HSNC University Mumbai

(2021-2023)

Ordinances and Regulations

With Respect to

Choice Based Credit

System (CBCS)

For the Programmes Under

The Faculty of Humanities

For the Course
MASTER OF ARTS IN EDUCATION

(EDUCATIONAL MANAGEMENT AND TECHNOLOGY)

Two-Year Postgraduate Programme

Semester-I to Semester-IV

2021-2023 (Syllabus Revised)

ORDINANCES AND REGULATIONS FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION
(EDUCATIONAL MANAGEMENT AND TECHNOLOGY)
TWO-YEAR POST GRADUATE PROGRAMME

The duration of the course leading to the Master of Arts in Education (Educational Management and Technology) shall be of two academic years. Each year shall be divided into two Semesters i.e. July to December and January to April.

Eligibility Conditions for M A Education Programme

Candidates must fulfill following eligibility Conditions.

O._____Candidates seeking admission to the M.A. 2 Years programme should have obtained at least 50% marks or/and equivalent grade in the following programmes.

Category-I: Candidates with at least 50% marks in aggregate either in Bachelor's Degree and / or in the Master's Degree in Discipline of Science / Social Science / Humanities / Commerce / Mathematics / Business / or any the qualification Science equivalent thereto are eligible for admission to the programme.

Category-II: Candidates with at least 50% marks in aggregate in Bachelor's Degree in Engineering Technology or Technology and specialization in Science and Mathematics with 50% marks or any other qualification equivalent thereto are eligible for admission to the programme.

Category-III: Candidates with at least 50% marks in aggregate in Bachelor's Degree in Education (Bachelor of Education B.Ed. / B. El. Ed / B. A.) from any University recognized by UGC.

Relaxation of minimum percentage of marks for candidates from the reserved category will be as per the state government and university rules.

O._____The M. A. (EDUCATION) Degree shall be taken by Theory and Dissertation.

O._____The duration of the full time course shall be of two years.

Admission Procedure

O._____ Admission shall be made on merit on the basis of marks obtained in the qualifying examination as per the state government and university rules.

Fees

The institution shall charge only such fees as prescribed by the affiliating body/ state government concerned.

O_____
Curriculum:

Curriculum, Programme Implementation and Assessment

The M.A. (EDUCATION) programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities. The curriculum of 2 years M. A. (EDUCATION) programme shall comprise of the following components: Core Courses, Elective Courses and Practicum Courses.

A.   CORE COURSES
B.   ELECTIVE COURSES
C.   PRACTICUM COURSES

The courses along with their credits are as follows.

Components	Courses	Credits
Core Courses (4 credits each)	**Semester I:** 1. Philosophical Perspective in Education 2. Sociological Perspectives in Education 3. Psychological Perspectives in Education 4. Educational Management and Leadership **Semester II:** 5. Research In Education 6. ICT in Education 7. Academic Writing **Semester III:** 8. Advanced Educational Research 9. Educational Administration & Entrepreneurship **Semester IV:** 10. Emerging Educational Technologies 11. Guidance and Counselling	**11*4 = 44**
Elective Courses (Any One) (4 credits each)	**Semester II:** **Elective Course I** **(Select Any One of the following)** 1. Discipline-Specific Pedagogy (Languages) 2. Discipline-Specific Pedagogy (Social Sciences) 3. Discipline-Specific Pedagogy (Science & Mathematics) 4. Discipline-Specific Pedagogy (Commerce, Economics & Business)	
	Semester III: **Elective Course II** **(Select Any One of the following)** 1. Curriculum Studies 2. Gender Studies and Education 3. History of Education in India 4. Politics and Economics of Education	**4*4 =16**

	Semester IV: **Dissertation** Or **Elective Course III** **(Select Any Two of the following)** 1. Pedagogy, Andragogy and Assessment 2. Contemporary Teacher Education **3.** Inclusive Education		
PRACTICUM COURSES	**Semester I:** 1. Community Work / Service Learning (One Week)	**02**	**20**
	Semester II: **2.** Digital Tools for Virtual Classroom	**02**	
	Semester III: 3. Project Work-I (Educational Administration) **4.** Internship (6 Weeks)	**04** **08**	
	Semester IV: 5. Project work-II (Learning Management System)	**04**	
	Total Credits		**80**

PRACTICUM COURSES:

Community Work / Service Learning
It would be in Semester I for one credit and one week duration in an NGO with prior approval of the college.

