	50	40+10	100
EDN – 08 Paper - VIII	Sociology of Education	50	40+10	100
EDN- 09 Paper - IX	Psychological Testing	50	40+10	100
EDN -10 Paper - X	Organizational Behavior and Leadership	50	40+10	100
<b>B. Professional Competency Courses (PCC)</b>				
EDN -11 Paper - XI	Academic Writing	25	20+5	50
EDN – 12 Paper XII	Community Engagement Learning	25	20+5	50
<b>C. INTERNSHIP</b>				
EDN – 13 Paper -XIII	Internship-I		45+5	50
<b>Semester – II Total</b>		<b>250</b>	<b>300</b>	<b>550</b>
<b>Semester - III</b>				
<b>A. Foundation / Core Courses (FC)</b>				
EDN –14 Paper -XIV	History of Education & Teacher Education	50	40+10	100
EDN –15 Paper – XV	Instructional Strategies in Higher Education	50	40+10	100
EDN -16 Paper -X VI	Statistics in Education	50	40+10	100
EDN -17 Paper - XVII	Comparative and International Education	25	20+5	50
<b>B. Professional Competency Courses (PCC)</b>				
EDN -18 Paper - XVIII	AI tools in Education	25	20+5	50
EDN -19 Paper - XIX	Indian Knowledge System (IKS)	25	20+5	50
<b>MOOCS</b>				
Any course related to Teacher Education				
<b>D. Dissertation</b>				
EDN -20 a Paper -XX a	Dissertation-1		45+5	50
<b>Sem III Total</b>		<b>225</b>	<b>275</b>	<b>500</b>
<b>Semester – IV</b>				
<b>A. Foundation / Core Courses (FC)</b>				
EDN -21 Paper -XXI	Sustainability in Higher Education	25	20+5	50
EDN -22 Paper -XXII	Education and Policy Analysis	50	40+10	100
EDN -23 Paper -XXIII	Inclusive Education	50	40+10	100
<b>D. Dissertation</b>				
EDN -20 b Paper -XX b	Dissertation -2		45+5	50
EDN -20 c Paper -XX c	Dissertation -3	50		50
<b>C. Internship</b>				
EDN -24 Paper -XXIV	Internship-II		45+5	50
<b>E. Elective Course</b>		25	20+5	50
EDN -25 Paper -XXV	A. Gerontology B. Peace Education C. Human Rights Education D. Women Education E. Open and Distance Learning F. Indian Constitution and Democracy in Education			
<b>Total</b>		<b>200</b>	<b>250</b>	<b>450</b>
<b>Grand Total -Sem I+ Sem -II+ Sem- III+ Sem-IV=</b>		<b>925</b>	<b>1075</b>	<b>2000</b>

## Summary

Semester	UE	IE	Total
Semester-I	250	250	500
Semester-II	250	300	550
Semester-III	225	275	500
Semester- IV	200	250	450
Total	925	1075	2000

## Rules for attendance

- The allocation of marks for attendance is structured based on the percentage of attendance, reflecting a commitment to regular participation. Students with an attendance percentage between 95% and 100% are rewarded with 10 marks, emphasizing the significance of consistent attendance.
- Those with attendance ranging from 86% to 94% receive 08 marks, recognizing and encouraging sustained engagement.
- A slightly lower attendance percentage of 81% to 85% corresponds to 06 marks, highlighting the importance of maintaining a substantial presence in class.
- Furthermore, students with 75% to 80% attendance earn 05 marks, reinforcing the value placed on being actively present.
- For attendance percentages falling between 70% and 74%, 04 marks are applicable, contingent upon the provision of a valid reason supported by condonation. This system aims to underscore the connection between regular attendance and academic success while allowing flexibility for exceptional circumstances through the condonation provision.

### WEIGHTAGE FOR ATTENDANCE

Attendance Percentage	Marks
95% -100%	10
86% - 95%	08
81% - 86%	06
75% -81%	05
70 % -75%	04
Below 70 % ( detained)	No weightage

## 7.) Award of grades

- Grades are awarded based on a relative grading system and University follows an 8 point grading system.
- The pass criteria for the successful completion of Programme, shall be as follows
  - Minimum of 40% in the ESE of a course.
  - Minimum 40% aggregate of Postgraduate Programme in each Semester
- Students who fail to achieve the minimum semester course aggregate of 40% in one or more courses from a failed semester are eligible to appear during the backlog examinations.
- The student has the option to choose only the End Semester Examination (ESE) of a course for improvement.
- In the case of an improvement attempt, the assessment in which the student has scored higher will be considered.

## 1. General Grading System:

- For each course, a student receives a grade based on their overall performance in various assessment components. The marks obtained in assessment shall be converted into grades.
- The assigned grade reflects a qualitative assessment and is associated with an equivalent numerical value known as a grade point.
- Letter grades (O to F only) awarded in all courses are converted into a Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- In the CCE System, if student fails and intend to appear for improvement, the grading for backlog /improvement examinations is determined using a relative grading system. This system considers factors such as the class average and standard deviation from regular exams to assign appropriate grades.

## 2. Relative Grading:

- Relative grading, or grading on a curve, assesses students in relation to their peers, fostering collaboration in competitive settings.
- This approach, considering assessment difficulty variations, supports a collaborative learning environment, enabling students to learn from each other and enhance the overall educational experience.

It evaluates students' performance relative to their peers rather than against an absolute standard.

### Relative grading (as per OU guidelines for PG courses)

Marks Distribution	Grade	Grade Point	
Marks $>$ Average + 1.5 SD	O	10	Outstanding
Marks $\geq$ Average + 1 SD to +1.5SD	A+	9	Excellent
Marks $\geq$ Average + 0.5 SD to + 1 SD	A	8	Very Good
Marks $\geq$ Average 0 SD to + 0.5 SD	B+	7	Good
Marks $\geq$ Average 0 SD to - 0.5 SD	B	6	Above Average
Marks $\geq$ Average -0.5 SD to -1 SD	C	5	Average
Marks $\geq$ Average -1 SD to -1.5 SD	P	4	Pass
Marks $<$ Average -1.5 SD	F	0	Fail
--	Ab	0	Absent / Fail

Average= Mean, SD= Standard Deviation

## 8. Evaluation Methods

### a. Theory Examinations

- Out of the total marks for each course/paper 40% marks shall be earmarked for continuous assessment (internal assessment /assignments/seminars/book reviews) and 10% marks for attendance remaining 50% for the semester-end examinations. (as per the guidelines on OU website)
- The pass marks in each paper shall be 40%.

**b. Dissertation**

- i. Every M.Ed. student shall do the Dissertation work individually under the supervision of a Teacher.
- ii. The Dissertation work and supervisor shall be assigned to the student by the Department during the semester III and IV to enable the student to plan and carry out the work through the semesters (III & IV semesters).
- iii. The Dissertation work is assigned 6 credits and evaluated for 150 marks.
- iv. The pass marks in Dissertation shall be 50%.
- v. Dissertation has to be carried out as per the guidelines given in the curriculum.

**c. Internship**

1. Students have to complete two internships during II and IV Semesters.
2. Internship work is assessed for 50 marks and 2 credits will be assigned.
3. During Internship-1, all the students shall visit different institutions, write report and present before the jury
4. During Internship-2, Each student has to teach 10 lessons (5 lessons in pedagogy and 5 in foundations/elective courses).
5. Follow the detailed Guidelines provided in the curriculum.

**d. MOOCs – online course**

Each student has to complete one MOOCs course of at least two (2) credits, any course of their choice related to teacher education or General course to enrich competencies. Course shall be selected from Swayam platform or any other platform.

It is mandate for all the students to complete one course on line MOOCs from Swayam or any other platform by the end of **Semester III**

**9. Internal Assessment Tests:****a. Field Based Assignments/ Reports:**

Every student shall submit one assignment per paper in a semester. The Topic for the assignment shall be allotted in the 6<sup>th</sup> week of instruction. The assignment shall be hand written (student's own handwriting). Total marks for the assignment are 5.

Students shall present field- based reports which is considered as one Internal assessment with 10 marks for each paper.

**b. Seminars:**

Every student shall give a seminar presentation (one in each Theory Paper) for about 10 minutes which will be evaluated for 05(five) marks by two internal jury members appointed by the Principal of the College concerned. Out of these 5 marks, 2 marks shall be allotted for the write up of the topic. And 3 marks for presentation.

The paper for internal assessment tests is set by the teacher(s) who is (are) teaching the subject/paper in that semester.

## **1. Procedure for Conduct of Internal Assessment:**

- a. The Internal Assessment Examinations, outlined in Annexure-1, are conducted during regular class hours and are spread across a week.
- b. Each course/subject is assigned to a specific weekday, aligning with the timetable distributed for the four monthly Internal Assessment tests.
- c. Concurrently, the remaining scheduled class work will continue without interruption.

## **2. Procedure for Internal Assessment Evaluation:**

- a. The Chief Superintendent of Exams / Principal/ Head of Department (HoD)/ or Exam Coordinator must promptly upload student attendance for assessment tests on the same day.
- b. After completing each internal assessment exam, the assigned teacher reviews the response sheets and posts the marks directly on the sheets.
- c. Following this, the evaluated response sheets are distributed to the students, ensuring the confirmation of unbiased marks assignment through the mandatory consent of a student signature on the response sheet.
- d. In addition, the respective teacher is responsible for uploading attendance records and the corresponding Internal Assessment marks for each student during the designated slot in the almanac.
- e. Without exception, the internal assessment evaluation must be finalized and uploaded to the university web portal within the stipulated period. Failure to comply may result in disciplinary action against the respective teacher.
- f. If a student disputes the assessment, the matter will be directed to the departmental grievance redressal committee for resolution. Subsequently, the involved teacher is responsible for gathering all response sheets.
- g- The custody of answer scripts/response sheets falls under the jurisdiction of the Head of the Department / Programme Coordinator in a sealed cover signed by the teacher concerned and securely storing them for a period of up to the next TWO years.
- h. Further, there shall not be any re-examination/improvement for Continuous Assessment (CA) components.

## **10. End Semester Examinations (ESE):**

The End Semester Examinations (ESE) for theory courses are conducted at the end of each semester of a Programme (Annexure-I). A centralized question paper is generated and dispatched to the respective colleges according to the specified examination schedule.

- a. Eligibility for admission to the ESE: A student must have at least 80% lectures & 90% in engagement attendance in aggregate at the end of the semester.
- b. If any student fails to meet the 80% attendance requirement but has more than 70% attendance, in such a case, the student must pay a condonation fee with a proper reason for the shortfall in attendance.
- c. A student should obtain minimum aggregate of 40% marks in Continuous Assessment (CA) in all the courses covered under that semester.

- d. Possession of the hall ticket, along with the timetable and room allotment, is obligatory for the ESE examination.
- e. Eligible students can acquire their hall tickets through the College login portal, where they will be issued accordingly.
- f. Assessment for Theory Courses: The End Semester Examination (ESE) for theory courses will be conducted for 50 marks and the duration of an ESE shall be two hours.
- g. The registration number of the students is bar-coded, and it is pasted on the facing sheet of the answer booklet at the beginning of the examination

**NOTE:**

**Differently-abled students (Hearing impaired; visually impaired & orthopedically impaired):** The differently-abled students shall complete all the Practicum which includes Dissertation, Internship, Records, and other field engagement on par with normal students. The marks secured by the student in the Internal tests, assignments, Seminars, Internship, Dissertation and semester-end examinations are converted into SGPA and CGPA.

**Annexure I**  
**Model Template for Internal Assessment & End Semester Examination**  
 Max Marks: 40

1 <sup>st</sup> Internal Assessment -10 marks	2 <sup>nd</sup> Internal Assessment 10 Marks	3 <sup>rd</sup> Internal Assessment 10 Marks	4 <sup>th</sup> Internal Assessment 10 Marks
1)10 Questions – ½ Marks each MCQ-5 Marks  2) 10 Questions Mark each Fill in the blanks- 5 Marks	Short Answers Questions -10 Questions- 1 Mark each	Report Writing-10 Marks (or) Two Paraphrasing's - 5 Marks. each (or) Book review/Article review/ Reflective journal	1) Assignment- 5 Marks  2) Seminar Presentation - 5 Marks

## **Model Question Paper End Semester Examination (ESE)**

**Time: 2 Hrs.**

**Max Marks: 50**

### **PART- A**

#### **Fundamental Concepts (Choose All)**

**Attempt/Answer all Questions (5 x 2) = 10 Marks**

- (1) Question No. 1 Recall - 2 Marks.
- (2) Question No. 2 Recall-2 Marks
- (3) Question No. 3- Understanding-2 Marks
- (4) Question No. 4- Understanding - 2 Marks
- (5) Question No. 5-Application-2 Marks

### **PART-B**

#### **Higher-Order Thinking Skills based**

**Attempt all Questions (5 x 8) = 40 Marks**

#### **(6) Question No. 6: Application of Fundamental Concepts**

- a. Question-1-Application-4 Marks
- b. Question-2-Analysis - 4 Marks

#### **(7) Question No. 7: Critical Thinking**

- a. Question-1-Analysis-4 Marks
- b. Question-2-Evaluation - 4 Marks

#### **(8) Question No. 8: Practical Problem Solving**

- a. Question-1 Application - 4 Marks
- b. Question-2-Synthesis 4 Marks

#### **(9) Question No. 9: Case Study Examination.**

- a. Question-1-Analysis - 4 Marks
- b. Question-2-Evaluation-4 Marks

#### **(10) Question No. 10: Synthesis of Knowledge**

- a. Question-1 Synthesis 4 Marks
- b. Question-2-Evaluation 4 Marks



**Model question paper semester end examination (CSE)**

**Time: 1 Hr.**

**Max Marks: 25**

**PART- A**

**Fundamental Concepts (Choose All)**

**Attempt/Answer all Questions (5 x 2) = 10 Marks**

- (1) Question No. 1 Recall - 2 Marks.
- (2) Question No. 2 Recall-2 Marks
- (3) Question No. 3- Understanding-2 Marks
- (4) Question No. 4- Understanding - 2 Marks
- (5) Question No. 5-Application-2 Marks

**PART-B**

**Higher-Order Thinking Skills based**

**Attempt all Questions (3 x 5) = 15 Marks**

**(6) Question No. 6: Application of Fundamental Concepts**

- a. Question-1-Application-2 Marks
- b. Question-2-Analysis - 3 Marks

**(7) Question No. 7: Critical Thinking**

- a. Question-1-Analysis-2 Marks
- b. Question-2-Evaluation - 3 Marks

**(8) Question No. 8: Practical Problem Solving**

- a. Question-1 Application - 2 Marks
- b. Question-2-Synthesis 3 Marks

**Semester - I**  
**Foundation Course**  
**Paper - I (EDN-01)**  
**Philosophy of Education**

**Credits: 4**

**Marks :100 (50+40+10)**

**Course learning outcomes**

Student teachers will be able to

- Understand the importance of Philosophical Inquiry into various processes of education
- Recognize the value of Philosophical Analysis of various concepts and methods related to education and pedagogy.
- Develop ability to compare and comprehend various philosophies of east and west.
- Understand the concepts of various philosophies and their relevance to education.
- Develop insights into various philosophical contributions of philosophers from east and west to pedagogical approaches in education

**Unit I: Introduction to Philosophy of Education**

1. Revisiting various functions of Philosophy of Education: Descriptive, Normative, Analytical, Reflective, Critical etc.
2. Philosophical Inquiry into the following:
  - i) Reality, Knowledge, Reason, Values, Freedom and Equality
  - ii) Disciplines of Knowledge, Curriculum, Teaching Performance, Merit, Assessment and Evaluation
3. Religion, Humanism, Pluralism, Multiculturalism and Education
4. Introduction to the Modernist and Post-modernist Philosophical Perspectives in Education
5. NEP 2020 and its Philosophical Framework

**Unit-II: Indian & Western Philosophical Approaches**

1. Socratic, Platonic and Aristotelian approaches to knowledge and values
2. Knowledge, Morals and Method on Descartes, Hume, and Kant
3. William Hegel's and Marx's Dialectic approach
4. Knowledge and Values in Ancient Indian Philosophical Schools of Thought with special reference to Bhuddism, Jainism, Vedanta, Nyaya and Samkhya.
5. Srimad Bhagavad Gita: Nishkama Karma, Sthita Prajna & Human Virtues,
6. Understanding the Values embedded in Ramayana and Mahabharata.

**Unit III. Understanding the contributions of the following thinkers:**

1. William James & John Dewey
2. Mahatma Gandhi & Rabindranath Tagore
4. Ivan Illich and Paulo Freire
5. Swami Vivekananda & Sri Aurobindo Ghosh
6. Mahatma Jyothi Rao Phule and Dr. B.R. Ambedkar

**Unit-4: Understanding the Foundations of Religion and its importance to Education**

Understanding basics of religion and its values and their significance to education with special reference to:

1. Hinduism
2. Christianity
3. Islam
4. Sikhism

## **Unit- 5: The Constitutional Philosophy of Education**

1. What is Constitution?
2. Indian Constitution and Democratic Transformation: Equality, Equity, Democracy and Social Transformation
3. Fundamental Rights and Values in Indian Constitution
4. Understanding Indian Constitution with respect to Individual Freedom, Equality, Liberalism , Social Justice, Diversity, Secularism, Federalism , National Identity.
5. Directive Principles of State Policy and Education
6. Affirmative Action
7. Language Policy

### **Engagement:**

1. Observing the school practices and understanding the relevance of western philosophies to present day education system and report writing.
2. Observing the school practices and tracing the relevance of contributions of Indian philosophers to present day education system and report writing.
3. Undertaking small project on moral judgments of school children and value education.
4. Field trip to Bouddha Ashramas, Jaina viharas.
5. Visit to institutions practicing different philosophical traditions.
6. Review of ancient texts –students’ seminars, symposium, discussions, debates, exhibits, albums.
7. Indian constitutional values reflections on social life and practices.
8. Student seminars & debates on different religious texts, meeting religious Heads, Priests, Archakas, Prophets and others to know their views.
9. Browsing websites on Human Rights issues & observing social situations where Human Rights are violated & reporting.
10. What is your stand on values in modern context?
11. Suggest you stand on the values necessary in modern context.
12. How do you humanize teaching?
13. Conduct workshops and reflective simulation sessions on training democratic citizens
14. Critical analysis of NCF-2005 and SCF-2011, position papers and NEP 2020.

### **References:**

1. Aggrawal, J.C. (1996) Theory and Principles of Education. New Delhi:
2. Altikar A.S. (1957). Education in Ancient India. Varanasi: Nand Kishore Publication.
3. Anand, C L. (1993). Teacher and Education in the Emerging Indian Society.
4. Bipan Chandra (2000). India after Independence. New Delhi: Roopa.
5. Delors, Jacques (1996). Learning: The Treasure Within. Paris: UNESCO.
6. Dhavan, M.L. (2005). Philosophy of Education. Delhi; Isha Books.
7. Havighurst, R. (1995). Society and Education. Boston: Allyn and Bacon.
8. Human Rights in India - Theory and Practice (2001). New Delhi: National Book Trust.
9. Jaffar, S.M. (1972). Education in Muslim India. Delhi: Idrah-I-Ababiyat.
10. John Brubacher (2007). Modern Philosophy of Education. New Delhi: Surjeet Publication.
11. Kar, N.K. (1996). Value Education - A Philosophical Study. Ambala: The Associated Publications.
12. Mookerjee, R.K. (1960). Ancient Indian Education. Delhi: Moti Mahal.
13. Mrunalini (2011): Philosophical Foundations of Education. Neelkamal Publications. Hyderabad,
14. Mukharji, Shankar (2007). Contemporary Issues in Modern Indian Education. Authors Press.
15. Mukherjee, S.N. (1955). History of Education in India. Baroda: Acharya Book Depot.  
New Delhi: National Publishing House.
16. Nurullah & Naik (1951). History of Indian Education. Bombay: Macmillan & Co.
17. Panday, V.C. (2005). Value Education and Education for Human Rights. Delhi: Isha Books.
18. Passi, B. K. (2004). Value Education. Agra: National Psychological Corporation.
19. Rawat, P.L. (1956). History of Indian Education. Arya Bhait Publication.
20. Sandeep, P. & C. Madhumathi (2008). Philosophical and Sociological Foundations of Education. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.

21. Shanna, Ramnath (2000). Textbook of Educational Philosophy. New Delhi: Kanishka publishers.
22. Sharma, Yogendra K. (2001). History & Problems of Education, Vol I. New Delhi.
23. Somnath, Agrawal (2007). Philosophical Foundations of Education. Authors Press.
24. Thakur, A. S. & Berwal, S. (2007). Education in Emerging Indian Society, Vikas Publication.
25. Wing Max (1975): Philosophies of Education – An Introduction, Oxford University Press, London.
26. National Focused Group(2005), Position Paper- Aims of Education , NCERT, New Delhi
27. APSCF-2011 position paper on Aims of Education, APSCERT, Hyderabad.
28. Prashnopanishad –Gita Press, Ghorakpur,UP
29. Taitthiriopanishad Gita Press, Ghorakpur,UP
30. Narayana Swami Iyer (1914), '30 Minar Upanishads', Laghu Yoga Vii,~ishtha,

**Semester -I**  
**Foundation Course**  
**Paper - II (EDN-02)**  
**Advanced Educational Psychology**

**Credits: 4**

**Marks :100 (50+40+10)**

**Learning Outcomes**

The students will be able to

1. Understand the importance of Educational Psychology, and explain the different methods of Educational Psychology
2. Understand the essential features of effective teaching, including different frameworks describing teacher characteristics.
3. Explain, apply and present the principles and theories of Educational Psychology.
4. Describe and comprehend how the ideas of Piaget and Vygotsky influence Current Education research and practice.
5. Explain the theories of moral development including those of Kohlberg, Gilligan's, and Haidt's and how teachers can deal with moral challenges faced by students.
6. Explain the current theories of intelligence including the advantages and disadvantages of labelling, hierarchal and multiple theories of intelligence, how intelligence is measured and what these measurements tell teachers.

**UNIT-I: Educational Psychology: Concepts, Methods and Systems.**

1. Exploring Educational Psychology- Historical Background, Functions of Educational Psychology, Teaching is an Art and Science.
2. Methods of Educational Psychology: Observation, Psycho-analytic method, Experimental method, Differential method, Survey method, Clinical method, Sociometric method, projective method, case study method, Questionnaire method, Interview method.
3. Introduction to Systems or Schools of Psychology and their bearing on Education: Structuralism, Functionalism, Behaviorism, Gestalt psychology, Cognitive Psychology, Psychoanalysis- Freuds System of Psychology, Adler's System of Individual Psychology, Piaget's Developmental Psychology and its bearing on Education.
4. Psychology of Growth and Development: Stages of Growth and Development, Principles of Development, Theories of Growth and Development
5. Creating Learning Environments: Classroom management, Creating Positive Learning environment, Dealing with Discipline problems, Importance of effective communication
6. Teaching: Characteristics of effective teachers, Research on Teaching, Objectives for Learning- Mager and Gronlund, Teaching approaches Direct Instructions -Rosenshine Six Teaching functions, - Advanced organizer, Seatwork and Homework, Differentiated Instructions and Adaptive Teaching.
7. Diverse Classroom: Indian Cultural Diversity, Economic and Social Class Differences, Social Class and Socioeconomic Status, Poverty and School Achievement, Health Environment and Stress, Low Expectations- Low Academic Self-Concept, Home Environment and Resources, Prejudice and Stereotype Threat in the Classroom Fostering Resilient Students, Resilient Classrooms.
8. Understand and Address the Special Educational Needs of students : Students with Learning Challenges, Students with Hyperactivity and Attention Disorders, Students with Communication Disorders, Students with Emotional or Behavioural Difficulties, Students with Intellectual Disabilities, Students with Health and Sensory Impairments, Autism Spectrum Disorders and Asperger Syndrome, Students who are Gifted and Talented, The Right of Persons with Disabilities Act, 2016
9. Aesthetic development: Concepts, approaches and theories of John Dewey, Montessori, Rudolf Steiner, Marrie and Lev Vygotsky with special reference to Aesthetic development

## UNIT-II: Learning and Motivation

1. Nature of Learning, Learning and Maturation, Learning and imprinting, Types of Learning, Outcomes of Learning, Factors affecting learning.
2. Critical understanding of learning theories: Behaviourist view (Classical conditioning (Pavlov), Operant conditioning (B.F. Skinner) Hull's systematic behaviour Theory
3. Cognitive view of Learning, Cognitive science, Comparing cognitive and behavioral views of learning, Cognitive view of memory: sensory memory, working memory, cognitive load and retaining information, individual differences in working memory; Long term memory: capacity, duration and contents of long term memory; Contents: Declarative, Procedural and Self-Regulatory knowledge; Explicit memory: semantic and episodic; Implicit memories; Retrieving Information in Long term memory; Teaching for deep, long lasting knowledge: Basic principles and applications
4. Complex Cognitive Processes: Metacognition- Individual differences in metacognition, metacognitive development for secondary and college students; Problem solving- Defining goals and representing the problem, Creativity- nature and characteristics of creativity, creativity and cognition, creativity and diversity, creativity in the classroom, nurturing and stimulation of creativity, theories of creativity, creativity and innovation; Critical thinking and argumentation: who is a critical thinker, standards of critical thinking- clarity, accuracy, precision, relevance, depth and breadth, Critical thinking benefits and barriers, Paul and Elder model of critical thinking, applying critical thinking in specific subjects
5. Learning Sciences and constructivism: Concept of Learning Science, Cognitive and Social Constructivism: Constructivist view of learning, Vygotsky's social constructivism, Constructionism, how is knowledge constructed, knowledge situated or general? complex learning environments and authentic tasks, understanding the knowledge construction process, student ownership of learning; Applying constructivist perspective: Inquiry and Problem based learning, Cognitive apprenticeships and reciprocal teaching, collaboration and cooperation, tasks for cooperative learning, Designs for Cooperation, reaching every student using cooperative learning, Dilemmas of constructivist practices.
6. Social Cognitive view of Learning: Social Cognitive theory- Albert Bandura, Beyond behaviourism, Triarchic Reciprocal Causality; Modeling- Learning by observing others – Elements of observational Learning- attention, retention, production, and motivation and reinforcement, observational Learning in Teaching; Self-Efficacy and Agency- Self-Efficacy, Self-Concept, and Self-Esteem, Sources of Self-Efficacy, Self-Efficacy in Learning and Teaching, Teachers sense of self-efficacy, Self-regulated Learning, Models of self-regulated learning and agency, Teaching towards self-efficacy and self-regulated learning.
7. Motivation: What is motivation? Needs, Drives, Drives and Incentives, Intrinsic and Extrinsic framework; Five general approaches to motivation: Behavioral approaches to motivation, Humanistic approaches to motivation, Cognitive approaches to motivation, Social cognitive theories, & Sociocultural conception of motivation; Needs: Maslow Hierarchy of needs, Belief and Self-Perceptions: Belief about knowing, Belief about ability, belief about causes and control- Attribution theory, Belief about self-worth; Interests, Curiosity, Emotions, and Anxiety: Curiosity, novelty and complexity, Flow, Emotions and Anxiety, Building on students interest and curiosity, coping with anxiety; Motivation to Learn in School- Tasks for learning, Supporting autonomy and recognizing accomplishment, Grouping evaluation and time, Diversity in motivation,
8. Learning style and Thinking style: Dichotomies of Learning and thinking styles. Evaluating learning and thinking styles (Kolb's learning style Thinking style: (Sternberg's Thinking styles)
9. Mental health and Mental Hygiene, Defense Mechanism (Freud's).

### **UNIT-III: Cognitive and Language Development**

1. Language Development: What is language, Biological/ Heredity and environmental influence, How language develops (Process and mechanism)
2. Noam Chomsky language Development theory and its educational implications.
3. Concept of Development, What is the Source of Development? Nature versus Nurture, What is the shape of Development? Continuity versus Discontinuity, Timing is it too late? : Critical versus sensitive periods, General principles of Development
4. Brain and Cognitive Development: Neurons, Cerebral Cortex, Adolescent development and the brain, Neuroscience, Learning and Teaching: Instruction and Brain Development, The Brain and Learning to Read, Brain based Education- Emotions, Learning and the Brain.
5. Piaget's Theory of Cognitive Development: Influences on Development, Basic tendencies in thinking, Four Stages of Cognitive Development, Some Limitations of Piaget's theory
6. Vygotsky's Sociocultural Perspective: The Social sources of individual thinking, Cultural tools and cognitive development, The role of language and private speech, The Zone of Proximal Development, Limitations of Vygotsky's Theory, Implications for Piaget's and Vygotsky's Theories for Teachers

### **UNIT-IV: The Self, Social and Moral Development**

1. Physical Development: Physical and Motor Development, Young children, Elementary School Years, The Adolescent years, Early and Later maturing, Dealing with Physical Differences in the Classroom, Play Recess and Physical Activity, Physical Activity and Student with Disabilities, Challenges in Physical Development- Obesity and Eating Disorders, Supporting Positive Body Image in Adolescents
2. Social Development- Concept, meaning: Socialization process social context of development-family, peer, and school
3. Bronfenbrenner's Ecological Theory: The importance of Context and the Bioecological Model; Families- Family structure, Parenting Style, Families in India, Culture and Parenting Family and Community Partnership- Attachment and Divorce; Helping children of Divorce; Peers- Cliques, Crowds, Peer Cultures, Friendships, Popularity, Causes and Consequences of Rejection, Aggression, Video Games and Aggressive Behaviour, Dealing with Aggression and Encouraging cooperation, Academic and Personal Caring
4. Identity and Self Concept: Erikson: Stages of Psychosocial Development, Self-Concept- Structure of Self Concept, How Self-concept develops, Self-Concept and Achievement, Gender differences in Self-Concept, Self-concept and Academic Competence, Self Esteem
5. Understanding Others and Moral Development: Theory of Mind and Intention, Concept of Moral Development, Kohlberg's Theories of Moral Development, Moral Judgments, Social Conventions, and Personal choices, Moral versus Conventional Domains, Implications for Teachers, Criticism of Kohlberg' Theory of Moral Development; Carol Gilligan theory of moral reasoning, , Diversity in Moral Reasoning, Haidt's Social Intuitionist Model of Moral Psychology, Moral Behavior and Cheating, Dealing with Cheating, Implications for Teachers.

### **UNIT-V: Intelligence and Personality**

1. Intelligence: Language and Labels- Disabilities and Handicaps, Person First Language, Possible Biases in the application of Labels
2. Intelligence: Concept of Intelligence, What Does Intelligence Mean? Intelligence as a Process, Intelligence: One Ability or Many, Fluid Intelligence, Crystallized Intelligence, Theory of Intelligence- Factor theories of Intelligence, Cognitive theories of Intelligence, Multiple Intelligence, Howard Gardner's Theories of Multiple Intelligence, Multiple Intelligence in Schools, Intelligence: Role of Heredity and Environment
3. Measuring Intelligence: Classification of Intelligence tests, Meaning of an IQ Score, Group versus Individualized IQ Scores, Flynn Effect, Interpreting IQ Scores, Intelligence and Achievement, Gender Differences in Intelligence
4. Individual Differences: The Right of Persons with Disabilities Act, 2016

5. Personality: Concept and meaning. Type approach, Trait Approach, Type cum Trait Approach, Psychoanalytic Approach, The Humanistic Approach, Learning Theories of Personality, Big Five Personality Theoretical Framework, Enactivist Big-5 Theory (ECBT). Theories of personality western /(Cognitive-Ellis, Humanistic-Berne) and Indian perspective (Vedic and Buddhistic).

### Engagement

1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analysing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.
2. Use of local knowledge and children's out of the school experience in learning.
3. Multiple ways of organising learning individualised, self-learning, group learning / cooperative learning, learning through electronic media
4. Conducting case study on one student who has difficulties in learning in primary years.
5. Engaging learners in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
6. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
7. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.
8. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.
9. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.
10. Analysis of a case of maladjusted adolescent learner.
11. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
12. Analysis of learning situations through case study, presentation before a group followed by discussion.
13. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
14. Suggest structures of classroom environment in which all students can learn.

### References:

1. Gibson Janice T (1976): Psychology for the Classroom – Prentice Hall of India, New Jersey.
2. Hurlock E.B., (1974): Personality Development – Tata Mc Graw Hill publishing Company Ltd., New Delhi.
3. Hurlock E.B.1 (1999): Developmental Psychology Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
4. J.C Agrawal (2004): Psychology of learning and Development shipla publication, New Delhi.
5. John p. De Cecco and William Craw- Ford (1998): The Psychology of learning and Instruction; Educational Psychology, 2<sup>nd</sup> Edition, prentice- Hall of India Pvt. Ltd., New Delhi.
6. Mangal S.K (2002): Advanced Educational Psychology, prentice – Hall of India. Pvt. Ltd., New Delhi.
7. Narayana Rao. S (1990): Educational Psychology, Wiley Eastern Limited, New Delhi.
8. Norman. A Sprinthall and Richard C. Sprinthall (1997): -Educational Psychology a Development approaches – 7<sup>th</sup> Edition – International Edition., Mc. Graw Hill. New Delhi.
9. Stephen L.Yelon an Grace W. Wein Steen (1977): A Teacher's world – Psychology in the classroom- International Student Edition – Mc Graw Hill- New Delhi.
10. Woolfolk A. (2004): Educational Psychology. PHI, Delhi.



**Semester -I**  
**Foundation Course**  
**Paper – III (EDN –03)**  
**Economics of Education**

**Credits: 4**

**Marks:100 (50+40+10)**

**Learning outcomes:**

The student will be able to:

1. Understand the importance of Economics in the field of education
2. Understand education as consumption and investment
3. Understand cost of education its role in individual and Human development
4. Understand Internal efficiency of the systems of education
5. Understand modern development in economics of Education
6. Understand educational policy management planning and Finance.
7. Understand new educational reforms adopted in India and their capability in the field of education.

**Unit-1: Introduction to Economics of Education**

1. Concept of economics of education and Interdependence of Economics and Education
2. Brief historical perspective of economics of education-Ancient to modern
3. Education as Human capital, critique on the concept of Human capital
4. Concept of Micro and Macro Economics of Education
5. Socio-political contexts- Introduction to Political economy

**UNIT-2: Costs and benefits of Education**

1. Principles of Economic costs and Benefits
2. Factors related to educational costs
3. Cost Benefit Analysis in Education
4. Concept of Rate of returns to education
5. Problems in the assessment of costs and benefits in education
6. Investment in Education by state and family- Outcomes of investment

**UNIT-3: Economic Development and Efficiency in Education**

1. Concept and Success of economic growth
2. Contemporary perspectives on Human Development
3. Input – Output relationships and Internal and External Efficiency in Education
4. Educational Efficiency
5. Brief concepts and measurements of National Income

**UNIT-4: Economic Reforms and Education**

1. Standard of living, schooling and Education
2. Quality education Vs learning poverty, Human Development Index
3. Relationship between Market and education, Demonetization- Digital economy.
4. Globalization, Liberalization and Privatization of education – public, private and philanthropic partnership in education
5. Sustainable development vs Economics of Education

## **UNIT-5: Theory and Practice of Financing Education**

1. Brief concepts in educational finance.
2. Constitutional provisions – Sources of finance- Issues and challenges
3. International Organizations (IMF, World Bank, WTO) :
4. Public funding, Budgeting –Policy at National and State Level
5. Critique on Expenditure on Education, Plan and Non- Plan expenditure – Role of Niti Ayog.
6. Budgeting – Policy at National and state level, Programmes and policies of education. Allocation of funds, Social audit.
7. Intersectional allocation of education in the Union and state budgets, Mobilization of Resources for Education

### **Engagement:**

1. Reviewing of Door darshan Broad castes on Budget Analysis Proceedings
2. Collection of Material related to Budget allocation, and satisfaction of both State and Central Government
3. Study of School Budget and write a critical report.
4. Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure
5. Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.
6. Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector at different levels.
7. Review Telangana State budget for this year & compare it with earlier Andhra Pradesh Budget & reflect on allocation to Education.
8. Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

### **References:**

1. Amrish Ahuja Kumar (2007): Economics of Education, Authors Press, New Delhi.
2. Blaug Mark (1970): Economics of Education, Penguin London.
3. Cohn E (1972): Economics of Education, Lexington Mass- D.C. Heath Company.
4. Devender T (1999): Education and Manpower Planning, Deep and Deep Publishers, New Delhi.
5. Economics of Elementary Education in India – A challenge of Public Finance Private Provisions and Household Costs, Sage Publications, New Delhi, 2006.
6. Education and Economic Aspects of Asia, Education for Development, Sage Publications, New Delhi. 1994.
7. Educational Change in India, Har Anand Publications (1996).
8. Hedge O., Economic of Education, Himalaya Publishers New Delhi.
9. Martin Carnoy International Encyclopaedia of Economics of Education- 2<sup>nd</sup> Edition, 1995
10. Mathur, S. S: Educational Administration – Principles and Practices, Krishna Brothers, Jullundur.
11. Panchamukhi: Research in Economics of Education, Fifth Survey of Educational Research 1988-92: Trend Reports Vo11, New Delhi, NCERT,
12. Reddy Shiva B (2000): Education and Rural Development in India, UNESCO: International Institute of Educational Planning Paris
13. Sacharopoulos George P & Woodhall M. (1985): Education for Development New York – Oxford University Press
14. Thurow Laster C (1970): Investment in Human Capital, Belmont: Wadsworth Publishing Co.
15. Tilak J. B. G. (1987): The Economics of Inequality in Education, Sage Publications, New York.
16. Tilak, J.B. G. (1985): Economics of Inequality in Education. Sage Publications, New Delhi

**Semester -I**  
**Foundation Course**  
**Paper – IV (EDN –04)**  
**Research in Education**

**Credits: 4**

**Marks:100 (50+40+10)**

**Learning outcomes**

The student will be able to

1. Define and describe the importance of Educational Research
2. Describe the six steps in the process of Research
3. Identify the Characteristics of Quantitative and Qualitative Research
4. Discuss and explain the important ethical issues in conducting research
5. Develop skills needed to design and conduct research in Education
6. Understand the characteristics of Educational Research
7. Define a research problem and other parts of research process
8. Identify criteria for deciding whether a problem can and should be researched
9. Learn the five elements of writing a 'statement of the problem'
10. Define what a literature review is and why it is important
11. Develop skills to identify and select participants for a study
12. Select and assess an instrument for use in data collection
13. Learn how to write the research report for a thesis or a dissertation
14. Learn how to write an article for a research journal

**Unit I: Introduction to Research in Education**

1. Educational Research: Meaning, nature and characteristics of Educational Research.
2. Types of Research: Fundamental, Applied and Action Research.
3. Sources of Knowledge: Empirical Methods and Non Empirical Methods, Tenacity, Intuition, Authority, Rationalism, Empiricism, Scientific Method.
4. Variables, Types of Variables; Concept of Measurement, Scales of Measurement: Nominal, Ordinal, Interval and Ratio Scales. Operational Definitions of Variable.
5. Hypothesis- Meaning, Characteristics and Types of Hypotheses.
6. Ethical Issues in Conducting Research

**Unit II: Research Paradigms and Research Process**

1. Research Paradigms in Education: Quantitative, Qualitative, Mixed Methods of research and their Characteristics.
2. The Research Problem: Meaning, Sources of Research Problems; Identification & stating the Research problem, Conceptualization and selecting the research problem in Quantitative and Qualitative Research.
3. The Six Steps in the Process of Research: Identifying a Research Problem. Reviewing the Literature, specifying a Purpose for Research, Collecting Data and Analysing and Interpreting the Data, Reporting and Evaluating.
4. Concept, construct, paradigm, theory. Meaning of Theory, Role of theory in identification and selection of the problem.
5. Review of the literature-Purpose and Resources; Conducting the Literature Search: Using database and Internet, Internet Search Tools and Quality of Internet Resources.

**Unit III: Research Designs: Qualitative and Quantitative**

1. Nature of Experimental Research, Variables in Experimental Research design,

Independent, Dependent and Confounding Variables; ways to Manipulate an Independent Variable, purpose and Methods of Control of Confounding Variables.

2. Experimental Research Designs: Single-Group Pre-test Post-test design, pre-test post-test control-group design, Post-test only controlled group design, Factorial Design and Quasi Experimental Designs.
3. Internal and external Validity of Results in experimental research.
4. Survey Research Designs: introduction, types of surveys, Longitudinal designs and cross- sectional designs.
5. Qualitative Research: Case Study, Ethnography, Narrative inquiry, Phenomenology, Grounded theory and Historical research.

#### **UNIT-IV: Sample, Tools and Techniques of Data Collection**

1. Concept of data, Meaning of Primary Data and Secondary Data,
2. Concept of Population, meaning of Sample, methods of sampling, Sampling Size, Sampling Error, concept of parameter and statistic, Concept of sample distribution.
3. Probability Sampling Methods: Simple Random sampling, Stratified Random sampling, Cluster Sampling and Multi-Stage cluster sampling, Systematic sampling, Methods of drawing a simple random sample.
4. Non-Probability Sampling Methods: Convenience Sampling, Purposive Sampling, Incidental Sampling, Quota sampling, Snowball sampling. Determining the Sample Size when using Probability or non-probability Sampling Methods.
5. Tools of research: Questionnaire, Rating scale, attitude scales, Interview, Interview schedule, Check- lists, Observation schedules (qualitative and quantitative), Focus Group Discussion (FGD)

#### **UNIT-V: Research Proposal and Research Report**

1. Preparation of a Research proposal: Framework of the Research Proposal and Writing the Research Proposal
2. Preparation of a Research Report: Purposes served by a Research Report, Structuring the Research Report, Research Report Writing for Dissertation and Thesis Work. Essential consideration in writing a Research Report, How the references should be cited and knitted with the text of the report.
3. References, Citations and Bibliography as per the Publications Manual of the APA, Seventh Edition
4. Research Report Writing for the Publication in the Research Journals.

#### **Field Engagement**

1. Collect the APA format and review any one research article as per the Format.
2. Review any three research articles and write the findings in each article.
3. Collect any five problems and critically reflect on the appropriateness of a problem.
4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the type of hypotheses and relevance.
5. Take any one Ph.D. Thesis and critically review & write about research procedures (population, sample, sampling and others) followed in it.
6. Take any two research articles or theses and write about the independent and dependent variables and their need for the study.
7. Make a List 10-20 research books and write the references in APA format

#### **References**

1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kerlinger, F.N. (1986) Foundations of Behavioural Research (4th ed.) New York; Holt, Rinehart & Winston.

3. Kothari CR (2004): Research Methodology – Methods & Techniques, New Age International Publications, New Delhi.
4. Lokesh Koul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
5. Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
6. Garrett Henry E (1985): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay.
7. Gay L R (1996): Educational Research – Competencies for Analysis and Applications. Prentice - Hall Inc. New Jersey.
8. Tuckman B.W. & Harper B.Ed. (2012): Conducting Educational Research. Sixth Ed. Rowman & Littlefield Publishers Inc. New York.
9. Bordens K.S. & Abbott B.B. (2011): Research Design & Methods. Tata McGraw Hill Education Pvt. Ltd. New Delhi.
10. Majhi P.R. & Khatua P.K. (2013): Research Methodology (Concepts, Methods, Techniques and SPSS – Text Cases). Himalaya Publishing House. Mumbai
11. Creswell, John W (2015). Educational research: planning, conducting, and evaluating quantitative and qualitative research. 4th ed. Pearson

**Semester – I**  
**Professional Competency Courses**  
**Paper – V EDN – 05**  
**Yoga and Professional Development**

**Credits :2**

**Marks: 50(25+20+5)**

**Learning outcomes:**

1. Understand one's strengths and weaknesses
2. Reflect on self - competencies and capabilities of teaching
3. Reflect on personal traits and qualities
4. Empower with professionalism required to be a teacher educator
5. Equip with capabilities to deal with specialized professional skills.
6. Empower in professional competencies.

**Unit-1: Yoga Sadhana and Self Development.**

1. Patanjali Ashtanga Yoga
2. The Fifteen Limb Yoga as per the Tejo Bindu Upanishad
3. Pranayama and Shatkarma as per the Hatha Yoga Pradipika
4. Meditation as per the Dyana Bindu Upanishad
5. Diet of Yogi: Mitahara, Yogic Food, Pathya and Apathyahahara
6. Yoga as Therapy

**Unit-2: AYUSH Common Yoga Protocol Practice**

1. History of 21<sup>st</sup> June International Day of Yoga (UNESCO)
2. Yogic Practices for Health and Wellness
3. Misconceptions on Yoga.
4. General Guidelines for Yoga Practice.
5. Importance of Yoga practices for students and teachers at schools.
6. Invocation Prayer and Loosening Practices
7. Practice of Yog asanas as per Common Yoga Protocol
8. Practice of Pranayama and Dhyana as per Common Yoga Protocol

**Unit -3: Professional Development**

1. Teaching as a Profession and Professional Ethics
2. Meaning and definition of Professional Standards.
3. Teacher Professional standards: Core Values & ethics, Professional Knowledge & Understanding, Professional Practice & Competence, Professional development & Growth.
4. Suggested Mode for Continuous Professional Development of Teacher Educators-
  - Face-to-Face mode,
  - Online Mode and Distance Mode
  - Other Continuous Professional Development Activities
  - Assessment Parameters & Assessment strategies
5. Technology Use and Integration in teaching: Digital Education-MOOCs- SWAYAM, DIKSHA, PM e-Vidya, NISHTHA.

## Engagement:

1. Every Trainee Teacher Educators must practice AYUSH Common Yoga Protocol
2. Demonstration of any two Yoga Asanas from standing, sitting, prone and supine shall be demonstrated before peer Teachers and at practicing schools.
3. Demonstration of any two types of Pranayama before peer Teachers and at practicing schools.
4. Demonstration of any One Dhyana technique before peer Teachers and at practicing schools.
5. Prepare a five minutes Yoga Practice videos related to Common Yoga Protocol or Yoga therapy.
6. Workshops on Yoga; Student presentations, student's reflections on all the unit-wise topics
7. Group discussion on Professional standards and Professional Development.
8. Guest Lecture on Tejo Bindu Upanishad and Dyana Bindu Upanishad.
9. Encourage to participate in yoga competitions. College may conduct yoga competitions at the college level .