Digital Tools for Virtual Classroom
The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It would be in semester – II which will carry 2 credits and 50 marks

Project Work-I (Educational Administration)
This will be project work to be undertaken by students in any educational institution whereas this course work carries 4 credits and 100 marks.

Internship
Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.
Internship will be in Semester 3 for six weeks. It would be of eight credits.
After the internship, the students will be expected to submit a reflective report of their experiences.
Internship can be in the following types of suggested sites/fields/institutions.

1. Schools, Junior Colleges and Colleges.
2. Professional pre-service teacher education institutions
3. An organization engaged in the development of innovative curriculum and pedagogic practices.
4. International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
5. In-service training institutions for teachers.

Project Work-II (Learning Management System)

This will be project work to be undertaken by students to develop a course in 4 quadrants (E-tutorials, e-content, discussion forum and assessment) by using LMS in their respective subject / discipline and this course work carries 4 credits and 100 marks.

Dissertation-

This would be a research study on an educational topic having 08 credits and 200 marks. Research study will begin in Semester III and the report will be completed in Semester IV.

All the field based experiences are to be completed and certified by the Principal/Head of the Institution.
Theory
1 Credit = 12 hours
Practicum
1 Credit = 24 hours

M. A. (EDUCATION) Framework

Semester I

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION	1	Education and Philosophy	15	60	4	100 (60+40)
		2	Contribution of Indian Schools of Philosophy	15			
		3	Contribution of Western Schools of Philosophy	15			
		4	Educational Contributions of Thinkers	15			
2	PH-FED-102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION	1	Sociological Perspectives of Education	15	60	4	100 (60+40)
		2	Social Structure and Education	15			
		3	Education and Society	15			
		4	Emerging Trends and Issues in Education	15			
3	PH-FED-103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	1	Concept of Learning	15	60	4	100 (60+40)
		2	Theories of Learning	15			
		3	Thinking and Personality	15			
		4	Managing Classroom Behaviour and Learning Environment	15			
4	PH-FED-104 EDUCATIONAL MANAGEMENT	1	Introduction to Educational Management	15	60	4	100 (60+40)

	AND LEADERSHIP	2	**Organizational Behaviour**	**15**			
		3	**Leadership in Educational Management**	**15**			
		4	**Total Quality Management**	**15**			
5	**PH-FED-105 PRACTICUM COURSE**		**Community Work / Service Learning - 1 Week**	**-**	**-**	**2**	**50**
			TOTAL		**-**	**18**	**450**

M. A. (EDUCATION) Framework

<u>Semester II</u>

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-201 RESEARCH IN EDUCATION	1	Educational Research	15	60	4	100 (60+40)
		2	Variables, Hypotheses And Sampling	15			
		3	Tools and Techniques of Research	15			
		4	Writing Research Proposal	15			
2	PH-FED-202 ICT IN EDUCATION	1	Concept of ICT in Education	15	60	4	100 (60+40)
		2	Instructional Design	15			
		3	Emerging Trends in e-learning	15			
		4	Application of ICT in Evaluation, Administration and Research	15			
3	PH-FED-203 ACADEMIC WRITING	1	Introduction to Academic Writing	15	60	4	100 (60+40)
		2	Referencing and its Management for Academic Writing	15			
		3	Major Academic Writings	15			
		4	Challenges and	15			