## References:

1. Direndra Brahma Chari (1970), 'Yogasana Vignana- The Science of Yoga' Asia Publishing House, New Delhi.
2. Swami Muktibodhananda, (2018), 'Hatha Yoga Pradipika', Published by Yoga Publication Trust, Munger, Bihar.
3. K. Narayanasvami Aiyar (1914), 'Thirty Minar Upanishads', Tantra Foundation
4. Sadilaja/Cālanakriyā/Yogic Sūksma Vyāyāma: Also referred as Caaranaa in Hathatatvakaumudi- 9.13-16, Yogic Sukshma Vyayama of Swami Dheerendra Bhramhachari.
5. Saraswati, Swami Satyananda (2006), Title "Asana, Pranayama, Mudra, Bandha", Published by Bihar School of Yoga, Munger.
6. Iyengar, B. K. S.(2005), Title "Lights on Yoga", Published by Harper Collins Publisher, New Delhi.
7. Ministry of AYUSH' (2022), Title "Common Yoga Protocol", Government of India, New Delhi.
8. Swami Ramdev (2009), Title 'Yog Its Philosophy and Practice', Divpya Prakashan, Patanjali Yogpeeth, Haridwar.
9. Swami Ramdev (2009), 'Pranayama Rahasya', Divya Prakashan, Patanjali Yogpeeth, Haridwar.
10. Dr.Dipesh J.Upadhyay (2023), 'Meditation: Theravada Buddhism, Swami Vivekananda & Maharshi Mahesh Yogi', Published by Samskarniketan, Nashik.
11. Prayer: Rgveda-10.191.2.
12. Yogi Swatma Rama (2018), "Hatha Yoga Pradipika", Published by Adelphi Press, London.
13. <https://yoga.ayush.gov.in/public/assets/front/pdf/CYP-2023-English.pdf>
14. Taimni, I (2010) The Science of Yoga, Adyar: The Theosophical Publishing House
15. Ministry of Ayush (2016) Certification of Yoga Professionals – Official Guidebook for Level 1 – Instructor, Delhi : Excel Books Pvt. Ltd
16. The Yoga Upanishads, with commentary of Upanishad Brahma Yogin, Edited by Pandit A Mahadeva Shastri, Published for Adyar Library, Theosophical Society, 1920
17. Nagarathna R, Nagendra HR and Robin Monroe, "Yoga for common ailments" Gaia Books limited, London, 1990
18. Desiraju T, "Effect of meditations and pranayamas in promoting homeostasis in

- normal individuals", Yoga Mimamsa, 1989
19. Dr. M.M.Gore; Dr Vaze; Dr. Mrs. Kulkarni and Dr Jyoti Oak, 'Yoga therapy for selected diseases', Publisher: Kaivalyadham, Lonavla, 410403 . (Tel: 02114 272730)
  20. Swami Kuvalyanand and Dr. S.L.Vinekar, 'Yoga therapy', Publisher: Kaivlayadham, Lonavla.
  21. Dr M. M. Gore, 'Anatomy and physiology of yogic practices', Publisher: Motilal Banarasidas Publication, 93, Shyam Lal Marg, Daryaganj, New Delhi-110002  
Email: nab@newagebooksindia.com
  22. Gore MM, "Effect of yogic training on neuro-muscular efficiency in normal and stressful conditions", Yoga Mimamsa, 1988
  23. Bhole MV and Karambelkar PV and Gharote ML, "Effect of yoga practices on vital capacity", Ind.J.Chest Dis. 1970,
  24. Gore MM and Bhole MV, "Respiratory responses to Vastra dhauti in Asthmatics", Yoga Mimamsa, 1983
  25. Gore MM, "Effect of Yogic treatment on some pulmonary functions in Asthmatics", Yoga Mimamsa, 1982
  26. Gore MM, 'Effect of yogic training on peak flow rate', Yoga Mimamsa, 1981
  27. Gopal KS et al, "Effect of yogasanas and pranayamas on blood pressure, pulse rate and some respiratory functions", Ind.J.Physiol and Pharmaco, 1973
  28. Developing Teachers: The challenges of lifelong learning. Routledge Falmer: Taylor and Francis group, New York.
  29. Ignited Minds: Unleashing the Power Within India- A.P.J. Abdul Kalam (2002)
  30. Bharathiya Yog Sansthan (Regd) (1968) Asan & Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
  31. Haridas Chaudhri (1965), Integral Yoga, the concept of Harmonious & Creativeliving, George Allen & Onwin Ltd. London.
  32. I.K.Taimini (1973), Glimpses into Psychology of Yoga, Theosophical publishinghouse, Adyar, Madras, India.
  33. Satishchandra Chatterjee, Dharendra Mohan Datta (1984) An introduction to Indian Philosophy, University of Calcutta, Calcutta.
  34. Sivananda Swami (1984) Yoga Samhitha, the Divine Life society, U.P. Himalayas, India.
  35. Sri Ananda (2001) the complete Book of Yoga – Harmony of Body, Yog Vigyan, Bharathiya Yog Sansthan, Delhi.
  36. Yardi M.R. (1979) The Yoga of Patanjali, Bhandarkar, Oriental Research Institute Poona, India.
  37. Mrunalini T. (2008): Yoga Education. Neelkamal Publications. Hyderabad.
  38. Ministry of Human Resource Development. 2012.
  39. Vision of Teacher Education in India: Quality and Regulatory Perspective. MHRD, Government of India, New Delhi.
  40. Ministry of Human Resource Development. 2020. National Education Policy 2020. MHRD, Government of India, New Delhi.
  41. MoE. 2020. Policy on School Bag 2020. National Council of Educational Research and Training, New Delhi.
  42. Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators, NCERT, New Delhi 2023.
  43. National Professional Standards for Teachers, NCERT, New Delhi 2021.



**Suggested Movies/Documentaries for Self-reflection**

- Lilkee (2006)
- Stand and Deliver (1988)
  - Chalk n Duster (2016)
- Black (2005)
- Paathshaala (2010)
- Hindi Medium (2017)
- Hichki (2018)
- Taare Zameen Par (2007)
- Nil Battey Sannata (2016)
- English Vinglish (2012)
- Period. End of the Sentence (2019)
- I am Kalam (2011)
- Dead Poets Society (1989) 5 marks
- Freedom Writers (2007)
- Detachment (2012)
- Ratchasima (2019)
- On the Way to School (2013)

**Practical activities and Internal Jury:**

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Each Student shall perform some yoga activities & should write benefits of – Asanas, Pranayama, Benefits of Meditation (5 Marks)
2. Each Student shall perform any activity or task related to AYUSH Common Yoga Protocol – they are observed and rated by the Jury & are asked to rate themselves objectively (5 Marks)
3. Each student shall perform tasks related to Professional standards and Professional development. (5 Marks)
4. Write an assignment on any topic of their choice .5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

## **Professional Competency Courses (PCC)**

### **Semester – I**

#### **Paper- VI (EDN- 06)**

#### **Communication Skills in English**

**Credits :2**

**Marks: 50 (25+20+5)**

#### **Learning Outcomes**

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

1. Understand the Importance of communication in the Professional World
2. Understand the barriers in communication and learn the ways to overcome these barriers
3. Learn in detail about the importance of grammar in effective communication
4. Understand how Listening is different from hearing and learn about the different types of listening and use them effectively
5. Understand what is meant by non-verbal communication
6. Learn to appreciate the subtleties of non-verbal communication and use them in personal and professional communication
7. Combat Stage fright while making professional presentation
8. Deliver effective just-a-minute presentation
9. Understand what group discussion is and how important it is in the selection process
10. Learn the dos and don'ts for achieving success in job interview
11. Learn how to deliver different types of speeches
12. Learn how to draft effective dialogues and perform role play
13. Understand the importance of reading in achieving success in academic and professional life
14. Apply the various skills required in understanding a passage and answering the questions
15. Develop skills to condense a given text
16. Develop techniques required to construct an effective essay
17. Learn how to write different types of business letters
18. Develop techniques to write an effective blog
19. Learn how to draft the notice, agenda, and minutes of a professional meeting
20. Understand what a memo is and its style and structure
21. Develop the ability in writing an effective book review and a movie review

#### **Unit I: Communication**

1. Definition, Nature, and Scope of Communication, Process of Communication, Importance of communication, Features of successful professional communication, purpose of professional communication, Different forms of communication, Role of Critical and Creative thinking in Effective Communication, Role of Emotions in communication, Channels of Communication, Barriers to communication,
2. Developing English Language Skills: Essentials of Grammar - Parts of Speech, Articles, Modals, Sentences and their types, Subject verb concord, using tenses, Direct/Indirect speech, using non-finites, punctuation marks.
3. Basics of Phonetics: Reasons for Incorrect Pronunciation, Misconceptions about sounds, Sounds – Vowels, Consonants, Consonant Cluster, Problems of Indian English, Syllable, Word Stress Weak forms, Stress, Intonation and Rhythm. Difference between British, American and Indian Spoken English.

4. Building Vocabulary: Word Formation, Synonyms, Antonyms, learning words through Situations, Homonyms and Homophones, Words often Confused, One Word Substitution, Phrasal Verbs, Developing Technical Vocabulary, Idiomatic Expression, Eponyms

## **Unit II: Oral Communication**

### **Listening Skills**

#### **Developing Effective Listening Skills**

1. Listening versus Hearing, Poor Listening versus Effective Listening, Advantages of Good Listening, Process of Listening, Intensive Listening versus Extensive Listening, Barriers to Effective Listening, Five steps to Active Listening, Techniques for Effective Listening, Listening and Note Taking, Guidelines for Improving Listening Skills

### **Speaking Skills**

#### **Non -Verbal Communication**

1. What is Non -Verbal Communication, Body Language – Personal Appearance, Posture, Gestures and Hand Movements, Eye Contact, Facial Expressions, Emojis, cartoons
2. Paralinguistic Features: Rate, Pause, Volume, Pitch/Intonation/Cadence/Voice Modulation, Pronunciation and Articulation
3. Proxemics/Space Distance: Intimate Zone, Personal Zone, Social Zone, Public Zone, Haptics

### **Presentation**

1. Concept of Presentation
2. Types of Presentation
3. Informative Presentation,
4. Persuasive Presentation, Motivating Presentation, Poster Presentation, Team Presentation, Power Point Presentation,
5. Combating Stage Fright, Preparing PowerPoint Slides for Presentation, Qualities of a Skilful Presenter
6. Individual and Group Presentation
7. Delivering Just-A-Minute Sessions

### **Group Discussion**

1. Concept and meaning of Group Discussion, Difference between GD and Debate, Number and Duration,
2. Personality Traits to be Evaluated – Reasoning Ability, Leadership, Openness, Assertiveness, Initiative, Motivation, Attentive Listening, Awareness
3. Dynamics of Group Behaviour/Group Etiquette and Mannerisms
4. Types of Group Discussions, Summarising a Discussion
5. Guidelines for Effective Group Discussion

### **Job Interview**

1. Meaning of Job Interview, Process, Stages of Job Interview, Desirable Qualities, Preparation for Job Interview
2. What Does a Job Interview Assess?
3. How to face Video Interview?
4. How to face Telephone Interview?
5. How to face Panel Interview
6. Using Proper Verbal and Non - Verbal Cues, Exhibiting Confidence
7. Strategies for Success at Interviews

## **Public Speaking**

1. Difference between Public Speaking and Elocution
2. Importance of Public Speaking
3. Types of Speeches
4. Public Speaking competencies
5. Types of Delivery
6. Speaking for an Occasions: Making an Introduction, Vote of Thanks, Felicitation Address
7. Choosing an Appropriate Pattern, Selecting an Appropriate Method, Art of Persuasion,
8. Making Speeches Interesting in all the different Types of Speeches

## **Conversations, Dialogues, and Debates**

1. Purpose of General conversation
2. Features of Good Conversation
3. Effective Conversation
4. Tips for Improving Conversation
5. Short Conversation
6. Telephonic Skills
7. Debate, Situational Dialogues and Role Plays

## **Negotiation**

1. The Art of Negotiation,
2. Nature of Negotiation
3. Need for Negotiation
4. Different Types of Negotiation, Different Styles of Negotiation
5. Factors Affecting Negotiation
6. Stages in the Negotiation Process
7. Negotiation Strategies
8. Skills of Negotiator
9. Principles of Negotiation
10. Tips for Win –Win Negotiation
11. Role Play

## **Assertiveness**

1. Positive and Negative thinking
2. Assertive Rights
3. Strategies for Assertive Behaviour
4. Indicators of Assertive Behaviour
5. Success in Relationships
6. How to Say No
7. Mental Locks

## **Unit III: Written Communication**

### **Reading Skills**

#### **The Art of Effective Reading**

1. What is Reading, Elements of Reading, How Do We Read, Need for Developing Efficient Reading Skills, Benefits of Effective Reading, Speed of Reading, Four Basic Steps of Effective Reading, Overcoming Common Obstacles in Developing Efficient Reading,
2. Types of Reading, Styles of Reading
3. Methods of Reading
4. Approaches to Efficient Reading
5. Guidelines for Effective Reading

6. Identify the best books for reading and write their reviews.

## **Reading Comprehension**

1. What is Reading Comprehension, What Goes Wrong and Where?, Employing Different Reading Skills, Understanding the Authors Point of View, Identifying the Central Idea
2. Inferring Lexical and Contextual Meaning, Employing Discourse Analysis

## **Writing Skills**

### **Writing**

1. The Art of Writing
2. Skills required in written Communication
3. The Purpose of Writing

### **The Art of Condensation**

1. What is Condensation
2. Major forms of Condensation, Précis, Summary, Abstract, Synopsis, Paraphrasing
3. Art of Condensation, Some Working Principles
4. Seven Step Ladder to Writing an Effective Précis
5. Writing Précis of Given Passages

### **Paragraph Writing**

1. Meaning of a Paragraph, Structure of a Paragraph, Construction of a Paragraph, Features of a Paragraph
2. Descriptive Writing Techniques
3. Argumentative Paragraph, Analytical Paragraph

### **Essay Writing**

1. Meaning of Essay, Types of Essay, Characteristics features of an Essay, Stages in Essay Writing, Components Comprising an Essay,
2. Essay Writing – Guiding Principles

### **Letter Writing**

1. What is a Letter? Importance of Letters, Letter forms, Elements of Structure, Layout of Letter, Essentials of a Letter
2. Principles of Letter Writing
3. Presentation Methods: Communicating positive messages and communicating negative messages
4. Business Letter
5. Types of Business Letters
6. Essentials of Good Business Letters

### **Resume and Curriculum vitae**

1. Resume Preparation, Types of Resumes, Important features of a selling Resume.
2. Curriculum vitae, important features of Curriculum vitae.
3. Differences and similarities between Resume and Curriculum vitae

### **Email and Blog Writing**

1. Email Writing- Some Common Pitfalls
2. Email Writing – Guiding Principles for Composition
3. Email Writing – Maintaining Common Etiquette
4. Blog Writing- Guiding Principles and Etiquette

5. Creating SMS, WhatsApp messages
6. Twitter

## Other Business Writings

### Itinerary Writing

1. Itinerary Writing – Guiding Principles

### Inter-Office Memorandum (Memo)

1. Meaning of a Memo
2. Structure of a Memo
3. Style of a Memo

### Circulars

1. What is a Circular
2. Informative Circulars, Public Circulars, Circulars of Partnership and Companies, Official Circulars

### Notice Agenda and Minutes

1. What is a Notice, how to prepare a Notice, Salient features of a Notice, Public Notices, Tender Notices
2. Agenda: What is an Agenda, Significance of an Agenda, How to Prepare an Agenda
3. Minutes: What are Minutes, How to Write Minutes of a Meeting

### Movie and Book Review

1. What is a Book Review? How to Write a Book Review
2. What is a Movie Review? How to Write a Movie Review

### Engagement:

- Each student has to participate actively and conduct activities related all the language skills. It should become their regular practice not only in the allotted slot but also during their routine schedule.
- They should listen carefully and try to understand and imitate and use all the vocabulary and converse with everybody.... likewise speaking reading and writing a regular concerted effort should be made by each and every student to acquire the skills with adequate practice.
- Each student has to read the texts at home and reflect in the class room among teacher trainees and also record the same the same as a document. Teachers should guide them.
- Students should speak about their family, friends, hobbies, interests, books they read & stories & life stories, oral histories related to their village / district and inspired personalities across the disciplines.
- Each student has to act as interviewee and interviewer in mock interview as group presentation with respect to listening, speaking, reading and writing.
- Each student has to read autobiographies/ biographies of leaders, elites, scientists across the countries
- Texts are suggested and provided to read and reflect by following different techniques, (Gibbs, SQ3R, KWL.. etc.)
- Read any two traditional texts of wisdom and write your reflections and share them with the peer group.
- Select any two texts with different ideology & write your reflection and share with the peer group.
- Read any two novels / fiction/, etc. and write your reflection and share with the peer group.
- Each student has to participate and conduct activities individuals and in group covering all topics related to skills through improving communication for life and career building.
- Creating a happy and peaceful life without any conflicts after each activity, they should reflect on their experiences, various incidences, classroom, hostel, library, play field, laboratory, etc.

## References

1. Alan Barker(2010): Improve your Communication Skills, Kogan Page Limited
  2. Grellet, F. (1981). Developing reading skills: A practical guide to reading comprehension exercises. Cambridge University Press.
  3. Jeya Santhi.V(2015): Advanced Skills for Communication in English, New Century Book House
  4. Owen Hargie,Ed.(2019),:The Handbook of Communication Skills, Routledge 711 Third Avenue, New York, NY 10017.
  5. Reading strategies by Dr. Kathleen King <https://www.ghc.edu>
  6. On Writing Well: The Classic Guide to Writing Non-fiction- William Zinsser. Harper Perennial
  7. Writing Tools- Peter Clark. Hachette Book Group USA
  8. The Elements of Style- William Strunk Jr. & E.B. White, Pearson. 1999.
  9. Parikh, J.P. et al, Business Communication: Basic Concepts and Skills, Hyderabad: Orient Black swan.
  10. Bhatia, R.C., Business Communication, New Delhi: Ane Books Pvt Ltd
  11. The Cambridge Companion to Travel Writing- Peter Hulme, CUP
  12. E. Sureshkumar and P. Sreehari() Communicative English , Orient Black swan
  13. Urmila Rai (2010) English Language Communication Skills, Himalaya publishing house
  14. Sanjay Kumar and Pushpa Latha (2015) Communication Skills, Second Edition, New Delhi: Oxford University Press
  15. Chaturvedi, P.D. and Mukesh Chaturvedi (2013). Business Communication, Skills, Concepts and Applications, New Delhi: Pearson Education
- <https://agrimoon.com/communication-skills>
  - (<https://www.duolingo.com/>):
  - (<http://www.bbc.co.uk/learningenglish>):
  - (<https://www.englishclub.com/>):
  - (<https://learningenglish.voanews.com/>)
  - (<https://learnenglish.britishcouncil.org/>):
  - ESL Gold (<https://www.eslgold.com/>):
  - (<http://www.manythings.org/>):
  - (<https://www.englishpractice.com/>):
  - (<https://www.breakingnewsenglish.com/>):
  - (<http://www.eslcafe.com/>)
  - (<http://www.esl-lab.com/>):
  - (<https://readtheory.org/>)
  - (<http://www.oxfordlearnersdictionaries.com/us>

## Practical activities and Internal Jury:

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Each Student shall perform Activities on English Language Skills: Parts of Speech and Building Vocabulary (5 Marks)
2. Each Student shall perform Activities on Listening, Speaking Reading skills (5 Marks)
3. Activities on Written Communication (5 Marks)
4. Write an assignment on any topic of their choice .5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

**Semester -II**  
**Foundation / Core Courses (FC)**  
**Paper – VII (EDN – 07)**  
**Curriculum Design & Development**

**Credits:4**

**Marks: 100 (50+40+10)**

**Learning outcomes:**

The student will be able to:

1. Understand the basic principles of curriculum development
2. Comprehend the process of curriculum development
3. Develop insights into the relevance of knowledge, Philosophical, Sociological, Psychological bases of curriculum development
4. Develop insights into models of curriculum development
5. Critically analyze the need for curriculum change
6. Develop ability for evaluation of the curriculum
7. Probe into the research in curriculum.
8. Develop futuristic perspective into curriculum

**Unit-1: Understanding basic concepts of curriculum**

1. Meaning, nature of curriculum. Distinction between curriculum and syllabus
2. Components of curriculum: objectives, contents, transaction mode and evaluation
3. Stages of curriculum development
4. Understanding of hidden curriculum
5. Curriculum theory; Different theories of curriculum

**Unit -2: Bases of curriculum development**

1. Knowledge as fundamental base in designing curriculum
2. Relevance of philosophical base in designing curriculum
3. Relevance of sociological base in designing curriculum
4. Relevance of psychological base in designing curriculum
5. Stages in the process of curriculum designing

**Unit-3: Process of curriculum designing**

1. Approaches and patterns of curriculum development – subject centered, core curriculum, broad fields curriculum, learners centered curriculum, humanistic curriculum, radical curriculum.
2. understanding the reflections of objectives related to cognitive, affective domains in curriculum designing in light of Blooms and Revised Blooms taxonomy.
3. Selection, organization of content and curricular, learning experiences
4. Principles of Curriculum organization
5. Models of curriculum development, scientific (Tyler & Taba) and non- scientific (Glawthorn) models of curriculum.
6. Academic standards as per Telangana state curriculum framework SCF-2011.

**Unit-4: Futuristic curriculum and curriculum change**

1. Understanding the need for curriculum change and the distinction between curriculum change and improvement – Approaches to curriculum change.
2. Factors influencing curriculum change – political, social, technological and knowledge explosion



3. Designing futuristic curriculum. Futuristic techniques of curriculum- simulation, trend analysis, forecasting, Delphi technique, brain storming, scenario building
4. Critical analysis and reflections on international curricula-ICSE, IB, GCSE.
5. NEP-2020, higher education and teacher education curriculum
6. Credit framework, ITEP curriculum framework, UGC credit framework
7. Learning outcome- based curriculum framework.

#### **Unit-5: Curriculum evaluation and research**

1. Approaches to curriculum evaluation.
2. Comprehensive view on models of curriculum evaluation - Quantitative models (Metfessel-Micheal) and Qualitative models (Eisner's)
3. Understanding the scope of curriculum research.
4. Areas of curriculum research
5. Types of research in curriculum

#### **Engagement:**

1. Content analysis of school texts
2. critical analysis of NCF2005, SCF2011, NCFTE, 2009
3. critical analysis of international boards curricula-group discussion
4. Compare old and existing B. Ed. and M. Ed. two - year curricula of Telangana and other states curriculum
5. reviewing one, two -year curricula of teacher education and locating the factors for change-project
6. collect some curriculum research and curriculum related articles
7. Review one or two curricula designed by different universities at national level teacher education curricula or state level curricula and write a report on the same.
8. Suggest and prepare future models on curriculum, future courses, future teacher, Future classroom, future books and reference material, future learner.
9. Review any subject of your choice by keeping in mind the principles of curriculum organization and write a critical report.
10. Design a curriculum for a subject of your choice in view of recent trends and justify in your report.
11. Visit any one school following child centric curriculum and write a report on the same.
12. Review any one foreign university teacher education curriculum and write the differences that you notice when you compare it with our curriculum (Indian)
13. What are the governmental interventions at primary curriculum you feel are beneficiary to our rural Indian children?
14. Any other related activity.

#### **References:**

1. Collin J Marsh (2004): Key Concepts for understanding Curriculum, Routledge Fuller, London.
2. Denial Tanner, Lawel Tanner (1975): Curriculum Development Theory into Practice, Mac Milan publishing Co.Inc. New York.
3. Lawell Keith, Paul Blare, Sidney Tied (1968): Contemporary curriculum in the elementary School.
4. Ornstein Allen C and Hunkins Francis (1993): Curriculum Foundations, Principles and Issues, Allyn & Bacon, Boston
5. Saylor Galen J. Levis Arthur J., Alexander Millian, M. (1981): Curriculum Planning for better future teaching and learning.
6. Taba Hilda (1962): Curriculum Development, Theory and Practice, Harcourt Brace and World Inc. New York.
7. William H Schubert (1986): Curriculum Perspective, Paradigm and Possibility, Mc Milan Publishing Company, New York.
8. Mrunalini T. (2008): Curriculum Development. Neelkamal Publications. Hyderabad.
9. Mrunalini T. (2012): Curriculum development: Perspectives, Principles and Issues. Pearson Education, Delhi.

**Semester -II**  
**Foundation / Core Courses (FC)**  
**Paper – VIII (EDN – 08)**  
**Sociology of Education**

**Credits:4**

**Marks: 100 (50+40+10)**

**Learning outcomes**

The student teachers will be able to:

1. Understand the sociological perspectives of education
2. Develop sociological thinking about culture, socialization, Social change and education
3. Comprehend the taxonomy of social theories.
4. Understand the concept of equity in terms of gender, caste, creed and religion.
5. Develop insights about contemporary developments in sociology of education.

Content:

**UNIT-1: Sociological Theory**

1. Foundations of Sociological theory: Functionalism, Structuralism, Conflict theory, Post structuralism.
2. Sociological inquiry: Nature of sociological inquiry, Authoritative, Rationalistic & Scientific inquiry and their educational implications
3. Methods of Sociological Analysis – quantitative, qualitative, macro sociological, micro sociological, networking and their educational implications

**UNIT-2: Socio Cultural Context of Education**

1. Concept, Types and Functions of Social Institution, Schools and Socialization.
2. Socialization: Process and types of socialization – primary, secondary adult, anticipatory and Resocialization and their implications to education
3. Sociological conceptions of Culture: Meaning, nature, characteristics of culture. Culture and civilization, Cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion and culture of poverty in relation to education
4. Theories of Socialization; Self-theory - Charles Cooley; Psycho- analytical Theory-Sigmund Freud; Cognitive theory – Lawrence Kohlberg
5. Gender identities and social practices in family, school and society.