			Avenues for Academic Writing				
4	**PH-FED-204 DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE - ENGLISH) (Elective Course)**	1	**Place of English in the Curriculum**	15	**60**	**4**	**100 (60+40)**
		2	**Approaches to teaching English**	15			
		3	**Methods and Techniques of teaching English**	15			
		4	**Learning resources and Assessment in English**	15			
5	**PH-FED-205 DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES) (Elective Course)**	1	**Place of Social Sciences in the Curriculum**	15	**60**	**4**	**100 (60+40)**
		2	**Approaches to teaching Social Science**	15			
		3	**Methods of teaching Social Science**	15			
		4	**The Teacher & Learning resources in Social Science**	15			
6	**PH-FED-206 DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS) (Elective Course)**	1	**Place of Science & Mathematics in the Curriculum**	15	**60**	**4**	**100 (60+40)**
		2	**Approaches to teaching Science & Mathematics**	15			
		3	**Methods of teaching Science & Mathematics**	15			
		4	**Learning Resources**	15			

			in teaching Science & Mathematics				
7	**PH-FED-207 DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS) (Elective Course)**	**1**	**Introductory Framework**	**15**	**60**	**4**	**100 (60+40)**
		2	**Approaches to teaching Commerce, Economics and Business Studies**	**15**			
		3	**Methods of teaching Commerce, Economics and Business Studies**	**15**			
		4	**Learning Resources in teaching Commerce, Economics and Business Studies**	**15**			
8	**PH-FED-208 PRACTICUM COURSE**		**Digital Tools for Virtual Classroom**	**-**	**-**	**2**	**50**
			TOTAL			**18**	**450**

M. A. (EDUCATION) Framework

<u>Semester III</u>

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Cred its	Total Marks
1	PH-SED-301 ADVANCED EDUCATIONAL RESEARCH	1	Quantitative Research Designs	15	60	4	100 (60+40)
		2	Qualitative Research Designs	15			
		3	Data Analysis	15			
		4	Research Reporting	15			
2	PH-SED-302 EDUCATIONAL ADMINISTRAT ION & ENTREPRENEU RSHIP	1	Educational Administration	15	60	4	100 (60+40)
		2	Trends in Educational Administration	15			
		3	Educational Entrepreneurship	15			
		4	International Edupreneurship	15			
3	PH-SED-303 CURRICULUM STUDIES (Elective Course)	1	Curriculum And its Development	15	60	4	100 (60+40)
		2	Models of Curriculum Design	15			
		3	Curriculum And its Evaluation	15			
		4	Curriculum Reform	15			

4	**PH-SED-304 GENDER STUDIES AND EDUCATION** (Elective Course)	1	**Key Concepts in Gender**	**15**			
		2	**Theories on Gender and Education: Application in Indian Context**	**15**	**60**	**4**	**100 (60+40)**
		3	**Gender - Issues and Challenges**	**15**			
		4	**Elimination of Gender Disparity in Education**	**15**			
5	**PH-SED-305 HISTORY OF EDUCATION IN INDIA** (Elective Course)	1	**Education in Ancient and Medieval India**	**15**			
		2	**Education in the British Period**	**15**			
		3	**Committees and Commissions' Contribution to Education in Post Independence Era**	**15**	**60**	**4**	**100 (60+40)**
		4	**Contemporary Educational Problems, Issues and Trends in India**	**15**			
6	**PH-SED-306 POLITICS AND ECONOMICS OF EDUCATION** (Elective Course)	1	**Concept of Economics of Education**	**15**			
		2	**Perspectives in Economics of Education**	**15**	**60**	**4**	**100 (60+40)**
		3	**Relationship between Policies and Education**	**15**			

		4	Relationship between Politics and Education	15			
7	**PH-SED-307 PRACTICUM COURSE**		**Project Work (Educational Administration)**	**-**	**-**	**4**	**100**
8	**PH-SED-308 PRACTICUM COURSE**		**Internship (6 weeks)**	**-**	**-**	**8**	**200**
			TOTAL			**24**	**600**