**Unit 3 ; Social Stratification**

1. Nature of Inequalities in Indian society; Social Stratification
2. Concepts of Social stratification: Social inequality, Social Exclusion,
3. Nature of Social stratification in India: Caste, class, gender, Sexuality, Race and ethnicity,
4. Equity and inclusion with reference to Diversity.
5. NEP-2020 on Inclusion, Equity and Diversity with reference to SEDGs

**UNIT-4: Social Change and Education**

1. Social change - Meaning, concept and Nature
2. Theories of Social change: August Comte, Herbert Spencer, Vilfred Pareto and Pitrim Sorokin
3. Social mobility: Meaning, Definitions, Ascribed and achieved status; Types – horizontal & vertical Social mobility, and implications to education.
4. Education, Social change and modernization in India

**UNIT-5: Equality and Social Justice**

1. Equality & Equity; Measures taken by Government for equalizing opportunities in relation to caste, class, religion, disabilities and Gender.
2. Gender, Race, and Class Effects in Schooling
3. Gender sensitization: International and national interventions towards gender bias and gender discrimination.
4. Role of Government and NGOs towards empowerment of women.

**Engagement:**

1. Identify the learning difficulties of first generation learners from socio-economically disadvantaged groups.
2. Critically analyse 'school as a social institution'.
3. Interaction with parents to know their expectations from teachers and school
4. Interaction with an NGO
5. How is cultural tolerance addressed in designing the curriculum, classroom transaction and school practices.
6. Field study of AEC, Visit an Open education centre and write a critical report on it.
7. Case Study of economically under developed student.
8. Conduct a field survey on use of modern Technologies in secondary schools and write a report.
9. What are the social forces that shape gender relations in a society?
10. Critically analyse the status of gender in Indian social context.

**References**

1. Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harvard University Press.
2. Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C.
3. Anderson, R.J., Spiro and W.E. Montanague (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.
4. NCERT (2005). National curriculum framework, New Delhi.
5. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.
6. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw- Hill, Publishing Company Pvt LTD, New Delhi.
7. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
8. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
9. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
10. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
11. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London, Macmillan Education.
12. International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.
13. Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publish.
14. Slatterry, Patrick and Dana Rapp. (2002). Ethics and the foundations of education Teaching Convictions in a postmodern world. Allyn & Bacon.
15. Wall, Edmund (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.
16. M. Francis Abraham (2006), Contemporary Sociology: An Introduction to Concepts and Theories, OUP India

**Semester -II**  
**Foundation / Core Courses (FC)**  
**Paper – IX (EDN – 09)**  
**Psychological Testing**

**Credits:4**

**Marks: 100 (50+40+10)**

**Learning Outcomes**

1. The student will understand the meaning of Psychological Test and know the classification and characteristics of Psychological Test
2. The student will understand the concept of Error and the different types of Errors involved in testing
3. The student will understand the steps of test construction and be able to do item analysis
4. The student will understand the concept of Reliability and determine the reliability of a test using different methods
5. The student will understand the concept of validity and the different types of validity and establish validity using the different sources of evidence

**Unit-1: Introduction to the Psychological Tests**

1. Meaning of Psychological test, History of psychological testing, Characteristics of psychological tests, Assumptions of psychological testing and Assessment
2. Classifications of psychological tests - (a) Classification based on the criterion of administrative conditions, (b) on the basis of criterion of scoring, (c) on the basis of the criterion of time limit in producing the response, (d) on the basis of the criterion of the nature or contents of items, (e) on the basis of the criterion of purpose or objective
3. Concept of Error in psychological tests, Types of Errors, Concept of True Score, Observed Score and Error Score and the relationships that exists between them, Sources of Error Variance
4. Ethical issues in Psychological Testing - Ethical principles of APA

**Unit-2: Test Construction**

1. General steps of test construction
2. Item Writing: Meaning of Item and types of items, general guidelines for item writing
3. Item analysis: Meaning and purpose of item analysis, composing the items: objective items, subjective items and response bias
4. Quantitative item analysis: Item difficulty, item discrimination, inter-item correlation, item-total correlation, item- criterion correlation, item characteristic curve,
5. Meaning of Norms: Age norms, Grade norms, standard score norms, T-score norms, and Stanine score norms,

**Unit-3: Reliability**

1. Meaning and concept of reliability,
2. Types of Reliability: Test-retest reliability and internal consistency reliability, Scorer reliability and agreement
3. Methods of establishing reliability: Split half method, Kuder-Richardson method, Cronbach's alpha
4. Factors influencing reliability, how to improve reliability of test scores
5. Meaning and concept of standard error of measurement

#### **Unit-4: Validity**

1. Meaning and concept of validity
2. Types of Validity: Content validity, Quantification of Content Validity, Lawshe (1975) Content Validity Ratio, Criterion-related validity and Construct Validity
3. Different sources of evidence for validity: Evidence based on test content, Evidence based on response process, Evidence based on internal structure, Evidence based on relations with other variables
4. Factors influencing validity
5. Relation of Validity to Reliability

#### **Unit-5: Applications of Psychological Testing**

1. Tools of Psychological Testing and Assessment
2. Applications of psychological testing in educational setting and in counselling and guidance
3. Testing of Intelligence
4. Testing of Personality
5. Testing of Emotional Intelligence
6. Testing of Aptitude

#### **Engagement**

1. Every student shall administer the following tests and write a report in the record.
  - a) 16PF
  - b) Locus of control
  - c) Big Five personality
  - d) Standard Progressive Matrices (SPM)
  - e) Habit Interference
  - f) MBTI
  - g) Emotional Intelligence
2. The student should read the Manual of any psychological test and understand how the reliability and validity of the test has been established by the test developers
3. The student should create item analysis worksheet on an Excel sheet and do the item analysis, and compute Item difficulty, item discrimination, inter-item correlation, item-total correlation, item-criterion correlation
4. The student should write around 20 items for measuring any construct with the help of his mentors or subject experts and establish the content validity of those items using Lawshe (1975) Content Validity Ratio

#### **References:**

1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. United States: American Psychological Association.
3. Anastasi, A., & Urbina, S. (1997). *Psychological Testing* (7<sup>th</sup> Ed). New Delhi: Prentice Hall.
4. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications.
5. Freeman, F.S. (2006): Theory and Practice of Psychological Testing. Surjeet Publications, Delhi.
6. Gregory R. J. (2004) Psychological Testing History, Principles, and Applications (Fourth Edition) , New Delhi: Pearson Education
7. Kaplan, R.M., & Saccuzzo, D.P. (2004). *Psychological Testing: Principles, Applications and Issues*. Wadsworth Publishing.
8. Kline, J., B., T. ( 2005) Psychological Testing: A Practical approach to design and Evaluation New Delhi: Sage Publications
9. Singh, A.K. (1997) Tests, Measurement and Research Methods in Behavioural Sciences. (Second edition). Patna: Bharathi Bhawan Publishers and Distributors
10. Cohen, R. J., & Swerdlik, M. E. (2014). Psychological Testing and Assessment, 8th Edition. New York: McGraw-Hill

**Semester -II**  
**Foundation / Core Courses (FC)**  
**Paper – X (EDN – 10)**  
**Organizational Behaviour and Leadership**

**Credits:4**

**Marks: 100 (50+40+10)**

**Learning Outcomes**

The student will be able to

1. Comprehend theoretical as well as practical aspects of Educational Management in existing and emerging scenario.
2. Understand the meaning, types, nature management
3. Understand the chronological development of management / administration in Pre-Independence and Post – Independence Era
4. Understand the concept of leadership, theories and styles of leadership.
5. Understand the Concept of Attitude and Theories of Attitude Change.
6. Understand the role of National bodies and State level agencies and controlling authorities of educational management.

**Unit –I Introduction to Management**

1. Meaning and Nature of Management; Management Process and Importance of Management in Educational Organizations
2. Functions and Levels of Management, Distinct features of Administration, Management and Organization
3. Development of Management Thought: Scientific Management, Administrative management, Human Relations Approach – Hawthorne Studies, Human Resource management Approach
4. The Planning Process: Nature of Planning, Need of Planning, Types/Hierarchy of Plans, Steps in the Planning Process
5. Delegation, Decentralization and Span of Management, Design of Organizational Structure

**Unit –II : Foundations of Organizational Behaviour**

1. Concept of Organization, Concept of Behaviour, Nature of Human Behaviour, Process of Behaviour, Factors causing Individual differences, Concept of Organizational Behaviour, Contemporary issues in Organizational Behaviour,
2. Attitude -Concept of Attitude, Factors in attitude formation, Theories of Attitude Formation, Attitude Measurement, Attitude Change, Methods of Attitude Change, Developing Positive Attitude by Individuals,
3. Work Design, Work Theories of Design, Work Design Options, Job Enrichment, Employee Involvement, Quality of Work Life
4. Group Dynamics: Concept of Group Dynamics, Formal and Informal Groups, Group Behaviour, Group Process, Group Decision making Process, Inter group Behaviour
5. Decision Making: Concept of Decision making, Types of Decision, Approaches for Decision making, Rationality in Decision making.

### **Unit III : Educational Administration in India**

1. Challenges of Educational Administration in India
2. Educational Administration at the Union Level
3. Educational Administration at the State Level
4. Administration of Technical and Management Education in India
5. Educational Administration as per the New Education Policy 2020

### **Unit : IV Leadership**

1. Concept of Leadership, Leader versus manager
2. Theories of Leadership: Trait theory, Behaviour Theory, Situational Theory, Systems Theory, Inspirational Approach to Leadership, Authentic Leadership,
3. Leadership Styles: Successful Leadership versus Effective Leadership
4. Leadership Styles in Indian Organization, Leadership Skills, Developing Leadership Skills
5. Contemporary issues in Leadership

### **Unit: V Human Resource Management**

1. Human Resource Management: Concept of Human Resource Management, Functions of Human Resource Management- Managerial functions and operative functions
2. Performance Appraisal: Meaning need and purpose of performance appraisal, methods of performance appraisal
3. Total Quality Management, Concept of Quality Management, Importance of TQM in Educational Organizations
4. Training and Development: Differences between Training, Education and Development, Advantages of a Training Programme, Types of Training Programme, Training Methods, Selection of a Training Method, Evaluation of Training and Development, Training Practices in India.

### **Engagement:**

1. Review and reflect on structure and functioning of CAGE, UGC, NAAC, NCTE, NIEPA in Educational Management
2. Critically reflect on the educational programmes in India to develop human resources.
3. Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
4. Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
5. Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal
6. Observe the co-curricular Programmes and activities in a school and college.
7. Observe the school or college for the availability of academic resources and their optimum utilization and write a report.
8. Review present education policy of State of Telangana at school & higher education and reflect on it.
9. Visit a Kendriya Vidyalaya and understand the Leadership Styles.

## References:

1. Agarwal, J.C. (2007): Development of educational system in India), (revised Edition) Shipra publications 115-A, Vikas marg, Shakarpur, Delhi.
2. Khan Sharif and Saleem Khan (2007): Educational Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj, New Delhi.
3. Khanna S.D. et.al.(2000): Educational Administration, Planning . Supervision and Financing, Doaba House, Book sellers & Publishers, Delhi.
4. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational development and planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi.
5. Lepousky A (1965): Administration – The art and science of Organization and management. Oxford & I.B.H. Publishing Company, Culcutta.
6. Mathur S.S. (1990): Educational administration and Management. The India Publications, AmbalaCantt.
7. Mishra R.C. (2007): Hisorty of education Administration, S.B. Nangia A.P.H. Publishing Corporation, 5., Ansari Road, Darya Ganj, New Delhi.
8. Mohanty J (2005); Educational Administration, Supervision and School Management (2<sup>nd</sup> revised and Enlarged Edition) Deep & Publications Private Limhed, F-159 Rajouri Garden, New Delhi.
9. Ostrander Raymond H, Ray C. Deity (1968): A Values approach to Educational Administration, Americal Book Company, New York.
10. Prakash, (2005): Educational Planning Gyan Publishing house, 5, Ansari road. New Delhi.
11. Sharma R.N. (2007): Educational Administration, Management and Organization, Subject publications, Delhi.
12. Singh Rajendra Prasad (1997): Educational Finance and the planning Challenge, (A Critical approach to Sectoral Strategy).
13. APSCF-2011 , Position paper on Systemic Reforms in Education , SCERT, Hyderabad



**Semester-II**  
**Professional Competency Courses (PCC)**  
**Paper XI (EDN 11)**  
**Academic Writing**

**Credits: 2**

**Marks:50 (25+20+5)**

**Course Learning Outcomes:**

Student teachers will be able to:

1. Understand the concept of the Academic Writing.
2. Develop the Language in Academic Writing.
3. Develop the Academic Writing in Research.
4. Help students develop a formal tone and style (registers) expected in academic writing.
5. Equip the students at the primary level with an understanding of the basics of academic writing and the mechanics of writing for professional purposes.
6. Assimilate English Language in academic writing.

**UNIT- 1: Introduction to Academic Writing**

1. Concept of academic writing.
2. Importance of Academic Writing.
3. Principles and Rules of Academic Writing.
4. Characteristics of academic writing.
- 5 Features of academic writing.

**Unit – 2: Language in academic writing**

1. Role of English in Academic Writing.
2. Sentence Patterns: Simple, Compound, and Complex.
3. Declarative, Interrogative, Imperative and Exclamatory.
4. Conventions of Writing: Punctuation, Capitalization, Spelling, Grammar.

**UNIT- 3: Academic Writing in Research**

1. Understanding the process of academic writing: Pre- Writing- Drafting- Revising- Editing- Publishing.
2. Types of Academic Text: Paragraph, Essays, journal articles, Reports, books, and chapters in edited collections.
3. Patterns of Academic Writing: - Descriptive- Sequential- Compare/contrast- Cause and effect - Problem /solution.
4. Plagiarism: How to avoid it, Paraphrasing and its tools, citations of scholarly sources, Common Mistakes in Academic Writing.

**Engagement:**

1. Develop a thought-provoking thesis statement that captures the essence of your argument and piques the reader's interest.
2. Use compelling and relevant examples or case studies to illustrate key points and make the content relatable to the reader.
3. Incorporate direct quotations and citations from authoritative sources to add credibility and depth to your arguments.
4. Engage with opposing viewpoints and counterarguments to demonstrate a comprehensive understanding of the topic and to foster critical thinking.
5. Utilize descriptive and vivid language to create a sense of immersion and draw the reader into the subject matter.
6. Frame the research question in a way that encourages the reader to contemplate its significance and implications.

7. Employ a clear and logical structure that guides the reader through the content, making it easy to follow and understand.
8. Pose thought-provoking questions or prompts that encourage the reader to reflect on the material and consider its broader implications.
9. Provide real-world applications or practical implications of the research to demonstrate its relevance and engage the reader's interest.
10. Conclude with a compelling summary that reinforces key points and leaves a lasting impression on the reader.

## References

1. Abdul Rahim, F. (2005), Thesis Writing: A Manual for Researchers, New Delhi: New Age International.
2. Adam Sirjohn (2004), Research Methodology: Methods & Techniques, Delhi: New Age International.
3. Brause, R.S. (2000), Writing your Doctoral Dissertation: Invisible Rules for Success, London: Falmer.
4. Brown, James Dean (2006), Understanding Research in Second Language Learning, New York: Cambridge University Press.
5. Chindhade, S. and A. Thorat (2009), An Introduction to Research, Mumbai: Cambridge University Press.
6. Cohen, R. F., & Miller, J. L. (2014). Longman Academic Reading Series 4. White Plains, NY: Pearson Education
7. Eliot, Simon and W. R. Owens (4th edn. 1998), A Handbook to Literary Research, London: Routledge & Open University.
8. Frodesen, Jan & Wald, Margi. (2016). Exploring options in academic writing: Effective vocabulary and grammar use. Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03426-0)
9. Hunt, Andy (2005), Your Research Project, New Delhi: Foundation Books.
10. K Samantray, Academic and Research Writing: A Course for Undergraduates, Orient BlackSwan
11. Lenburg, Jeff (2007), Guide to Research, Viva Books.
12. Miller, R. H. (1995), Handbook of Literary Research, Methuen.
13. Oliver, Paul (2005), Writing Your Thesis, New Delhi: Vistaar Publications.
14. Punch, K.E. (1998), Introduction to Social Research, London: Sage.
15. Seliger (2001), Second Language Research Methods, Oxford: Oxford University Press.
16. Sinha, M.P. (2004), Research Methods in English, New Delhi: Atlantic.
17. Swales, J. M., & Feak, C. B. (2012). Academic Writing for Graduate Students: Essential Tasks and Skills (3rd ed.). Ann Arbor, MI: University of Michigan.
18. Swales, John M., & Feak, Christine B. (2012) Academic writing for graduate students: Essential tasks and skills (3rd ed.). Ann Arbor: The University of Michigan Press. (ISBN: 978-0-472-03475-8)

## Practical Activities and Internal Jury:

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Each Student shall perform activity on Sentence pattern and Conventions of Writing: (5 Marks)
2. Each Student shall perform any activity or task related to Process of Academic Writing. and Types of Academic Text (5 Marks)
3. Each student shall perform tasks related to Patterns of Academic Writing and Plagiarism (5 Marks)
4. Write an assignment on any topic of their choice - 5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

**Semester – II**  
**Professional Competency Courses (PCC)**  
**Paper –XII EDN – 12**  
**Community Engagement Learning**

**Credits 2**

**Marks 50 (25+20+05)**

**Learning outcomes:**

for the course in teacher education on Community Service and Engaged Learning are stated hereunder. After completion of the student will be able to:

1. Explain the importance and content of community services and engaged learning
2. Develop partnerships and collaboration for community service and engaged learning
3. Integrate curriculum and undertake lesson planning in community service and engaged learning
4. Prepare and orient students on community service and engaged learning
5. Implement service-learning projects for aiding in curriculum transaction
6. Assess and reflect on the outcomes of engaged learning through community service

**Unit 1: Introduction to Community Service, Engaged Learning, Building Partnerships and Collaboration**

1. Different types and models of community service and engaged learning
2. Benefits and challenges of incorporating community service and engaged learning into the curriculum
3. Importance of partnerships with community organizations, identifying and approaching potential community partners, establishing mutually beneficial relationships and negotiating roles and responsibilities
4. Effective communication and collaboration strategies

**Unit 2: Curriculum Integration, Lesson Planning, Student Preparation and Orientation**

1. Strategies for integrating community service and engaged learning into various subject areas and grade levels,
2. Designing learning experiences that align with curriculum standards and address real-world issues and developing lesson plans that incorporate community service and engaged learning activities
3. Importance of preparing students for community service and engaged learning experiences
4. Strategies for orienting students to the community partner, project goals, expectations, and safety protocols, teaching students about the principles of service, ethical behavior, and cultural sensitivity

**Unit 3: Project Management, implementation, assessment and reflection (Guidance for Practicum)**

1. Effective management of community service and engaged learning projects, setting timelines, assigning tasks, and monitoring progress, strategies for ensuring successful project completion and meeting the needs of the community partner and students and addressing potential challenges and conflicts
2. Importance of assessing learning outcomes and community impact, developing assessment strategies for student learning, civic engagement, and critical thinking skills, facilitating reflective practices for students to examine their experiences, identify areas for growth, and connect learning to real-world issues
3. Community awareness program: Awareness on preventive Health measures such as Hygiene, Nature center Food habits and Disciplined Life , Yoga practice, Ayush health facilities; Awareness on Plantation, Vertical farming or building -integrated agriculture; Awareness on central government schemes I.e Search Bharath, Ayushman Bharath, Rastriya Madyamika Shiksha Abhiyan, Digital India program, national mission on natural farming, Swavalamban Scheme, Bank schemes, PM-Surya Ghar: Muft Bijili Yojana etc.

**Engagement:**

1. Identify community service and engaged learning opportunities in the selected geographical community
2. Interact with community leaders for building partnerships and collaboration with community organizations for effective community service and engaged learning experiences.
3. Identify and approach potential community partners, establish mutually beneficial relationships, and negotiate roles and responsibilities.
4. Develop strategies for communicating and collaborating effectively with community partners throughout the project.

5. Explore strategies for integrating community service and engaged learning into various subject areas and grade levels.
6. Learn how to design learning experiences that are aligned with curriculum standards, address real-world issues, and promote student engagement and critical thinking.
7. Develop lesson plans that incorporate community service and engaged learning activities, including clear objectives, activities, assessments, and reflection components.
8. Understand the importance of preparing students for community service and engaged learning experiences.
9. Develop strategies for orienting students to the community partner, project goals, expectations, and precautions.
10. Teach students about the principles of service, ethical behavior, and cultural sensitivity when working in the community.
11. Learn how to manage community service and engaged learning projects effectively, including setting timelines, delegating tasks, and monitoring progress.
12. Develop strategies for ensuring that projects are completed successfully and meet the needs of both the community partner and the students.
13. Address potential challenges and conflicts that may arise during project implementation and develop strategies for resolving them.
14. Understand the importance of assessing both the learning outcomes for students and the impact of the project on the community.
15. Develop assessment strategies that measure student learning, civic engagement, and critical thinking skills.
16. Facilitate reflective practices for students to critically examine their experiences, identify areas for growth, and connect their learning to real-world issues.
17. Conduction of community Awareness camp and understanding community I.e. Preventive health camps, Yoga day celebrations, naturopathy camps etc.

#### References:

- Ministry of Education (2021). Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. [https://vidyanjali.education.gov.in/assets/pdf/Final\\_Guidelines\\_Vidyanjali\\_%20December.pdf](https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf)
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

#### Practical activities and Internal Jury:

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Involvement and active participation in activities relating to Community Service and Engaged Learning Activities (Assessment Method: Observation by teacher educator, teacher, and community members); (5 Marks)
2. Conduction of Community awareness camps on preventive health measures, Swatch Bharath, Yoga day celebrations, naturopathy camps etc (5 Marks)
3. Group Report & Reflections: Assessment Method: Presentation by student teachers; (Assessed by Teacher Educator) (5 Marks)
4. Write an assignment on any topic of their choice .5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

**Semester -II  
Internship  
Paper – XIII (EDN – 13)  
INTERNSHIP-I**

**Credits:2**

**Marks: 50 (45+05)**

**Learning outcomes:**

Students will be able to

- Gain practical experience in diverse educational settings.
- Enhance observational and analytical skills through classroom observations and reflections.
- Develop communication, teamwork, and presentation abilities.
- Build professional networks.
- Apply theoretical knowledge to real-world educational contexts.

The internship program aims to provide M.Ed. students with practical experience and exposure to various educational settings including mainstream schools, special schools, teacher education institutes, and university departments of education. Through this hands-on experience, students will develop a deeper understanding of educational practices, policies, and challenges, thereby enhancing their professional skills and knowledge.

**1. Mainstream School Visits:**

- Students will visit different schools – pre-primary, primary, elementary, secondary managed by Government, private or corporate including JNVs, KVs, Telangana Welfare residential schools etc.,
- Students will spend time observing classes, interacting with teachers, and participating in school activities in different mainstream schools.
- They will focus on understanding classroom management techniques, teaching strategies, and student-teacher dynamics.

**2. Special School Visits:**

- Students will visit special schools catering to students with diverse learning needs such as physical disabilities, developmental disorders, and learning disabilities.
- Schools include special schools, Bhavitha centres and institutes such as NIEPED, NIVH etc.,
- They will observe specialized teaching methods, individualized education plans (IEPs), and assistive technologies used to support students with special needs.

**3. Teacher Education Institutes:**

- Students will have the opportunity to visit teacher education institutes such as CTEs, IASEs, DIETs, to learn about pre-service teacher training programs, curriculum development, and pedagogical approaches.
- They will engage in discussions with faculty members and participate in workshops or seminars on educational theory and practice.

**4. University Departments of Education:**

- Students will visit university departments of education such as Osmania University, University of Hyderabad, MANUU, Mahindra University, TISS Hyderabad etc., to explore research initiatives, academic programs, and ongoing projects in the field of education.
- They will have the chance to attend lectures, presentations, and research colloquia to gain insights into current trends and issues in education.

**Format for writing record:**

## 1. Introduction:

- Provide an overview of the internship program, including the objectives, duration, and components.

## 2. History/ About the institution

## 3. Checklist on resources available at the institution

## 4. Infrastructure facilities

## 5. Observations

## School Visits:

- Document observations and reflections from visits to mainstream and special schools.
- Describe classroom environments, teaching methods, and interactions with students and teachers.
- Highlight any notable practices or challenges observed during the visits.

## Teacher Education Institutes:

- Summarize experiences and insights gained from visits to teacher education institutes.
- Discuss key learnings related to curriculum design, pedagogical approaches, and professional development for teachers.

## University Departments of Education:

- Report on interactions and activities conducted at university departments of education.
- Reflect on presentations attended, discussions participated in, and research topics explored.
- Identify connections between academic theory and real-world educational practices.

## 6. Overall Reflections

**NOTE: Allocation of marks:**

## 1. Attendance – 5marks

## 2. Visit to all the allotted institutions and draft data – 15 marks

## 3. Report writing - 15 marks

## 4. Presentation of the report before the jury - 15 marks

**Jury Evaluation:**

A jury of two teachers from the institution shall be appointed by the principal. Three to Five teams of jury as per the strength of the class shall be appointed to assess the internship conducted by the students and each student shall present their work and submit before the jury.

**Semester -III**  
**Foundation / Core Courses (FC)**  
**Paper – XIV (EDN – 14)**  
**Teacher Education**

**Credits:4**

**Marks: 100(50+40+10)**

**Learning Outcomes**

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

- Gain insight and reflect on the concept of teaching, teacher education and the status of teacher education
- Understand the roles and responsibilities of teachers and teacher educators for various contexts of school education.
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the policy and research perspective on various practices in teacher education

**Unit I: Teacher Educator**

1. Roles and responsibilities of a teacher educator – Elementary and Secondary.
2. Conceptual understandings, Competencies and Characteristics of a teacher educator – qualifications.
3. Training of teacher educators – present practices and reforms needed.
4. Norms and standards suggested by the NCTE.
5. Agencies, institutions and programmes for teacher educators – NCTE, NCERT, NIEPA, RIE, SCERT, Professional bodies for teacher educators.

**Unit II : Structure, Models and Curriculum of Pre-service Teacher Education**

1. Pre-service teacher education – concept, nature, objectives and scope. The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE.
2. Components of pre-service teacher education – foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship– weightages in course work and evaluation.
3. Pre-service teacher education for various levels of schooling – nature and differences.
4. Approaches to teacher education – Knowledge-Based Approach, Job-Oriented Approach and Competency-Based Approach – implications for duration and scope and the need for a comprehensive approach to teacher education.
5. Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online relative merits and limitations

**Unit III : Professional Development and In-service Teacher Education**

1. Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
2. Varieties of in-service teacher education programmes – induction, one shot, recurrent, cascade, multi-site, school based and course work – scope, merits and limitations of each of them.
3. Modes of in-service teacher education – face-to-face, distance mode, online and blended mode.
4. Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
5. Designing an in-service teacher education programme – steps and guidelines, assessment of training needs, formulation of training curriculum, preparation of course material.

#### **Unit IV: Issues, Trends of Research and Practice in Teacher Education**

1. Paradigms for research on teaching – Gage, Doyle and Shulman.
2. Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.
3. Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation.
4. Research on effectiveness of in-service teacher education programmes – characteristics of an effective in-service teacher education programme.
5. Networking of institutions of in-service teacher education – purpose and nature. Online networks and blogs for professional development of teachers and teacher educators.

#### **Unit V: Policies, Programmes and Schemes of Teacher Education.**

1. Recommendations of Committees and Commissions on teacher Education.
2. The Right to Education Bill and its implications for teacher education.
3. Programmes and Schemes of the State and Central Governments in teacher education.
4. The National Curriculum Framework for Teacher Education – Need and Efforts made by the NCERT and the NCTE.
5. NEP-2020 and Teacher education; ITEP framework

#### **Engagement:**

1. observe experienced teacher educators in action, noting their roles, responsibilities, and instructional strategies. Analyze their observations in light of the conceptual understandings and competencies discussed in class.
2. Analyze the structure and components of pre-service teacher education curricula provided by NCERT and NCTE. Compare different models and assess their effectiveness in preparing future teachers.
3. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcomes document analysis.
4. Design an in-service teacher education program addressing a specific need or issue identified.
5. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
6. Analyze various policies, programmes, and schemes related to teacher education at the state and central government levels. Assess their effectiveness and implications for teacher preparation and development.
7. Review some Journals of Education & collect some articles related to teacher education quality issues.
8. Conduct surveys to collect opinions of teachers, students & community on quality of teacher education.

#### **References:**

1. Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.
2. Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002.
3. Deve Gowda A. C. Teacher Education In India. Printersall: Bangalore. 1973
4. Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.
5. Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
6. Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989
7. Longford G. Teaching as a Profession. Manchester University Press. 1978



8. McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
9. Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.
10. NCERT. National Curriculum Framework. NCERT: New Delhi. 2005
11. NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
12. NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
13. Report of the Conference of IATE. 1967
14. Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
15. Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
16. UNESCO. Teachers and Educational Quality. UNESCO Institute for Statistics. Montreal. 2006
17. Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC

**Semester -III**  
**Foundation / Core Courses (FC)**  
**Paper – XV (EDN – 15)**  
**Instructional Strategies in Higher Education**

**Credits:4**

**Marks: 100(50+40+10)**

**Learning outcomes:**

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

1. Understand the historical development of teaching methodologies and the shift towards constructivism.
2. Analyze the characteristics and implications of teaching in the 21st century.
3. Recognize and appreciate classroom diversity and its impact on learning outcomes.
4. Identify various student differences including learning styles and multiple intelligences and their implications for instruction.
5. Develop skills in clear and effective classroom communication.
6. Explore techniques for motivating students in the classroom setting.
7. Formulate clear and measurable instructional objectives aligned with desired learning outcomes.
8. Develop comprehensive plans for instruction including teacher-student planning, unit planning, weekly plans, and lesson formats.

**Unit 1: Introduction to Successful Learning**

1. Teaching: Historical perspective on Teaching, Constructivism and Effective Classroom Teaching.
2. Teaching in the 21<sup>st</sup> Century: Knowledge base for Teaching, Teaching in a Multicultural Society, Teaching and Accountability.
3. Classroom Diversity: Teacher Expectations, Language Proficiency, Language and Culture.
4. Student Differences: Preassessment, Differentiated Instruction, Learning styles and Multiple Intelligences.
5. The Learning Crisis: Concept, Causes and Addressing Learning Crisis.

**Unit 2: Organizing the Classroom**

1. Managing the Class: Sharing control, Getting to know the students, Monitoring the classroom, Resolving conflict and some practices to avoid.
2. Classroom Communication: Verbal and nonverbal communication, Teacher Movement, The Art of Listening – Hearing, Understanding, Remembering, Styles of Listening and Listening Feedback.
3. Classroom Motivation: Motivational factors, Natural motives, Classroom Atmosphere, Modeling, Reinforcing Motivational factors, and Learning Contracts.
4. Integrating Technology into Instruction: Teacher training, Technology Access, Using Technology with Instruction, Mobile phones, Google Tools, and Assistive technology.
5. Using Web 2.0 Technology in the Classroom – Podcasting, Blogging, Tagging, Really Simple Syndication (RSS), Social Networking, Digital Games and Simulations.

**Unit 3: Sequencing and Organizing Instruction**

1. Taxonomy of Objectives: Cognitive, Affective and Psychomotor Domains; Stating Instructional Objectives: The elements – Performance, Product, Conditions and Criterion.
2. Planning Instruction: Teacher-Student Planning, Unit Planning, Weekly Plans, Lesson Formats for Lecturing, Small Group Learning and Concept Attainment.
3. Lesson Plan Structure – Set Induction, Strategies and procedures, Methodology selection, procedure selection and Closure.
4. Lesson Planning For Everyday Use and Reflective Teaching: Concept and Lesson Plan Format.
5. Evaluating and Measuring Learning: The Assessment and Evaluation Process, Authentic Assessment and Record Keeping.

#### **Unit 4: Designing Instruction**

1. Teacher-Centred Teaching Methods: Lecture and Flipped Classroom Model.
2. Authentic Teaching Methods: The Discussion Method and Heuristic Methods.
3. Teaching Effective Thinking Strategies: Thinking Skills and Thinking Skills Instruction.
4. Integrated Teaching Methods: Concept Attainment, Cooperative Learning, Blended Learning and Simulations and Games.
5. Individualized Strategies: Individualized Instruction, Independent Study and Mastery Learning.

#### **Unit 5: Research Trends in Instructional Strategies**

1. Transformational Teaching: Concept, Components, Student Engagement, and Inquiry Teaching.
2. Outstanding Teaching: Concept and Foundations of 'Flow' in a Lesson.
3. Smart Teaching: Concept and Principles of Smart Teaching.
4. Significant Learning: Concept, Need for Significant Learning Experiences and Categories of Significant Learning.
5. Visible Learning: Concept and Components of Visible Learning.

#### **References:**

1. Hattie J (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge, London.
2. Moore, Kenneth D (2009). Effective Instructional Strategies: From Theory to Practice. Sage Publications Inc. CA.
3. Moore, Kenneth D (2015). Effective Instructional Strategies: From Theory to Practice. 4<sup>th</sup> Edition. Sage Publications Inc. CA.
4. Borich, G.D. (2014). Effective Teaching Methods: Research-Based Practice. New Delhi, Pearson Education.
5. Fink, D L (2013). Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses. CA. Jossey-Bass.
6. Svinicki, M., & McKeachie, W.J. (2011). McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers. CA. Wadsworth Cengage Learning.
7. Nilson, L. B (2010). Teaching at its Best – A Research-Based Resource for College Instructors. CA. Jossey-Bass.
8. Rosebrough T. R & Leverett R. G (2011). Transformational Teaching in the Information Age – Making Why and How We Teach Relevant to Students. ASCD, USA.
9. Griffith A & Burns M (2012). Engaging Learners – The Outstanding Teaching Series. Crown House Publishing Ltd. UK.
10. Ambrose S.A., Bridges M.W., Lovett M.C., DiPietro M. & Norman M.K. (2010). How Learning Works – 7 Research-Based Principles of Smart Teaching. CA. Jossey-Bass.
11. Jarvis J.R & Arend B.D (2013). Facilitating Seven Ways of Learning – A Resource for More Purposeful, Effective, and Enjoyable College Teaching. Stylus Publishing, USA.
12. World Development Report, 2018. Learning – To Realize Education's Promise. International Bank for Reconstruction and Development, USA.

**Semester -III**  
**Foundation / Core Courses (FC)**  
**Paper – XVI (EDN – 16)**  
**Statistics in Education**

**Credits:4**

**Marks: 100(50+40+10)**

**Learning Outcomes**

1. The student will be able to understand the concept of data, variables and will be able to explain the basic differences between descriptive statistics and Inferential statistics.
2. The student will be able to understand the importance of Normal Distribution and understand its importance, usage in Inferential Statistical techniques.
3. The student will understand the concept of correlation and methods of computing correlation and will be able to interpret the correlation between the two variables.
4. The student will be able to understand t-test, ANOVA and be able to apply it on the data and interpret the results.
5. The student will be able to understand the different Non-Parametric Inferential statistical tests and apply it on the data and interpret the results.
6. The student will develop the skill of computing Regression, Multiple Regression and Interpret Regression Coefficients.

**UNIT-1: Basics in Statistics**

1. Concept of Data, Meaning of Distribution, Concept of a Variable, Types of Variables and Scales of Measurement.
2. Descriptive Statistics: Measures of Central Tendency, Measures of Variation, Skewness and Kurtosis.
3. Concept of Inferential Statistics, Concept of Parametric and Non-parametric tests, Assumptions of Parametric and Non-Parametric Statistics.
4. Concept of Z Score, Characteristics of Z Score, Concept of Normal Distribution, Characteristics of Normal Distribution, Area Properties of Normal Distribution, Applications of Normal Distribution, Deviations from Normality. Importance of NPC in Educational Research.

**Unit II: Correlation**

1. Meaning and Concept of Correlation, Concept of Linear and Non-linear relationship, Scatter diagram,
2. Correlation Coefficients: Product moment Correlation, Rank Correlation, Interpretation of Correlation Coefficient. Testing the Significance of Correlation Coefficient,
3. Special Correlation Coefficients: Bi-Serial Correlation, Point-Biserial, Tetra Choric Correlation and Phi-Coefficient of Correlation.
4. Importance and Application of Correlation in Educational Research.

**UNIT-III: Tests of Significance-I**

1. Concept of Sampling Distribution, Sampling Distribution of a Statistic, Standard Error, Central Limit Theorem, Confidence Interval, Confidence Limits.
2. Core Logic of Hypothesis Testing, The Hypothesis testing Process, Errors in hypothesis testing. One-tailed and Two-tailed tests. Concept of level of Significance.
3. t-test: One sample t-test, independent sample t-test, Paired samples t-test.
4. Concept of Analysis of Variance (ANOVA), one-way ANOVA, two-way ANOVA. Concept and types of Post-Hoc Analysis.

#### **UNIT-IV: Tests of Significance-II**

1. Concept of Partial Correlation and Multiple Correlation.
2. Chi-square test: Chi-square test as a test of goodness of fit, Chi-square test as a test of Independence.
3. Kruskal Wallis Test, Friedman Test, and Median test, Utility and Applications in Educational Research.
4. Mann-Whitney U test, Utility and application of Mann-Whitney test in Educational Research.

#### **UNIT-V: Multivariate Data Analysis techniques:**

1. Concept of Multivariate data analysis, Characteristics of multivariate data analysis techniques.
2. Concept of Regression, Meaning of linear regression, concept of simple linear regression, importance and utility of simple regression in educational research.
3. Concept of multiple Regression, concept of regression coefficient, interpretation of regression coefficient, importance and utility of regression in educational research.
4. Factor Analysis, utility and application of factor analysis in Education

#### **Engagement:**

1. Review any three research articles, identify the variables and scales of measurement in which they are measured and explain the statistical techniques used in that article.
2. For the variable measured in an interval scale, explain how will you establish that the variable follows Normal Distribution
3. Explain the data requirement for each of the statistical techniques mentioned in the syllabus
4. Collect any five research articles from any Journal and critically reflect on the appropriateness of statistics used in it.
5. Review any three empirical articles or research studies and write the hypotheses and then reflect on the statistical techniques used
6. Take any one Ph.D. Thesis and critically review & write about statistical procedures followed in it.
7. Take any two research articles or theses and write about the descriptive or inferential statistics used and their need for the study.

#### **References**

1. Best John W & James V Kahn (2008): Research in Education, Prentice-Hall of India Pvt. Ltd. New Delhi.
2. Kerlinger, F.N. (1986) Foundations of Behavioural Research (4<sup>th</sup> ed.) New York; Holt, Rinehart & Winston.
3. Kothari CR (2004): Research Methodology – Methods & Techniques, New Age International Publications, New Delhi.
4. Lokesh Koul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
5. Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
6. Garrett Henry E (1985): Statistics in Psychology and Education, Vakils, Feffer and Simons Ltd, Bombay.
7. Gay L R (1996): Educational Research – Competencies for Analysis and Applications. Prentice - Hall Inc. New Jersey.
8. Bordens k.S. & Abbott B.B. (2011): Research Design & Methods. Tata McGraw Hill Education Pvt. Ltd. New Delhi.
9. Majhi P.R. & Khatua P.K. (2013): Research Methodology (Concepts, Methods, Techniques and SPSS – Text Cases). Himalaya Publishing House. Mumbai.
10. Gupta S P (1996): Statistical Methods. Sultan Chand & Sons. New Delhi.
11. Mangal S K ( 2002): Statistics in Psychology and Education. Prentice Hall India Pvt. Ltd. New Delhi.
12. Gupta, S.C. (2019) Fundamentals of Statistic, Himalaya Publishing House, Mumbai

**Semester -III**  
**Foundation / Core Courses (FC)**  
**Paper – XVII (EDN – 17)**  
**Comparative and International Education**

**Credits:2**

**Marks: 50 (25+20+5)**

**Learning outcomes:**

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

1. Understand comparative and international education.
2. Understand trends in higher education and its implications.
3. Describe education system in India and other countries.
4. Understand the challenges of international education.
5. Describe research practices in comparative studies in education.

**Unit I: Comparative Education**

1. An introduction to comparative education
2. Economic, political, social and historical contexts for comparison.
3. Primary Education Curricula across the World.
4. Global citizenship education.
5. Global Higher Education Trends: Implications for Policy and Practice.
6. Overview of the Education System in India compared to Germany, UK, USA, China, Korea, Japan, Australia, Canada and Finland.

**Unit II: International Education**

1. Understanding International Education through Discourse Theory: Multinational, International, Multicultural or Intercultural.
2. Internationalism and Globalization as Contexts for International Education.
3. The International Education Industry: An Introductory Framework for Conceptualising the Potential Scale of an 'Alliance'.
4. Internationalisation of higher education.
5. Challenges and Pitfalls Facing International Education in a Post-International World.

**Unit III: Research in Comparative and International Education**

1. Research Practices in Comparative Studies of Education.
2. International and Comparative Education: Boundaries, Ambiguities and Synergies.
3. Research in International Education.
4. Comparative and International Education: A Journey toward Equality and Equity.
5. Taking Forward the IB Diploma in India: Context and Challenges.
6. Global Product Branding and International Education.
7. Sustaining the Higher Education Hub Model: The Challenge of Adequate Academic and Social Support Structures for International Students.
8. Internationalizing Curriculum: Framing Theory and Practice in International Schools.
9. Current Issues in Promoting International Education in National and Regional Contexts.

## Engagement:

1. compare the primary education curriculum of Germany, UK, USA, Australia and Finland.
2. Review the higher education trends in India and UK and its implications for policy and practice.
3. Study the challenges and pitfalls of international education.
4. List the current issues in promoting international education.
5. Review the research practices of comparative education.

## References:

1. Introduction to Comparative and International Education. 3<sup>rd</sup> Ed. Jennifer Marshall, University of Derby, UK, 2024, SAGE Publications Ltd.
2. The SAGE Handbook of Comparative Studies in Education. Larry E. Suter, Emma Smith & Brian D. Denman, 2019, Sage Publications.
3. <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-comparative-studies-in-education/book257536#preview>
4. Introduction to Comparative and International Education, SECOND EDITION, Jennifer Marshall, Sage Publications Ltd.
5. <https://us.sagepub.com/en-us/nam/introduction-to-comparative-and-international-education/book259458#preview>
6. Finnish ED Leadership- Four Big, Inexpensive Ideas to Transform Education, 2017, Pasi Sahlberg, Sage Publications Ltd.
7. <https://us.sagepub.com/en-us/nam/finnished-leadership/book249121#preview>
8. <https://us.sagepub.com/en-us/nam/global-issues-and-comparative-education/book238471#preview>
9. Global Issues and Comparative Education, Edited by: Wendy Bignold & Liz Gayton, 2009, Sage Publications Ltd.
10. Introduction to International Education, International Schools and their Communities, Mary Hayden , 2006, Sage Publications Ltd.
11. <https://us.sagepub.com/en-us/nam/introduction-to-international-education/book228809#preview>
12. International Education, Three-Volume Set, Edited by: Tristan Bunnell, Mary Hayden & Jeff Thompson, 2016, Sage Publications.
13. Methods and Practice in Comparative Education Research: Models, Ontologies and Epistemologies - Larry E. Suter, Emma Smith and Brian Denman
14. <https://open.lib.umn.edu/socialproblems/chapter/11-1-an-overview-of-education-in-the-united-states/>
15. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=GBR&treshold=10&topic=EO>
16. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=DEU&treshold=5&topic=EO>
17. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=AUS>
18. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=CAN>
19. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=FIN>
20. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=JPN>
21. <https://gpseducation.oecd.org/CountryProfile?primaryCountry=KOR>
22. <https://gpseducation.oecd.org/CountryProfile?plotter=h5&primaryCountry=CHN&treshold=5&topic=EO>
23. <https://gpseducation.oecd.org/CountryProfile?plotter=h5&primaryCountry=IND&treshold=5&topic=EO>

**Semester – III**  
**Professional Competency Courses (PCC)**  
**Paper- XVIII (EDN- 18)**  
**Artificial Intelligence (AI) Tools in Education**

**Credits:2**

**Marks: 50 (25+20+05)**

**Learning Outcomes:**

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

1. Understand artificial intelligence in education.
2. Describe AI tools for writing, instructional design, video and Research.
3. Create interactive learning materials.
4. Understand the challenges to the adaptation of AI tools in education.
5. Describe learning with AI.

**Unit 1: Introduction to Artificial Intelligence in Education (AIED)**

1. A New Paradigm for Higher Education and Education 4.0; Education 5.0; Education 6.0.
2. Adapting Pedagogy for AI Integration: AI and the Constructivist Approach; Bloom's Taxonomy and Critical Thinking Skills in the AI – enhanced Classroom.
3. Learning With AI and Learning About AI.
4. Essential Competencies for Educators / Teachers.
5. A Brief Introduction of AI Techniques and Technologies and AI in Educational Management, Teaching, Learning and Assessment.

**Unit 2: Artificial Intelligence Tools in Education**

1. From Intelligent Tutoring System (ITS) to AI Tutor and Significance of AI Tools.
2. AI Tools for Writing and Content Creation.
3. AI Tools for Image Design.
4. AI Tools for Video.
5. AI Research Tools.  
(Description, Pros, Cons and Availability of the above AI Tools)

**Unit 3: Challenges and Future of AIED**

1. Brief Overview of each of the AI-powered Edtech Tools.
2. Choosing the Right AI Tool and AI Tools for Teachers to Create Interactive Learning Materials.
3. Implementing AI in Education and Extending Biological Intelligence – Principles of Brain Extension.
4. Challenges to the adoption of AI Tools in Education.
5. The Future of AI Tools in Education.

**Engagement:**

1. Find out the features of education 4.0, education 5.0 and education 6.0
2. Review the process of learning with AI.
3. explore how a AI technologies are used for teaching, learning and assessment.
4. Explore AI tools for writing and content creation,
5. explore AI tools for research.
6. Select the appropriate AI tools for interactive learning materials.
7. Explore the challenges faced in adopting AI tools for education.
8. Review and write a report on AI powered Edtech tools.



## References:

1. Collins, A., & Halverson, R. (2010). The second educational revolution: Rethinking education in the age of technology. *Journal of Computer Assisted Learning*, 26(1), 18–27. <https://doi.org/10.1111/j.1365-2729.2009.00339.x>.
2. Dillenbourg, P. (2013). Design for classroom orchestration. *Computers and Education*, 69(1), 485–492. <https://doi.org/10.1016/j.compedu.2013.04.013>.
3. Dreyfus, H. L. (2002). Anonymity versus commitment: The dangers of education on the Internet. *Educational Philosophy and Theory*, 34(4), 369–378. <https://doi.org/10.1111/j.1469-5812.2002.tb00510x>.
4. Feenberg, A. (2002). *Transforming technology: Acritical theory revisited*. Oxford University Press.
5. Feenberg, A. (2017). The online education controversy. *Foundations of Science*, 22(2), 363–371. <https://doi.org/10.1007/s10699-015-9444-9>.
6. Mackness, J. Mak, S. & Williams, R. (2010). The ideals and reality of participating in a MOOC. In *Proceedings of the 7th International Conference on Networked Learning 2010*. University of Lancaster.
7. Nye, B. D. (2015). Intelligent tutoring systems by and for the developing world: A review of trends and approaches for educational technology in a global context. *International Journal of Artificial Intelligence in Education*, 25(2), 177–203. <https://doi.org/10.1007/s40593-014-0028-6>.
8. Rathore N.P. and Dangi M (2021). Embedding Artificial Intelligence into Education: The New Normal. In A. Hamdan et al. (eds.), *Applications of Artificial Intelligence in Business, Education and Healthcare*, *Studies in Computational Intelligence* 954, Retrieved June 26, 2020, from [www.jstor.org/stable/27558571](http://www.jstor.org/stable/27558571).
9. Rosenberger, R. (2017). The ICT educator's fallacy. *Foundations of Science*, 22, 395–399. <https://doi.org/10.1007/s10699-015-9457-4>.
10. Toner, P. (2011). Workforce skills and innovation: An overview of major themes in the literature. *OECD Education Working Paper*, No. 55, OECD Publications. <https://doi.org/10.17897/9787264265097-en>.
11. Van Lehn, K. (2011). The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems. *Educational Psychologist*, 46(4), 197–221. <https://doi.org/10.1080/00461520.2011>.
12. Woolf, B. P., Lane, H. C., Chaudhri, V. K., & Kolodner, J. L. (2013). AI grand challenges for education. *AI Magazine*, 34(4), <https://doi.org/10.1609/aimag.v34i4.2490-84>.
13. Niemi H, Pea R.D, & Lu Y (2023). *AI in Learning: Designing the Future*. Springer, Switzerland. <https://doi.org/10.1007/978-3-031-09687-7>
14. *Augmented Education in the Global Age – Artificial Intelligence and the Future of Learning and Work*, 2023. Daniel Araya and Peter Marber (Eds.), Routledge Taylor & Francis Group, NY.
15. Shah P (2023). *AI and the Future of Education – Teaching in the Age of Artificial Intelligence*. John Wiley & Sons Inc. NJ. (for *Sample lesson plans with ideas for integration can be found at pedagog.ai*.)
16. *Artificial Intelligence and Education – A Critical View through the Lens of Human Rights, Democracy, and the Rule of Law*. 2022, Council of Europe, Paris. (for Examples of Student-supporting AIED Tools)
17. *AI and Education – Guidance for Policy – makers*. 2021, UNESCO, Paris. <https://doi.org/10.54675/pcsp7350>.
18. *International Forum on AI and Education – Steering AI to Empower Teachers and Transform Teaching*, UNESCO, 2023. Paris, ED-2023/FLI-ICT/AI & ED. (for AI Competencies for Teachers).
19. <https://www.synthesia.io/glossary/ai-tool>

20. <https://clickup.com/blog/ai-tools/>
21. <https://www.iu.org/en-in/blog/ai-and-education/best-ai-tools-for-students/>
22. <https://www.eklavya.com/blog/ai-edtech-tools/>
23. <https://teachingcommons.stanford.edu/news/ai-tools-teaching-and-learning>
24. <https://www.unesco.org/en/digital-education/artificial-intelligence>
25. <https://aicontentfy.com/en/blog/ai-content-tools-in-classroom-future-of-education-1>
26. <https://www.techjockey.com/blog/ai-tools-for-education>
27. <https://www.educationise.com/post/9-must-have-ai-tools-for-teachers-to-enhance-classroom-experience>

### **Practical activities and Internal Jury:**

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Activities on Artificial Intelligence Tools in Education (5 Marks)
2. Activities on AI Tools for Teachers to Create Interactive Learning Materials (5 Marks)
3. Activities on Choosing the Right AI Tools and adoption of AI Tools in Education (5 Marks)
4. Write an assignment on any topic of their choice .5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

**Semester – III**  
**Professional Competency Courses (PCC)**  
**Paper- XIX (EDN- 19)**  
**Indian Knowledge System (IKS)**

**Credits: 2**

**Marks 50(25+20+5)**

**Learning Outcomes**

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.
- To sensitize the students about context in which they are embedded i.e. Indian culture
- and civilisation including its Knowledge System and Tradition.
- To help student to understand the knowledge, art and creative practices, skills and values in ancient Indian system.
- To help to study the enriched scientific Indian heritage.
- To introduce the contribution of Ancient Indian system & tradition to modern science & Technology

**UNIT 1: Introduction to Indian knowledge system (IKS):**

1. Definition and scope; Relevance of Indian knowledge systems.
2. Need to revisit our ancient knowledge, traditions, and culture.
3. Introduction to fine arts (traditional art forms).
4. Introduction to Performing arts (Indian dance systems)
5. Overview on Vedangas i.e. Shiksha, Kalpa, Vyakarana, Nirukta, Chandas and Jyotisha; Panini Ashtadhyayi Grammar.

**UNIT 2: Ancient Indian Education system:**

1. Gurukula system of education.
2. Higher education in ancient India; Nalanda, Takshashila.
3. Vedic science; concepts of zero (0), Pi( $\pi$ ), Number system, Katapayadi system.
4. Ancient Indian scientists; Aryabhatta, Bhaskara, Sushruta.
5. Kautilya's Arthashastra and Chanakya Niti.

**UNIT 3: Indigenous culture; Folklore and Artisans**

1. Tribal languages and songs.
2. Indigenous systems of medicine; Ayurveda, Siddha, Unani
3. Ancient Indian artisan occupations and skills.
4. Indigenous agricultural and food practices.
5. Indigenous Knowledge: Sustainable Resource Management.

**Field engagement**

1. Field trips to observe and watch events relating to visual and performing art activities and record the same through photos, videos, etc.
2. Visit various ancient architecture, any significant structure existing in and around the city and make Individual and group presentations based on themes such as Polity, Law and Economy etc.,
3. Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.)

4. Write reports based on explored, in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

**References:**

1. Textbook on IKS by Prof. B Mahadevan, IIM Bengaluru
2. Kapur K and Singh A.K (Eds) 2005). Indian Knowledge Systems, Vol. 1. Indian Institute of Advanced Study, Shimla. Tatvabodh of sankaracharya, Central chinmay mission trust, Bombay, 1995.
3. The Cultural Heritage of India. Vol.I. Kolkata: Ramakrishna Mission Publication, 1972.
4. Nair, Shantha N. Echoes of Ancient Indian Wisdom. New Delhi: Hindology Books, 2008.
5. Dr. R. C. Majumdar, H. C. Raychaudhuri and Kalikinkar Datta: An Advanced History of India (Second Edition) published by Macmillan & Co., Limited, London, 1953.
6. Rao, N. 1970. The Four Values in Indian Philosophy and Culture. Mysore: University of Mysore.
7. Avari, B. 2016. India: The Ancient Past: A History of the Indian Subcontinent from c. 7000 BCE to CE 1200. London: Routledge

**Practical activities and Internal Jury:**

Twenty five (20+5) marks are assigned to their work in semester and 25 marks for the allocation of the marks assigned for semester end examination.

1. Field trip, explore and collect the data related IKS i.e., Gurukuls, Traditional Art centers etc. (5 Marks)
2. Visit various ancient institutions, Arya Samaj Gurukuls explore and Collecting the data on Indian education (5 Marks)
3. Organization of a 'Knowledge of India' day, Indian Culture day, Exhibition on Indigenous culture; Folklore and Artisans (5 Marks)
4. Write an assignment on any topic of their choice .5 marks
5. For attendance as per OU guidelines – 5 marks

An internal Jury with 2 members – the mentor will act as internal examiner while the other teachers from the college will act as external examiner for the conduct of jury evaluation internally for 20 marks and 5 marks for attendance based on evidence. Twenty five marks (25) for End Semester Examination.

**Semester – III**  
**MOOCS**

**MOOCS (related to Teacher Education)**

**course Learning Outcomes:**

After Completion of this paper, students will be able

- Understand the procedures of online courses offered online on Swayam portal
- Explore various online programs to learn further
- Select some courses related to teacher education
- Understand the value of MOOCs courses
- To develop the ability to opt for various courses through Swayam
- To complete one MOOCs course related to teacher education and submit the certificate

Each student teacher has to complete one course with at least 2 credits, during the course of M.Ed.

Students can take the course anytime during the tenure of M.Ed. course I to II semesters and complete the course by the end of semester-III. These two credits will be reflected in the third semester.

Students can register in SWAYAM MOOCS by using the following URL

<https://swayam.gov.in/>

**Semester – III & IV**  
**Paper – XX EDN –20 (a ), (b), (c)**  
**Dissertation – I, II, and III**

**Credits: 6(2+2+2)**

**Marks : 150 (50+50+50)**

Dissertation work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically. Semester-wise methodological procedures have been earmarked. Dissertation work continues throughout the two semesters (III & IV).

S.No.	Semester	Work to be completed
1	Third EDN –20 (a)	1. Identifying a problem 2. Reviewing Related Literature 3. Preparation & Presentation of Research proposal 4. Designing a tool (selection of a standardized tool & presentation of tool
2	Fourth EDN –20 (b)	1. Finalization & Standardization of the tool (s) 2. Administration of the tool (s) 3. Collection of data 4. Analysis of data 5. Draft report – Pre-submission
3	Fourth EDN –20 (c)	1. Final report – Final Dissertation viva-voce examination

Dissertation – I ; EDN –20 (a) : Research Proposal

Dissertation – II ; EDN –20 (b): Pre-submission

Dissertation – III ; EDN –20 (c): Final Draft and viva-voice

- Each M.Ed. student shall select a topic and work under the supervision of a faculty member allotted to him /her all through the semesters till the final viva-voce examination.
- By the end of third semester, students are expected to prepare the proposal, adopt a standardized tool as per the nature of the study / problem. It is evaluated and awarded with (Two) 2 Credits and 50 marks.
- At the commencement of the fourth semester, each student has to complete identification of sample, administration of tool (s) and collection of data.
- By the end of the Fourth semester, each student has to complete analysis of data and should prepare draft report.
- Pre-submission of the report will be made for (Two) 2 Credits and 50 marks, which will be followed by final Dissertation Practical Viva-Voce Examination. This examination is of (Two) 2 Credits and 50 marks.
- Dissertation work will be evaluated by a jury of one internal examiner (Faculty member who guided & supervised the study) and one external examiner on the day of the dissertation practical examination.
- Each student shall submit two hard copies of dissertation before the examiners during examination.

**Guidelines for Dissertation writing (APA style):**

- Dissertation can be neatly typed and can be limited to 15,000 to 20,000 words.
- A4 size Executive Bond paper is used for typing on both sides of the paper.
- The font is Times New Roman and size is 12 points with double space.
- A margin on left and right sides is 1.5" while on top and bottom it is 1.0".
- All other guidelines are as per the APA style.

**NOTE:** Pass marks in Practicum (Dissertation Viva-Voce Examination) shall be 50%.

**Semester -IV**  
**Foundation / Core Courses (FC)**  
**Paper – XXI (EDN – 21)**  
**Sustainability in Higher Education**

**Credits:2**

**Marks: 50(25+20+05)**

**Learning outcomes:**

Students will able to-

1. Understand sustainability in higher education
2. Describe the SDG goals and competencies
3. Understand responsible Research and innovations in sustainability
4. Explore the approaches to higher education institutions in SDGs
5. Understand challenges of ESD

**Unit 1: Introduction to Sustainable Development**

1. Sustainable Development for Who, How, When and to What Effect?
2. SDGs in Higher Education and Education About, For and Through the SDGs
3. Conceptualising Sustainability in Key HE Functions
4. Strategies for Integrating Sustainability in Higher Education
5. SDG Skills and Competencies

**Unit 2: Perspectives of Developing Sustainability in Higher Education**

1. Apprising and supporting; Building solidarity and networking; conversing and convening; Approach for Higher Education and Research for Sustainable Development (HESD) and Research Areas
2. The Role of University in Society
3. University Engagement with the SDGs
4. Creating an Enabling SDGs Learning & Teaching Environment
5. Pedagogical Innovation and the SDGs

**Unit 3: Barriers, Problems and Future Challenges in Developing Sustainability in Higher Education**

1. Incorporating Sustainable Development in Curricula and Sustainable Futures – Three Horizons Framework
2. Responsible Research and Innovations – Responsible, Attentive, Disruptive, Authentic, and Regenerative (RADAR)
3. Approach of Higher Education Institutions to SDGs: Disciplinary, Structural and Dimensions
4. Make Teaching Sustainable – Shifts that Teachers Want and Students Need
5. ESD Indicators and Underlying Challenges

**Engagement:**

1. Explore the sustainable processes of your institution.
2. List the research areas of HESD.
3. Find out the pedagogical innovations of your institution.
4. Critically analyse the curricula for sustainable development.
5. Evaluate your classroom teaching learning environment for SDGs.
6. List the ESD indicators of your institutions.

**References**

1. Caeiro, S.; Hamon, L.A.S.; Martins, R.; Aldaz, C.E.B. Sustainability Assessment and Benchmarking in Higher Education Institutions-A Critical Reflection. *Sustainability* 2020, 12, 30.
2. Chankseliani, M. & McCowan, T. (2021). Higher Education and the Sustainable development Goals. *Higher Education* (2021) 81:1–8. <https://doi.org/10.1007/s10734-020-00652-w>.



3. Cortese, A.D. The critical role of higher education in creating a sustainable future plan. *High. Educ.* 2003, 31, 15–22.
4. Environmental Association for Universities and Colleges. (2013). *Embedding sustainable development in the curriculum*. Retrieved from <http://www.eauc.org.uk>
5. Fernandez-Sanchez, G., Bernaldo, M. O., Castillejo, A., & Manzanero, A. M. (2014). Education for sustainable development in higher education: State-of-the-art, barriers, and challenges. *Higher Learning Research Communications*, 4(3), 3-11. <http://dx.doi.org/10.18870/hlrc.v4i3.157>.
6. Hilligje van't Land and Frederique Herzog (2017). Higher Education Paving the Way to Sustainable Development: A Global Perspective. Report of the 2016 IAU Global Survey on Higher Education and Research for Sustainable Development. IAU, UNESCO, Paris.
7. Hoque, F.; Yasin, R.M.; Sopian, K. Revisiting Education for Sustainable Development: Methods to Inspire Secondary School Students toward Renewable Energy. *Sustainability* 2022, 14, 8296.
8. Lee, K., Barker, M., & Mouasher, A. (2013, June). Is it even espoused? An exploratory study of commitment to sustainability as evidenced in vision, mission, and graduate attribute statements in Australian Universities. *Journal of Cleaner Production*, 48, 20-28. <http://dx.doi.org/10.1016/j.jclepro.2013.01.007>.
9. Lim, C.K.; Haufiku, M.S.; Tan, K.L.; Farid Ahmed, M.; Ng, T.F. Systematic Review of Education Sustainable Development in Higher Education Institutions. *Sustainability* 2022, 14, 13241. <https://doi.org/10.3390/su142013241>.
10. Lozano, R. Incorporation, and institutionalization of SD into universities: Breaking through barriers to change. *J. Clean. Prod.* 2006, 14, 787–796.
11. Lozano, R., Lozano, F. J., Mulder, K. F., Huisingh, D., & Waas, T. (2013, June). Advancing higher education for sustainable development: international insights and critical reflections. *Journal of Cleaner Production*, 48, 3-9. <http://dx.doi.org/10.1016/j.jclepro.2013.03.034>.
12. Roorda, N. (2001). AISHE: Auditing instrument for sustainable higher education. The Netherlands: Dutch Committee for Sustainable Higher Education.
13. Trechsel, L.J.; Zimmermann, A.B.; Graf, D.; Herweg, K.; Lundsgaard-Hansen, L.; Rufer, L.; Tribelhorn, T.; Wastl-Walter, D. Mainstreaming Education for Sustainable Development at a Swiss University: Navigating the Traps of Institutionalization. *High.Educ. Policy* 2018, 31, 471–490.
14. UNESCO. Education for Sustainable Development—A Roadmap, ESD for 2030; UNESCO Publishing: Paris, France, 2020.
15. Veidemann, A. Education for Sustainable Development in Higher Education Rankings: Challenges and Opportunities for Developing Internationally Comparable Indicators. *Sustainability*. 2022, 14, 5102. <https://doi.org/10.3390/su14095102>.
16. Wiek, A., Withycombe, L., & Redman, C. L. (2011). Key competencies in sustainability: A reference framework for academic program development. *Sustainability Science*, 6(2), 203-218. <http://dx.doi.org/10.1007/s11625-011-0132-6>.
17. [www.iau-hesd.net](http://www.iau-hesd.net).
18. Yasin, R. M., & Rahman, S. (2011). Problem oriented project-based learning (POPBL) in promoting education for sustainable development. *Procedia - Social and Behavioural Sciences*, 15, 289-293. <http://dx.doi.org/10.1016/j.sbspro.2011.03.088>.
19. Zeleniene Inga and Pereira Paulo (2021). Higher Education for Sustainability: A Global Perspective. *Geography and Sustainability*. <https://doi.org/10.1016/j.geosus.2021.05.001>.
20. <https://www.ascd.org/blogs/six-mindset-shifts-to-make-teaching-sustainable/>
21. Steele W & Rickards L (2021). The Sustainable Development Goals in Higher Education – A Transformative Agenda. Palgrave Macmillan, Switzerland. <https://doi.org/10.1007/978-3-030-73575-3>

**Semester -IV**  
**Foundation / Core Courses (FC)**  
**Paper – XXII (EDN – 22)**  
**Education and Policy Analysis**

**Credits:4**

**Marks: 100(50+40+10)**

**Learning out comes**

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

After completion of this course, student teachers will be able to:

- Discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness,
- Explain processes involved in policy analysis including undertaking situation analysis and research.
- Identify possible policy options,
- Describing these possible options,
- Comparing the potential policy options
- Ranking the possible policy options and
- Choosing the most effective option that could address issues and problems confronting school and higher education.

**UNIT – I: Planning an Educational Policy**

1. Meaning and significance of 'Policy on Education'.
2. Historical development of Educational Policies in India
3. Purpose and Dimensions of an Educational Policy at local, National and Global level.
4. Philosophical and Sociological Perspective of planning an Educational Policy.
5. Basic steps involved in planning.
6. Fundamental principles for analyzing an Educational Policy.

**UNIT – II: Constitutional Provisions and Education**

1. Understanding Constitutional Provisions in light of educational policies.
2. Constitutional Provisions for Education
3. Understanding the relationship between constitution and education.

**UNIT – III: Educational Policies in India**

1. Need and significance, goals and frameworks of educational policies.
2. content of policies, issues raised in policies, constitutional provisions.
3. Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of educational policies.
4. Modification of policies, implementation strategies.
5. Issues of modifying an Educational Policy.

**UNIT – IV: Implementation of an Educational Policy**

1. Meaning, need and significance of educational policy.
2. Mechanism of Policy Implementation.
3. Strategies to Implement an Educational Policy. Programme of action and implementation: conceptual clarification and significance. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/Public.
4. Challenges for Implementation.

## **UNIT – V: Education as a Key Area of Public Policy: Need and Relevance**

1. Educational Policies/Schemes
2. Planning Educational Policies/Schemes
3. Executing and Implementing Educational Policies/Schemes
4. Involvement of Stakeholders in Planning and Execution of Policies/Schemes
5. Decentralized Planning for Effective Execution of Policies/Schemes
6. Evaluation of Policies/Schemes

### **Engagement:**

1. Reviewing and present a report on NEP, 2020 with reference to status of Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 at state level.
4. Prepare a list of suggestive strategies for implementation National Education Policy, 2020

### **References:**

1. Bhattacharya, S. (2002). (ed.). Education and the Disprivileged: Nineteenth and Twentieth-Century India. New Delhi: Orient Longman.
2. Cochran, et al. (2009). American Public Policy - An Introduction (9<sup>th</sup> Ed.). Wadsworth Cengage Learning Academic Resource Centre, Boston.
3. Dey, Niradhar (2013). Regional Imbalance in Teacher Education in India: An Analysis of Eastern Region including the North Eastern States.
4. Journal of Educational Planning and Administration. Vol. XXVII, No.1. New Delhi: NUEPA.
5. Govt. of India (2009). The Right of Children for Free and Compulsory Education Act, 2009. New Delhi: Govt. of India.
6. IGNOU (2013). Philosophy of Indian Constitution (Block-2) of Contemporary Indian Society and Education (BES-004). New Delhi: Indira Gandhi National Open University.
7. IGNOU (2014). School Education: Aims and Structure, Block-1, BES017, Diploma in Elementary Education. New Delhi: IGNOU.
8. Kumar, CE Ajith, and Lathika, M. (2012). Sacred Goals and Injudicious Spending: A mid-Term Appraisal of Sarva Shiksha Abhiyan (SSA), Kerala.
9. Journal of Educational Planning and Administration. Vol. XXVI, No.3, New Delhi: NUEPA.
10. MHRD (2014-15). Annual Report, Ministry of Human Resource Development, Govt. of India.
11. MHRD (2020). National Education Policy (NEP, 2020). New Delhi: Govt. of India.
12. Omvedt, G. (1993). Dalits and the Democratic Revolution: Dr Ambedkar and the Dalit Movement in Colonial India. New Delhi: Sage Publications.
13. The World Bank (2015). UNESCO Institute for Statistics. Retrieved from <http://data.worldbank.org/indicator/SE.XPD.TOTL.GD.ZS/countries on 01.11.2015>.
14. Tilak, J. B. (2012). Twenty Five Years of Journal of Educational Planning and Administration (1987-2011),
15. Journal of Educational Planning and Administration, Vol. XXVI, No.1. New Delhi: NUEPA.
16. Website Referred: Retrieved from <http://floatingsun.net/udai/files/Education-Initiatives.pdf>
17. retrieved on 20.12.2015 Retrieved from <http://nagaon.nic.in/schmstate.html> retrieved on 20.12.2015

**Semester -IV**  
**Foundation / Core Courses (FC)**  
**Paper – XXIII (EDN – 23)**  
**Inclusive Education**

**Credits: 4**

**Marks :100 (50+40+10)**

**Learning Outcomes:**

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

- understand the concept and meaning of Inclusive Education,
- understand different perspectives of inclusive education,
- know about the key legislations and policies for inclusive education,
- aware of the range and focus of literature in the field,
- develop critical understanding of the recommendations of various commissions, policies, schemes and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encounter and prepare conducive teaching learning environment in inclusive schools,
- develop required knowledge of the needs and magnitude of the challenges faced by learners with diverse needs,
- develop required knowledge of the educational needs of children from the socially disadvantaged background,
- develop required knowledge of concerns, challenges and issues in the implementation of IE.

**Unit 1: Introduction and perspective of Inclusive Education**

1. Inclusion- Meaning, Nature and scope of inclusion; Concept of diversity in inclusive education; Scope, need and importance of inclusive education.
2. Segregation to Inclusion, Education for All Movement.
3. Historical Perspectives of Inclusive Education- global and national level.
4. Philosophical and Psychological Perspectives of Inclusion.
5. Sociological, Political and Economic perspectives of inclusion.

**Unit 2: Understanding children with special needs.**

1. Developmental disabilities
  - Intellectual impairment - Concept; Degree of impairment, identification and assessment, implications on development, educational provisions
  - Learning disability- Concept, types, identification, implication on development, educational provisions
  - Autism Spectrum Disorders-Concept, implication on development, educational provisions
  - Multiple disability- Concept, identification, implication on development, educational provisions
  - Difference between intellectual impairment and mental illness
2. children with sensory impairment  
Hearing impairment; Visual impairment; Deaf-blindness - Nature and needs, types, identification, implications on development, educational provisions
3. children from the Socially Disadvantaged Background- Socially disadvantaged section in India-the scheduled castes, scheduled tribes; economically disadvantaged groups, educationally backward minorities, children from rural areas and urban slums, geographically isolated/ hilly terrains, social and emotional problems, children with special health problems, and children from marginalized groups; Concept, identification, implication on development, educational provisions
4. Locomotive disorders and Cerebral palsy – concept, types, identification, implications on development, educational provisions.
5. RPWD act 2016

### **Unit 3: Teacher preparation for Inclusive Education**

1. Critical analysis of the curriculum of Institutions preparing teachers with reference to inclusive education – National and International
2. Developing skills and competencies of teachers with professional ethics in an inclusive environment
3. Integration of inclusivity in curriculum with reference to National Education Policy 2020.
4. Discussion on the best practices in teacher preparation – National and International.
5. Professional growth of teacher educators (sharing of success stories)

### **Unit 4: Assistive Technology**

1. Assistive Technology- meaning, definition, objectives, significance.
2. Types of assistive Technology for persons with special needs.
3. Merits, Demerits and Challenges in the use of assistive Technology.
4. Selection, use and maintenance of appropriate devices for children with special needs.
5. Technology in inclusive education; ICT, multimedia, projector, non-projected aids, radio, tape recorder, television, computer, whiteboard, smart board, e-Flashcards, educational toys; Implication of multimedia in teaching learning.
6. Differential instructions, Universal design of learning, and Individualized instructions.

### **Unit 5: Concerns, Challenges and Issues in Inclusive Education**

1. Resource mobilization and coordination for inclusive education; human and material resources; Agencies at the national and state level to mobilize resources; Assistive devices- collection and dissemination.
2. Removal of Barriers for Effective Learning: Physical barriers, Socio-psychological, Academic barriers.
3. Learners with diverse needs- Techniques and methods used for adaptation of content, laboratory skills and Organizing Inclusive Sports Activities, Yoga, Arts and craft, Theatre, Drama etc
4. Challenges and Issues in the Implementation of Inclusive Education, Controversial issues in Inclusive Education, including particularly marginalised groups, specific learning difficulties and the future of special schools.
5. Need for flexible evaluation system, and Alternative assessment.

### **Field Engagement:**

1. Preparation of status report on school education of learners with diverse needs.
2. Evaluation of text books from the perspective of learners with diverse needs.
3. Field visit to school/ institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
4. Critical review of policy, practice, and panel discussion by a group of students.
5. Critical analysis of NCF 2005 / NCFTE-2009 for planning quality teacher preparation programme.
6. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
7. Visit to special/ integrated / inclusive classrooms and prepare a comprehensive report
8. Visit to a NGO working in the education of LwDNs and prepare a comprehensive report on their contributions and activities.
9. Review of literature related to education of children with diverse needs presentation of reports in a seminar.
10. Observation of inclusive teaching strategies and discussion.
11. Planning and conducting multi-level teaching / use of Universal Design for Learning Approach in the DMS (two classes).
12. Observation Learning styles in a classroom.
13. Visit to a special school observation of students and study aids and equipment available.
14. Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

15. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs. o Reflective Journal writing.
16. Preparation of IEPs, and Case studies of LwDNs
17. Administration of Psychological tests o Identification of an area and conduct Action Research
18. Handling of Aids and appliances/ assistive devices used in the education of learners with diverse needs
19. Review of National/ International Journals in Inclusive Education o Conduct a survey on the type of supportive service needed for inclusion of learner of diverse need of your choice and share the findings in the class.
20. Preparation of ICT based teaching learning material'

## References:

1. Ainscow, M. and Booth, T (2002) Index for Inclusion: Developing Learning and Participation in Schools. Bristol: CSIE.
2. Ainscow, M., Dyson, A. and Booth, T. (2006) Improving Schools, Developing Inclusion, London: Routledge.
3. Ainscow, M. (1999) Understanding the Development of Inclusive Schools, London: Falmer Press.
4. Booth, T., Nes, K., Stromstad, M. (2003) Developing Inclusive Teacher Education, London: Routledge Falmer.
5. Clough, P. and Corbet, J. (2002) Theories of Inclusive Education – A Students' Guide, Paul Chapman Publishing Ltd.
6. Cohen, L Manion, L and Morrison, K (2000) Research Methods in Education London: Routledge
7. Coleman, M and Briggs, A (2002) Research Methods in Educational Leadership and Management, London: Paul Chapman Publishing
8. Collard, J and Reynolds, C (eds) (2005) Leadership, Gender and Culture in Education, Maidenhead: Open University Press
9. Deiner, L. Penny, (2010), Inclusive Early Childhood Education 5th Ed. Wadsworth Cengage Learning Belmont, CA USA
10. Gunter, H (2006) "Educational leadership and diversity" Educational Management, Administration and Leadership, Special Edition: Diversity.
11. Hegarty, S. and Mithu Alur (2002) Education and Children with Special Educational Needs Segregation to Inclusion, New Delhi: Sage Publication India Pvt. Ltd
12. Halsall, R. (Ed.) (1998) Teacher Research and School Improvement. Open University Press
13. Hammersley, M. (1999) (ed) Researching school experience. Ethnographic studies of teaching and learning, London: Falmer Press.
14. IEDSS 2009 MHRD, New Delhi Index of Inclusion (2014) NCERT, New Delhi.
15. Jangira, N.K. and Ahuja, A. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi
16. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
17. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai
18. Julka, A (2006) Inclusive children and youth with disabilities in Education- a guide for practitioners NCERT, New Delhi
19. Karantha, P. and Rozario, J. (2003 ) Learning Disabilities in India, New Delhi: Sage Publication India Pvt. Ltd.
20. Loreman, Tim, Deppeler, J. and Harvey, D. (2005) Inclusive Education- a Practical Guide to Supporting Diversity in the Class, London: Routledge Falmer.
21. Lowenfeld, B (1973) (Ed) The Visually Handicapped Child in School New York: Jhon Day
22. Mittler, P. (2000) Working Towards Inclusive Education: Social Contexts, London: David Fulton.
23. National Policy of Education 1986 (revised 1992)
24. Nind, M., Rix, J., Sheehy, K. & Simmons, K. (2005) Curriculum and Pedagogy in Inclusive Education. Values into Practice. London: Routledge Falmer

25. Nielsen, L.B. (1998) *The Exceptional Child in a regular Classroom- an Educator' Guide*. Corwin Press Inc. A Sage Publication Company, California.
26. Nind, M., Rix, J., Sheehy, K., and Simmons, K. (2005) *Curriculum and Pedagogy in Inclusive Education Values and Practice*. London: Routledge Falmer.
27. Orlich, D.C., Harder, R.J., Callahan, R.C. trevisan, M.S., and Brown, A.H. (2004) *Teaching Strategies- A Guide to Effective Instruction* (Seventh edition) New York: Houghton Mifflin Company.
28. O'Hanlon, C. (2003) *Educational Inclusion as Action Research*. Glasgow: Open University Press
- Persons with Disabilities Act 1995
29. Rao, Indumati et al (2011) *Moving away from Label*, Bangalore CBR NETWORK (south asia)
30. Rehabilitation Council of India Act 1992
31. Rehabilitation Council of India Act 2005 Annual Report
32. Right to Education Act 2009
33. RMSA (2009) for detail [www.rmsa.nic.in](http://www.rmsa.nic.in)
34. Stubbs, S. (2002) *Inclusive Education Where There Are Few Resources*. Oslo, Norway: The Atlas Allince.
35. Swarup S. (2007) *Inclusive Education, Sixth Survey of Educational Research*, New Delhi: NCERT
36. Thomas, G. and Vaughan, M. (2004) *Inclusive Education: Readings and Reflections*, Maidenhead: Open University Press.
37. Tilstone, C., Florian, L. and Rose, R. (Eds.) (1998) *Promoting Inclusive Practice*, London: Routledge
38. UNICEF(2003) *Examples of Inclusive Education*
39. World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
40. <http://www.unesco.org/en/efareport> page 12
41. <http://www.connectaschool.org/>
42. [http://iite.unesco.org/policy\\_briefs/](http://iite.unesco.org/policy_briefs/)
43. <http://www.unesco.org/en/efa/>
44. ITU/G3ict e-Accessibility Policy Toolkit for Persons with Disabilities
45. [http://www.e-accessibilitytoolkit.org/toolkit/promoting\\_assistive\\_technologies/open-source](http://www.e-accessibilitytoolkit.org/toolkit/promoting_assistive_technologies/open-source)
46. ABLEDATA: AbleData - Your source for assistive technology information from <http://www.abledata.com/>
47. European Agency for Development in Special Needs Education, 2001. *Information and Communication Technology (ICT) in special Needs education (SNE)*. Available at <http://www.european-agency.org/publications/ereports/>
48. Technology and Social Change (TASCHA) group, University of Washington. *Technology for employability in Latin America: Research with at-risk youth & people with disabilities* page 86 [http://cis.washington.edu/files/2009/11/tascha\\_ict-employability-latin-america\\_200910.pdf](http://cis.washington.edu/files/2009/11/tascha_ict-employability-latin-america_200910.pdf)

**Semester – IV**  
**Internship**  
**Paper – XXIV EDN – 24)**  
**INTERNSHIP – II**

**Credits:2**

**Total marks: 50 (45+5)**

**Learning Outcomes:**

Students will be able to:

- acquainted with the content and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
- acquire competencies and skills required for effective transaction of the curriculum and organization of component activities such as internship and working with the community
- develop professional attitudes, values and interests needed to function as a teacher educator

The 2<sup>nd</sup> phase of Internship is aimed at equipping the competencies of teacher educator. Each Student shall teach 10 lessons (of them at least 2 shall be technology integrated) from the B.Ed. curriculum. They prepare lesson plans along with teaching aids under the guidance of teacher educators. These lessons are observed by teacher educators which will be recorded as per the proforma.

All these reflections of the students are recorded, the format for which is given below;

Day	Date	Activities	Reflections	Future promise to act/revise
1		Assembly/period plan/rally etc.	A feeling of satisfaction. Am I cheating myself/escaping from work	
2				
3				
4				
5				
-				
-				
-				



## Evaluation Form

Name of the student:

Title of the lesson:

Roll number:

Paper:

Date:

Time:

Class: B.Ed. / D.Ed.

S.No.	Item of observation	Rating					Remarks
		1	2	3	4	5	
		Very Poor	Poor	Moderate	Good	Excellent	
1	<b>Planning &amp; Organization</b>						
	Selection of Content						
	Scope						
	Relevance						
	Utility						
2	<b>Presentation</b>						
	Introduction						
	Communication - verbal						
	Communication – non verbal						
	Attention						
	Interest						
	Examples						
	Discussion						
	Summary						
3	<b>Technology integration (PowerPoint; Website; Newsletter)</b>						
	<b>Content</b> – learning objectives & topic-specific criteria						
	<b>Accuracy</b> – spelling / grammar						
	Information – <b>accurate</b> , current, complete, useful & meaningful						
	<b>Design &amp; Layout</b> – Aesthetics						
	Graphics & pictures						
	Text, colour & background						
	Lists & tables						
	Navigation (Website)						
4	<b>Overall performance</b>						

**Suggestions:**

**Note:** Mark your observations ( ✓ ) or assign numbers (1,2...) in the appropriate cell.

**Name of the Mentor / Faculty**

**Signature of the Mentor / Faculty**

**NOTE: Allocation of marks:**

1. Attendance – 5marks
2. Writing and Conducting the 8 Lesson Plans from the B.Ed Curriculum – @**3x8=24** marks
3. Writing and Conducting the 2 Technology Integrated Lesson Plans from the B.Ed Curriculum - @**5x2=10** marks
4. Preparation and Usage of TLM – 5 marks
5. Presentation of the report on Internship-II before the jury - 6 marks
6. Total marks 50 marks

**Jury Evaluation:**

A jury of two teachers from the institution shall be appointed by the principal. Three to Five teams of jury as per the strength of the class shall be appointed to assess the internship conducted by the students and each student shall present their work and submit before the jury.

**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV A (EDN – 25 A)**  
**Gerontology**

**Credits:2**

**Marks: 50(25+20+05)**

**Learning outcomes**

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

1. Understand aging process and social gerontology
2. Know the biological, psychological, social, health and technological aspects of aging populations
3. Develop empathy and cultural sensitivity
4. Develop solutions and apply them
5. Involve in advocacy for older adults

**Unit -1 Background of Gerontology**

1. Introduction to Gerontology: Definition and scope of gerontology,
2. Historical perspectives on aging - Demographic trends and aging populations.
3. Theories of aging.

**Unit 2: Bases of Gerontology Biological, Psychological and social dimensions**

1. Biological Aspects of Aging, Physiological changes associated with aging
2. Major age-related diseases and conditions, Geriatric syndromes and frailty,
3. Nutrition and dietary considerations for older adults
4. Psychological Aspects of Aging: Cognitive changes and memory,
5. Emotional well-being and mental health, Resilience and coping strategies in later life.
6. Personality and social development in older adulthood
7. Social Aspects of Aging: Retirement and financial planning, Social relationships and family dynamics, Intergenerational relationships and caregiving, Ageism and discrimination

**Unit 3: Aging – Issues and support mechanisms**

1. Health Care and Aging: Geriatric assessment and care management, Medication management and polypharmacy, End-of-life care and palliative care, Ethical considerations in geriatric care.
2. Aging and Technology: Assistive technology and devices for older adults,
3. Telehealth and remote care for seniors, Digital literacy and technology training for older adults.
4. Professional Practice in Gerontology: Geriatric service and counselling, Nursing and caregiving for older adults, Occupational therapy and physical therapy for seniors, Geriatric psychiatry and psychology.
5. Advocacy and Aging: Social security and retirement benefits, Medicare and Medicaid coverage for older adults, Long-term care insurance and financing, Age-friendly communities and urban planning

**Engagement activities**

**Teaching- Learning Methodology**

The teaching-learning methodology for a course on gerontology should be designed to accommodate the diverse needs and learning styles of older adult students. Here are some effective teaching-learning strategies for gerontology courses:

1. **Interactive Lectures:** Use multimedia presentations, videos, and real-life examples to enhance engagement, Encourage active participation through discussions, Q&A sessions, and small group activities, Provide handouts and summaries of key points to support learning.

2. **Experiential Learning:** Organize field trips to senior centers, retirement communities, or long-term care facilities, Invite guest speakers, such as geriatric specialists, social workers, or older adult advocates, to share their expertise, Incorporate service-learning projects that allow students to work with and learn from older adults in the community.

3. **Case Studies and Role-Playing:** Use case studies to illustrate real-world scenarios related to aging and gerontology, Engage students in role-playing activities to simulate interactions with older adults or professionals in the field.

4. **Collaborative Learning:** Promote teamwork and collaboration among students through group projects and assignments.

5. **Peer Teaching and Mentoring:** Encourage students to teach each other through peer-led study groups or mentoring programs.

6. **Reflective Learning:** Incorporate reflective writing assignments or journaling to encourage students to connect their learning to their own experiences and perspectives.

7. **Culturally Sensitive Teaching:** Incorporate culturally sensitive content and examples to promote inclusivity and understanding.

Assessing student learning in a gerontology course is essential to measure the effectiveness of the teaching and learning process. Here are some effective assessment strategies for gerontology courses:

### **Field Engagement**

Numerous activities that can be organized for the aged residents of old age homes to promote their physical, mental, and emotional well-being. It's important to consider the individual preferences and capabilities of the residents when planning activities, and to ensure that the activities are inclusive and enjoyable for all. Some activities beneficial for the elderly in old age homes:

1. **Exercise classes:** Organizing gentle exercise classes such as yoga, tai chi, or chair exercises can help the elderly residents to stay physically active and maintain their mobility.

2. **Arts and crafts:** Providing opportunities for the elderly to engage in art and craft activities such as painting, pottery, knitting, or other creative pursuits can be both enjoyable and therapeutic.

3. **Music therapy:** Music has been shown to have a positive impact on the emotional well-being of the elderly. Organizing music therapy sessions, sing-alongs, or musical performances can be uplifting for the residents.

4. **Reminiscence therapy:** Encouraging the elderly to share their life stories and memories through reminiscence therapy can provide a sense of purpose and help them connect with others.

5. **Gardening:** Setting up a small garden or organizing gardening activities can provide a meaningful and calming experience for the elderly residents.

6. **Cognitive games and puzzles:** Engaging the residents in games like crossword puzzles, Sudoku, or board games can help keep their minds sharp and provide social interaction.

7. **Pet therapy:** Bringing in therapy animals or organizing visits from trained pet therapy teams can provide comfort and companionship for the elderly.

8. **Intergenerational programs:** Organizing activities that involve interactions with children or young adults, such as reading programs or art projects, can create a sense of connection and joy for the elderly residents.

9. **Internship:** Practicum in old age homes or with groups of aged adults in a community, hands-on experience working with older adults with application of theoretical knowledge in real-world scenarios

### **Assessment:**

Provide regular feedback on assignments and assessments to help students track their progress. Use a variety of assessment methods, such as essays, presentations, projects, and portfolios, to evaluate student learning.

1. Formative Assessments: Assignments, and discussions to provide feedback and identify areas for improvement throughout the course. Peer review and self-reflection activities to encourage students to assess their own learning and progress.
  2. Oral Presentations: Presentations on research findings, case studies, or personal experiences related to aging. Role-playing activities to demonstrate students' ability to communicate effectively and interact with older adults.
  3. Service-Learning Projects: Evaluate students' ability to apply their knowledge and skills in a practical setting through community-based projects. Assess students' ability to reflect on their experiences and articulate their learning from service-learning activities.
  4. Group Projects: Assess students' ability to collaborate effectively, share responsibilities, and contribute to a common goal. Evaluate students' ability to synthesize information, make decisions, and solve problems as part of a team.
  5. Self-Assessment and Peer Assessment: Encourage students to reflect on their own learning and identify areas for improvement. Incorporate peer assessment activities to provide students with feedback from their classmates.
  6. Attendance and Participation: Assess students' engagement and commitment to the course through regular attendance and active participation in class discussions, activities, and group work.
  7. Case Study Analysis: Present students with complex case studies related to aging and gerontology. Assess students' ability to analyze the case, identify key issues, and propose evidence-based solutions.
  8. Reflective Assignment Writing: Ask students to write reflective essays or journal entries about their learning experiences, personal growth, and insights gained from the course.
  9. Summative Assessments: Final exam to evaluate students' overall understanding of the course material. Assignments to assess students' ability to critically analyze and synthesize information. Case study analysis or problem-solving exercises to evaluate students' ability to apply their knowledge to real-world scenarios.
- Gerontology is the multidisciplinary study of aging and the challenges faced by older individuals. Designing learning outcomes for a course in gerontology involves specifying the knowledge, skills, and attitudes that students should acquire by the end of the course. The following are the outcomes of the course. These learning outcomes provide a framework for educators to structure their gerontology courses and assess the success of students in achieving the intended goals

## References:

- 1 Ian Stuart-Hamilton (2011), Introduction to Gerontology, Cambridge University Press
2. Leslie A. Morgan and Suzanne R. Kunkel (2015) Aging, Society, and the Life Course, Springer Publishing Co Inc; 5th edition
3. Jeffrey Michael Clair, Richard Allman (2000), The Gerontological Prism: Developing Interdisciplinary Bridges, Routledge
4. Richard A. Settersten Jr and Jacqueline L. Angel (2012) *Handbook of Sociology of Aging*, Springer-Verlag New York
5. Dr. Nicolas Musi and Dr. Peter Hornsby (2015) , *Handbook of the Biology of Aging*" edited by Matt Kaeberlein and George M. Martin, Academic Press
6. Ronni Chernoff (2013), Geriatric Nutrition: The Health Professional's Handbook, Jones and Bartlett Publishers
7. K. Warner Schaie and Sherry L. Willis (2021), *Handbook of Psychology of Aging*, Academic Press
8. John Pratt and Leslie W. Rue, Long-Term Care: Managing Across the Continuum, FOXSbooks US

**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV B (EDN – 25 B)**  
**Peace Education**

**Credits:2**

**Marks: 50(25+20+05)**

**Learning outcomes:**

The student teachers will be able to:

1. Understand the relevance of Peace Education and its connection to inner harmony.
2. Understand individual & social relationships based on constitutional values.
3. Reflect on attitudes that generate conflicts at personal & social levels.
4. Learn skills & strategies to resolve conflicts.

**Unit -1: Foundations of Peace:**

1. Pre-requisites to peace in the society: Compassionate, ethical decision-making, intercultural and cultural harmony
2. Responsible citizenship, respect for secular and democratic ideals based on nonviolence
3. Respect for differences - socio-economic, gender and life style in harmony with sustainable development.
4. Approaches to peace education
5. Peace Prize winners: The Dalai Lama, Malala Yousafzai & Sathiyarth Prakash

**Unit-2: Understanding conflicts, underlying personal-social Processes and mediation, and transformation of conflict**

1. Peace contexts; underlying assumptions, processes and imperatives; Peace is a dynamic reality. It involves acknowledgement and Redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society.
2. Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society.
3. Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global.
4. Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
5. Developing capabilities for mediation and conflict transformation:
  - i. Skills and strategies needed for conflict resolution
  - ii. Listening to the conflicting parties
  - iii. Awareness of own identity, cultural underpinning, and communication skills
  - iv. Awareness of context of the conflict
  - v. Commitment to mediate
  - vi. Looking for alternative strategies and creative solutions to overcome/transform conflicts.

**Unit-3: Critical pedagogy of peace education**

1. Challenging the traditional models of learning to constructivist approaches in teaching
2. Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making;
3. Understanding social justice in local context – its implications for beliefs, attitudes, and

- values and school/social practices and conflict resolution at all levels
4. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level;
  5. Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
  6. Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.

### **Engagement:**

1. Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences.
2. Approaches to peace education – case studies of local and international.
3. Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life.
4. Film clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha debates, Sadako, etc.
5. Preparation of collage from newspapers, etc. to highlight issues and challenges to peace or positive response to them.
6. Developing an action plan for peace in school and local community.
7. Visiting websites on peace education to become familiar with National and International Initiatives, approaches and strategies of peace, case studies of conflict in the region.
8. Guest lectures from Yoga and Peace Organizations.

### **References:**

1. ASPNET (2003). ASPNET Draft Report: 50th Anniversary International Congress 'Navigators For Peace', Auckland, New Zealand, 3—8 August 2003.
2. AVP Education Committee. Alternatives to Violence Project Manual [Second Level Course]. New York: Alternatives to Violence Project.
3. Balasooriya, A.S. (1994). Teaching Peace to Children. Maharagama, Sri Lanka: National Institute of Education.
4. Balasooriya, A.S. (1994b). Management of Conflict in Schools. Maharagama, Sri Lanka: National Institute of Education.
5. Balasooriya, A.S. (1995). Education for Peace: Learning Activities, Maharagama, Sri Lanka: National Institute of Education.
6. Balasooriya, A.S. (2000). World Peace through School Manuscript. Maharagama, Sri Lanka: National Institute of Education.
7. Balasooriya, A.S. (2000). Mediation Process. Sri Lanka.
8. UNESCO. (2001). Learning the Way to Peace. A Teachers Guide to Education for Peace. New Delhi: UNESCO.
9. Bey T.M. and G.Y. Turner (1995). Making School a Place of Peace. London: Sage.
10. Brown, G. (1971). Human Teaching for Human Learning. New York, Viking.
11. Canfeld, J. (1975). 101 Ways to Enhance Self-concept in the Classroom. Engle Cliffs: Prentice Hall.
12. Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the 21st Century. Paris: UNESCO.
13. Dewey, J. (1916). Democracy and Education, London: The Free Press.
14. Dhand, H. (2000). Teaching Human Rights: A Handbook for Teacher Educators. Bhopal: Asian Institute of Human Rights Education.
15. Fountain, S. (1999). Education for Peace in UNICEF. New York: Working Paper Education Section, Programme Division, UNICEF.
16. Fountain, S. (1988). Learning Together — Global Education. New York: Stanley Thrones Publishers Ltd, New York University.
17. Galtung, J. and D. Ikeda (1995). Choose Peace. London: Pluto Press.
18. Government of India (1949). Report of the University Education Commission, (1948-49).

New Delhi:

19. Government of India (1953). Report of the Secondary Education Commission, (1952-53). New Delhi: Ministry of Education, Government of India.
20. Government of India (1966). Report of the Education Commission 1964-66 on "Education and National Development". New Delhi: Ministry of Education, Government of India.
21. Government of India. (1986). Report of the National Policy on Education (1986). New Delhi, Ministry of Human Resources Development, Government of India.
22. Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.
23. Handa, M.L. (1983). Manifesto for a Peaceful World Order: A Gandhian Perspective. New Delhi: Gandhi Bhavan.
24. Harris, I. M. (1988). Education for Peace. London: McFarland and Company.
25. Harris, I. and C. McCauley (2000). Report on the International Workshop on Education for Peace. Israel: University of Haifa.
26. Herzog, S. (1982). Joy in the Classroom. Boulder Creek, California: University of the Tree Press.
27. Hicks, D. (1985). Education for Peace: Issues, Dilemmas and Alternatives. Lancaster: St. Martin's College.
28. Hodder and P. Pruzman (1988). The Friendly Classroom for a Small Planet. Progra Fellowship of Reconciliation. London: New Society Publishers.
29. Hutchinson, F. P. (1996). Educating beyond Violent Futures. London: Routledge.
30. International Institute for Democracy and Electoral Assistance (IDEA) (2003). Reconciliation After Violent Conflict: A Handbook. Sweden: International Institute for Democracy and Electoral Assistance.
31. Joseph, A and K. Sharma (eds) (2003). Terror Counter-terror. New Delhi: Kali for Women.
32. Kreidler, WI. (1991). Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom. Foreman, Scott, Glenview.
33. Maria, D. (2003). 'Value Education for Peace', The CTE Journal, 2 (3): 25.
34. Maslow, A. H. (1968). Towards a Psychology of Being, 2e. Van Nostrand Reinhold.
35. National Council of Educational Research and Training (NCERT) (2000). National Curriculum Framework for School Education. New Delhi: NCERT.
36. Okamoto, M. (1984). 'Peace Research and Education for Peace: What is Education for Peace in the New Light of Peace Research?' Gandhi Marg, 6 (July-August): 220.
37. Pandey, S. (2004). Education for Peace: Self Instructional Package for Teacher Educators.
38. Pike, G. and D. Seiby (1993). Global Teacher—Global Learner: Public Report on Basic Education in India, OUP, (1999).
39. Reardo, B. A. (1997). Tolerance—The Threshold of Peace. Paris: UNESCO.
40. Schmidt, F. and A. Friedman (1983). Creative Conflict Solving for Kids. London: Stoughton Ltd.
41. UNESCO (1998). Learning to Live together in Peace and Harmony. A UNESCO APNIEVE Source Book for Teacher Education and Tertiary Level Education. Bangkok, Thailand: UNESCO Principal Regional Office for Asia and the Pacific.
42. UNESCO (2001). Learning the Way of Peace. A Teachers' Guide to Education for Peace. New Delhi: UNESCO.
43. UNICEF (1994). I Dream of Peace. New York: Harper Collins.
44. UNICEF (1996). Education from Conflict Resolution Project: Final Progress Report to the U.K. Committee for UNICEF. Colombo, Sri Lanka: UNICEF.



**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV C (EDN – 25 C)**  
**Human Rights Education**

**Credits: 2**

**Marks: 50 (25+20+5)**

**Learning Outcomes:**

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

- Know the basic concept of human rights
- Know the role of United Nations and human rights
- Understand enforcement mechanism in India
- Know the role of advocacy groups

**Unit 1: Basic Concepts and development of Human Rights**

1. Nature and concept of Human Rights; Human Values – Dignity, liberty, equality, justice, unity in diversity.
2. International Development of Human Rights; United Nations (System) and Universal Declaration of Human Rights (UDHR), 1948: UN Council on Human Rights
3. Meaning and significance of Human Rights Education
4. Human Rights Education: Problems and Prospects
5. Globalization: Impact on Human Rights

**Unit 2: Human Rights – Enforcement Mechanism in India**

1. Law Enforcement Agencies; Judicial System, Adjudication Process and Judicial Activism
2. Remedies: Writs, Public Interest Litigation (PIL), Judicial Review, Right to Information Act (RTI)
3. Protection of Human Rights Act 1993
4. National/State Commissions for Human Rights, Women, Scheduled Castes, Scheduled Tribes, Backward Classes, Minorities, Minority Educational Institutions and others
5. Role of Civil Society Organizations and Media

**UNIT 3: Emerging Issues in Human Rights**

1. Challenges to Democratic State and Civil Society – Communalism and Terrorism, Corruption, Muscle Power, Gender (girl child and women) violence.
2. Good Governance and State Accountability
3. Debates on Big Dams, Displacement and Rehabilitation
4. Tribal Rights and Forest Protection
5. Environmental Issues and Sustainable Development, Traditions, Culture and Human Rights

**References:**

1. Dube, M.P. and Neeta Bora, (Ed.), (2000), Perspective on Human Rights, New Delhi: Anamika Publishers
2. Freeman, Michael, (2003), Human Rights: An interdisciplinary Approach, Cambridge: Polity Press
3. Darren J. O'Byrne, Human Rights An Introduction, Pearson Education, Singapore (2005)
4. National Council for Teacher Education, Human Rights and National Values: Self-Learning Module, Vols. I-III, New Delhi (1996)
5. UNESCO, Human Rights Teaching: Int. Congress on Education of Human Rights and Democracy (Montreal: UNESCO, 1993)
6. UNESCO, Philosophical Formulations of Human Rights (Paris, UNESCO, 1986)

7. UNESCO, Violations of Human Rights: Possible Rights of Recourse and Forms of Resistance (Paris, UNESCO, 1984)
8. Mani V.S., Human Rights in India: An Overview, Institute for the World Congress on Human Rights, New Delhi, (1998)
10. Mathur, K.M. Crime, Human Rights and National Security, Gyan Pub. New Delhi (1999)
9. Mehta, P.L. and Neena Verma, Human Rights under the Indian Constitution, Deep and Deep, New Delhi (1995)
10. Nirmal, C.J., Human Rights in India, OUP, New Delhi (1999)
11. Pal, R.M.(ed.) Human Rights Education, PUDR, New Delhi (1995)
12. Pachauri, S.K., Children and Human Rights, APH Pub., Delhi (1995)
13. Pachauri, S.K., Women and Human Rights APH Pub., Delhi (1999)
14. Symonides, Janusz, (ed.), Human Rights: New Dimensions and Challenges, Dartmouth, Ashgate.
15. Basiouni, M. Cheriff, (ed.), The Protection of Human Rights in the Administration of Criminal Justice: A Compendium of United Nations Norms and Standards, Centre for Human Rights, United Nations, Geneva, Transnational Publishers, Inc. Irvington-on-Hudson, New York.
16. Cancado Trindade, A.A.A., Environment and Development: Formulation and Implementation of the Right to Development as a Human Right.
17. Ward, E (ed.), Indigenous People between Human Rights and Environmental Protection, Danish Centre for Human Rights, Copenhagen.
18. Weeramantry, CG, The Slumbering Sentinels: Law and Human Rights in the Wake of Technology, Harmondsworth, Penguin.
19. Weeramantry, CG, Impact of Science on Human Rights: Global Case Studies, United Nations University Press, Tokyo.
20. Agrawal, J.C., Education for Values, Environment and Human Rights, Shipra Publications, Delhi
21. Subbian, A, Human Rights: The Unending Quest, Human Rights and Peace Centre, Chidambaram
22. Robertson, A.H. and Merrils, J.G., Human Rights in the World: An Introduction to the study of the International Protection of Human Rights, Manchester University Press, Manchester.
23. Shastri, Satish (ed.): Human Rights, Development and Environmental Law.
24. Indian Institute of Human Rights 4C.1. Child and Human Rights.

**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV D (EDN – 25 D)**  
**Women Education**

**Credits: 2**

**Marks :50 (25+20+5)**

**Learning Outcomes:**

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

- Know the historical perspectives of Women Education
- Know the Policy Perspectives and Committees and Commissions on Women Education
- Know the role of Indian thinkers towards Women Education
- Identify major constraints of Women Education and Women Empowerment.

**Unit 1: Historical Perspectives of Women Education**

1. Synoptic view of women education through the ages: Vedic, Brahminic, Medieval Period
2. Contribution of Missionaries to women education
3. Role of British Government in promoting women education
4. Role of Indian Thinkers in promoting Women Education; Rammohan Roy, Vidyasagar, Jyotiba Phule and Savitribai Phule
5. Women education in post-independent era:
  - Committees and Commissions on Women Education
  - Constitutional provisions
  - NPE -1968, 1986, 1992, POA-1992, 2020
  - Radhakrishnan, Mudaliar and Kothari Commissions
  - Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee

**Unit 2: Education for women's empowerment**

1. Approaches to Women's Education - Education for achieving quality of life, equality of opportunities, and equity;
2. Women's education-gender bias in enrolment, Curriculum content, Dropouts, negative capability in education, Values in education
3. Vocational education
4. Women in National Development

**Unit 3: Major Constraints of Women Education and Women Empowerment**

1. Societal Norms and Cultural Barriers.
2. Economic Factors
3. Structural Challenges within Educational Systems
4. Gender gaps in Higher education

**Engagement:**

1. Review any one of the committee reports related to women education and write a Report
2. Collect secondary data from annual reports both at national and state level and write a report on gender parity in education
3. Select a woman who has contributed to national development and write your reflections on her impact.
4. Interview any 10 women from your locality and enquire about the challenges they faced being a woman.
5. Interview any 20 employed women and write about their perceptions on their

empowerment with economic independence.

**References:**

1. Ram Sharma. S (1995), "Women and Education", Discovery, New Delhi V2
2. Victoria A. Velkoff (1998), "Women's Education in India", International Programs Centre.
3. Agrawal, S.P (2001), Women's Education in India, Guwahati, Eastern Book House.
4. Andal, N (2002), Women and Indian Society: Options and Constraints, Guwahati, DVS Publishers.
5. Gupta Mukta (2000), Women and Educational Development, Guwahati, DVS Publishers
6. Seth Mira (2001), Women and Development, New Delhi, Sage Publications.

**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV E (EDN – 25 E)**  
**Open and Distance Learning**

**Credits: 2**

**Marks :50 (25+20+5)**

**Learning Outcomes:**

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

- Understand the various concepts and nature of open and distance education.
- Evaluate the policy perspectives of open and distance learning in India.
- Discuss the significance of open and distance education in democratizing education.
- Design instructional strategies and instructional materials suitable for open and distance learning.
- Evaluate the role of media and technology in distance education.
- Analyze the management issues and organizational structures specific to open and distance learning systems.

**UNIT 1: Open and distance education: Meaning, genesis and evolution**

1. Meaning, nature and concepts of open and distance education (Non-Formal Education, De-schooling, Correspondence Education, Distance Learning, Open and Distance Learning, Open Education, Lifelong Learning/Education), Issues and Challenges in Open and Distance Learning.
2. Growth and Development of Open and Distance Education at global, national and state level.
3. Policy Perspectives of Open and Distance Learning in India.
4. Rationale for Distance Education; Access to Education, Quality of Education, Relevance of Education, Cost of Education.
5. Democratisation of Education; Equality of Educational Opportunities, Reduction of Regional Disparities, Reduction of Social and Gender Disparities.

**UNIT 2: Pedagogical Approaches and Technologies in Open and Distance Education**

1. Distance learners and Self- Directed Learning; Characteristics, Factors Influencing Self-directed Learning, Skills Required for Self-learning
2. Instructional Strategies and Instructional design for Open and Distance Learning.
3. Media and Technology in Distance Education; Open Educational Resources (OER), Massive Open Online Courses (MOOCs), M-Learning.
4. Development of Self- Open and Distance Learning Print Materials.
5. Development of e-learning resources.

**UNIT 3: planning and management of ODE systems**

1. Management of Open and Distance Learning Systems; Issues, organizational structure.
2. Counselling and Tutoring in Teaching at a Distance.
3. Assessment of Learner Performance
4. Learner Support Systems and Services
5. Quality Concerns and Quality Assurance in Open and Distance Learning.

**Engagements:**

1. Visit open universities or distance learning centers to observe their functioning.
2. Research and analyze the policies related to open and distance education in our country.
3. Conduct a survey or interviews to assess the impact of open and distance education on reducing social and gender disparities in education.

## **References:**

1. Association of Indian Universities. (1997). Handbook of Distance Education. AIU, New Delhi.
2. Association of Indian Universities. (1998). University News. 36(13). Historical Developments
3. CABE. (1995). Report of the Committee on Distance Education. New Delhi
4. Distance Education Council. (1995). Open Universities in India. IGNOU, New Delhi.
5. Government of India. (1962). Report of the Expert Committee on Correspondence Courses. Ministry of Education, New Delhi.
6. Government of India. (1966). Education and National Development: Report of the Education Commission, 1964-66. NCERT, New Delhi.
7. Government of India. (1986). National Policy on Education – 1986. Ministry of Education, New Delhi, p. 29.
8. Government of India. (1992). Programme of Action -- 1992, National Policy on Education, 1986 (Revised 1992). (Reprinted) UGC, New Delhi, p.250.
9. Government of India. (2009). National Knowledge Commission — Report to the Nation 2006-2009. New Delhi.
10. Government of India. (2013). Twelfth five year plan (2012-2017): Social Sectors - Volume III. Planning Commission, New Delhi.
11. Government of India. (2013). (See [http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp\\_vol3.pdf](http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp_vol3.pdf) — Retrieved on 11-09-2016).
12. Government of India. (2015). All India Survey on Higher Education (2013-2014). Ministry of Human Resource Development, Department of Higher Education, New Delhi. Available at <http://aishe.nic.in/aishe/viewDocument.action?documentId=196>.
13. Government of India. (2016). National Policy on Education 2016: Report of the Committee for Evolution of New Education Policy. Ministry of Human Resource Development, New Delhi.
14. <http://mhrd.gov.in/university-and-higher-education> — Retrieved on 10-04-2017.
15. [http://mospi.nic.in/Mospi\\_New/upload/man\\_and\\_women/Chapter%203.pdf](http://mospi.nic.in/Mospi_New/upload/man_and_women/Chapter%203.pdf) — Retrieved on 12-04-2016.
16. [http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp\\_vol3.pdf](http://planningcommission.nic.in/plans/planrel/fiveyr/12th/pdf/12fyp_vol3.pdf) — Retrieved on 17-09-2016.
17. [http://shodhganga.inflibnet.ac.in/bitstream/10603/40610/12/15\\_chapter6.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/40610/12/15_chapter6.pdf) — Retrieved on 10 September, 2016.
18. <http://www.hindustantimes.com/education/experts-worried-about-lack-of-indianrepresentation-in-global-university-rankings/story-PnB8AeIYbrAEUxobloFpiP.html> — Retrieved on 05-02-2017.
19. <http://www.teindia.nic.in/mhrd/50yrsedu/r/2p/8r/2p8r0602.htm> — Retrieved on 07-03-2017.
20. <http://www.hindustantimes.com/education/experts-worried-about-lack-of-indianrepresentation-in-global-university-rankings/story-PnB8AeIYbrAEUxobloFpiP.html> — Retrieved on 05-02-2017.
21. <http://www.teindia.nic.in/mhrd/50yrsedu/r/2p/8r/2p8r0602.htm> — Retrieved on 07-03-2017. 44 Open and Distance Education: Genesis and Evolution
22. <http://www.ugc.ac.in/deb/> — Retrieved on 12-04-2016.
23. <http://www.university.careers360.com/articles/list-of-approved-distanceeducation-universities-in-india> — Retrieved on 27-08-2016.
24. <https://pdfs.semanticscholar.org/bafd/3f3e3e2a87435f7b3ce53c4eb2e348c9725c.pdf> — Retrieved on 21-04-2017.
25. <https://www.oxfamindia.org/education/10-facts-on-illiteracy-in-India-that-you-must-know> — Retrieved on 20-09-2016.
26. Hülsmann, T. The Costs of Open Learning: A Handbook, Oldenburg, Bibliotheks- und Informationssystem der Carl von Ossietzky Universität Oldenburg, 2000, quoted in Rumble (2001) mentioned below.

27. IGNOU. (1985). IGNOU Act, 1985. IGNOU, New Delhi.
28. Koul, B. N. et. al. (1988). Studies in Distance Education. AIU, IGNOU, New Delhi.
29. Koul, B. N. (2000). "Dystopia to Utopia and Beyond: A Case for Distance Education (DE) in Small States" in Proceedings of the University of West Indies Small States Conference, 27-28 July 2000, Ocho Rios, Jamaica. Available at [www.col.org/resources/publications/ SmallStates00/2\\_conf\\_proc\\_master.pdf](http://www.col.org/resources/publications/SmallStates00/2_conf_proc_master.pdf).
30. Morgan, P. (2000). "Strengthening the Stakes: Combining Distance and Face to Face Teaching Strategies – Preliminary Discussion issues", in conference proceedings of Distance Education in Small States, July 27-28 2000 in Ocho Rios, Jamaica. University of the West Indies/Commonwealth of Learning, 2001. Available at [www.col.org/resources/publications/ SmallStates00/2\\_conf\\_proc\\_ Morgan.ppt](http://www.col.org/resources/publications/SmallStates00/2_conf_proc_Morgan.ppt)
31. Pirsig, R. M. (1974). Zen and the Art of Motorcycle Maintenance. Morrow, New York.
32. Rumble, Greville. (1986). The Planning and Management of Distance Education, Croom Helm, London.
33. Rumble, Greville. (2001). "The costs and costing of networked learning", JALN, Volume 5, Issue 2, September, pp.75-96.
34. Sahoo. P. K. (1994). Open Learning System, Uppal, New Delhi.
35. UNESCO. (1993). Distance Education in Asia and the Pacific: Country Papers. NIME, Tokyo. UNESCO. (1994). Statistical Yearbook.
36. UNESCO, Paris.
37. Yadav, M. S., and Panda, S. K. (1996). Distance Higher Education in India: A Historical Overview, Journal of Higher Education, 19(3).

**Semester -IV**  
**Elective Course (EC)**  
**Paper – XXV F (EDN – 25 F)**  
**Indian Constitution and Democracy in Education**

**Credits:2**

**Marks: 50 (25+20+05)**

**Learning Outcomes:**

Upon completion of this course students will be able to-

1. Explain the philosophy and the structure of the Constitution.
2. Measure the powers, functions and limitations of various offices related to Education under the Constitution.
3. Demonstrate the values, ideals and the role of Constitution in a democratic India.
4. Assess the relevance of Directive Principles of State Policy in shaping educational policies.
5. Identify and explain Fundamental Rights and Duties enshrined in the Indian Constitution.
6. Examine the intersection of education, equality, and social transformation within the framework of Fundamental Rights.
7. Describe the features and dynamics of Federalism in India.
8. Evaluate the powers and functions of Local Governments, particularly Panchayats, as outlined in the 73rd and 74th amendments.

**Unit 1: Foundations of Indian Constitution**

1. Introduction to the Indian Constitution: Historical background and significance
2. Basic Philosophy and Ideals of the Constitution;
3. Making of Indian Constitution: Constituent Assembly- Composition
4. Preamble: Understanding its importance and interpretation.
5. Directive Principles of State Policy and Education

**Unit-2: Constitution- Rights, Duties and Responsibilities.**

1. Fundamental Rights and Duties
2. Education, Equality and Social Transformation,
3. Cultural and Educational Rights of the Minorities
4. Language Policy- Medium of Instruction, Three Language Formula

**Unit 3: Governance and Constitution**

1. Federalism in India – Features
2. Local Government -Panchayats -Powers and functions; 73rd and 74th amendments
3. Election Commission - Composition, Powers and Functions; Electoral Reforms
4. Citizen oriented measures - RTI and PIL - Provisions and significance.

**References:**

1. Bakshi, M.P. (1996). The Constitution of India. Delhi: University law Publication.
2. Granville, Aurtin (1996). The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press.
3. Basu, Das Durga (2004). Introduction to the Constitution of India. Nagpur: Lexis Nexis Butterworths Wardha.
4. Chaube, Kinkar Shibani (2009). The Making and Working of the Indian Constitution. New Delhi: National Book Trust.
5. Khosla, Madhav (2012), Oxford India Short Introductions: The Indian Constitution, New Delhi: Oxford University Press.
6. Sarkar, Sumit (1983), Modern India 1885-1947, New Delhi: MacMillan.



7. Chaube, K. S. (2009). The Making and Working of the Indian Constitution. New Delhi: National Book Trust..
8. Laxmikanth, M (2013). Indian Polity. New Delhi: McGraw Hill Education.
9. Economic Reforms: The Role of States and the Future of Center-State Relations. New Delhi, Observer Research Foundation, 1996
10. Jha. S. N. and Mathur. P. C.. (eds.). Decentralization and Local Politics, Sage Publications, New Delhi, 1999.
11. Core-Committee on Electoral Reforms, Background Paper on Electoral Reforms, 2010, Legislative Department, Ministry of Law and Justice, Government of India, Co-sponsored by the Election Commission of India
12. Goswami Report on the Committee on Electoral Reforms, 1990, Ministry of Law and Justice, Government of India

**Annexure**

**M.Ed., 2023-25 batch Semester-I  
Professional Competency Courses (PCC)  
EDN-05: YOGA AND PROFESSIONAL DEVELOPMENT  
TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Performing the Yoga Activities and Write benefits of Asana, Pranayama and Meditation.	<b>5</b>			
<b>2</b>	Task related to AYUSH Common Yoga Protocol	<b>5</b>			
<b>3</b>	Task related to Professional standards and Professional Development	<b>5</b>			
<b>4</b>	Write assignment on any topic of their choice	<b>5</b>			
<b>5</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>6</b>	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-I**  
**Professional Competency Courses (PCC)**  
**EDN-06 COMMUNICATION SKILLS IN ENGLISH**

**TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
1	Activities on English Language Skills: Parts of Speech and Building Vocabulary	5			
2	Activities on Listening, Speaking Reading skills	5			
3	Activities on Written Communication	5			
4	Write assignment on any topic of their choice	5			
5	Attendance as per the OU guidelines	5			
6	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-II**  
**Professional Competency Courses (PCC)**  
**EDN-11: ACADEMIC WRITING**

**TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
1	Work done by the student on Sentence pattern and Conventions of Writing:	5			
2	Work done by the student on process of academic writing. and Types of Academic Text	5			
3	Work done by the student on Patterns of Academic Writing and Plagiarism	5			
4	Write assignment on any topic of their choice	5			
5	Attendance as per the OU guidelines	5			
6	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-II**  
**Professional Competency Courses (PCC)**  
**EDN-12: COMMUNITY ENGAGEMENT LEARNING**

**TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Involvement and active participation in activities relating to Community Service and Engaged Learning Activities	<b>5</b>			
<b>2</b>	Conduction of Community awareness camps on preventive health measures, Swatch Bharath, Yoga day celebrations, naturopathy camps etc.	<b>5</b>			
<b>2</b>	Group Report & Reflections: Assessment Method: Presentation by student teachers; (Assessed by Teacher Educator)	<b>5</b>			
<b>3</b>	Write assignment on any topic of their choice	<b>5</b>			
<b>4</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>5</b>	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-II**

**EDN-13: INTERNSHIP-I**

**TOTAL MARKS: 50**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Visit to all the allotted institutions and draft data	<b>15</b>			
<b>2</b>	Report writing	<b>15</b>			
<b>3</b>	Presentation of the report before the jury	<b>15</b>			
<b>4</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>5</b>	<b>Total obtained Marks</b>	<b>50</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-III**  
**Professional Competency Courses (PCC)**  
**EDN-18: Artificial Intelligence (AI) Tools in Education**

**TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Activities on Artificial Intelligence Tools in Education	<b>5</b>			
<b>2</b>	Activities on AI Tools for Teachers to Create Interactive Learning Materials	<b>5</b>			
<b>3</b>	Activities on Choosing the Right AI Tools and adoption of AI Tools in Education	<b>5</b>			
<b>4</b>	Write assignment on any topic of their choice	<b>5</b>			
<b>5</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>6</b>	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**

**M.Ed., 2023-25 batch Semester-III**  
**Professional Competency Courses (PCC)**  
**EDN-19: Indian Knowledge System (IKS)**

**TOTAL MARKS: 25**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Field trip, explore and collect the data related IKS i.e., Gurukuls, Traditional Art centres etc.	<b>5</b>			
<b>2</b>	Visit various ancient institutions, explore and Collecting the data on Indian education	<b>5</b>			
<b>3</b>	Organization of a 'Knowledge of India' day, Indian Culture day, Exhibition on Indigenous culture; Folklore and Artisans	<b>5</b>			
<b>4</b>	Write assignment on any topic of their choice	<b>5</b>			
<b>5</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>6</b>	<b>Total obtained Marks</b>	<b>25</b>			

**Name & Signature of the Jury-I**

**Name & Signature of the Jury-II**

**Date:**

**Place:**



**M.Ed., 2023-25 batch Semester-IV**

**EDN-24: INTERNSHIP-II**

**TOTAL MARKS: 50**

**JURY EVALUATION SHEET**

**Name of the Student:**

**Hall ticket Number:**

<b>S.No.</b>	<b>Evaluation Criteria</b>	<b>Max. Marks</b>	<b>Jury-I Member</b>	<b>Jury-II Member</b>	<b>Average</b>
<b>1</b>	Writing and Conducting the 8 Lesson Plans from the B.Ed Curriculum	<b>@3x8=24</b>			
<b>2</b>	Writing and Conducting the 2 technology integrated Lesson Plans from the B.Ed Curriculum	<b>@5x2=10</b>			
<b>3</b>	Preparation and Usage of TLM	<b>5</b>			
<b>3</b>	Presentation of the report on Internship-II before the jury	<b>6</b>			
<b>4</b>	Attendance as per the OU guidelines	<b>5</b>			
<b>5</b>	<b>Total obtained Marks</b>	<b>50</b>			

**Name & Signature of the  
Jury-I**

**Name & Signature of the  
Jury-II**

**Date:**

**Place:**