M. A. (EDUCATION) Framework

Semester IV

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1.	PH-SED-401 EMERGING EDUCATIONAL TECHNOLOGIES	1	Digital Tools for Content Creation	15	60	4	100 (60+40)
		2	Trends in emerging Educational Technologies	15			
		3	Understanding the technologies of Virtual Classroom	15			
		4	Artificial Intelligence in Education	15			
2.	PH-SED-402 PEDAGOGY, ANDRAGOGY AND ASSESSMENT (Elective Course)	1	Concept of Pedagogy And Andragogy	15	60	4	100 (60+40)
		2	Concept Of Assessment	15			
		3	Assessment in Pedagogy Of education	15			
		4	Assessment in Andragogy of education	15			
3.	PH-SED-403 CONTEMPORARY TEACHER EDUCATION (Elective Course)	1	Concept of Teacher Education	15	60	4	100 (60+40)
		2	Teacher Education at different levels	15			
		3	Agencies of teacher Education Programmes	15			
		4	Research in teacher	15			

			education				
4.	PH-SED-404 GUIDANCE AND COUNSELLING	1	Concept of Guidance	15	60	4	100 (60+40)
		2	Types of Guidance	15			
		3	Approaches to Counselling	15			
		4	Occupational Information	15			
5.	PH-SED-405 INCLUSIVE EDUCATION (Elective Course)	1	Introduction to Inclusion	15	60	4	100 (60+40)
		2	An Overview of Diverse Learners	15			
		3	Policy, Programmes and Planning of Inclusive Education	15			
		4	Planning and Management of Inclusive Education	15			
6.	PH-SED-406 PRACTICUM COURSE		Project Work (Learning Management System - 4 Quadrants)	-	-	4	100
7.	PH-SED-407 PRACTICUM COURSE (Elective Course)		Dissertation	-	-	8	200
			TOTAL		-	20	500

SCHEME OF ASSESSMENT AND EXAMINATION

R._____the examination for First and Third semester will be held normally in the month of December/January and the Second and Fourth Semesters in the month of April/May, on such dates as may be fixed by the Vice-Chancellor and notified by the Controller of Examinations.

Supplementary examinations shall be held for re-appear candidates of different semesters, as under:-

Semester   **to be held**
a)   First Semester   Along with the Third Semester
b)   Second Semester   Along with the Fourth Semester
c)   Third Semester   Along with or after the Fourth Semester
d)   Fourth Semester   Along with or after the Third Semester

R._____60 marks for semester end examination of 2 hours duration for each course and 40 marks for internal assessment throughout the semester based on performance and attendance in the various activities.

Pattern of Semester Examination:

Attempt any 5 questions out of 8 questions of 10 marks each with external choice

Attempt any 2 shorts notes out of 4 short notes of 5 marks each with internal choice

University Examination will be held at the end of each semester.

Grading System: Conversion of Percentage of Marks to Grade Points:

The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and Performance is follows:

10 Point Grading System

Marks	Grade Points	Grade	Performance
Less than 40	0	F	Fail
40-44.99	4	D	Pass
45-49.99	5	C	Average
50-54.99	6	B	Above Average
55-59.99	7	B+	Good
60-69.99	8	A	Very Good
70-79.99	9	A+	Excellent
80 and above	10	O	Outstanding

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final year in which the candidate has appeared and fulfilled the credit criteria.

If a student is absent from the internal or semester end examination in any course including the project course, he/she will get a grade point of 0 and a letter grade of F

If a student fails in the internal examination of the core or elective course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student fails in the semester end examination of a core or elective course, he/ she may re appear for the same examination, when it is held again in the following semester. A student can appear at the most three times including the original attempt. If a student obtains a letter grade F in all the three attempts, he/she will have to seek fresh admission.

If a student obtains letter grade F in any course in a given semester the letter grade F will continue to be shown in the grade card for that semester, even when the student passes the course subsequently in another semester.

If the student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40 % marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the students GPA and CGPA will be calculated as per the resolution of the Academic Council dated , Item No .

The semester wise GPA and CGPA shall be printed on the grade card of the student along with the table of the **10 Point Grading System**.

The final semester grade card shall also have the aggregate percentage marks scored by the students in all the courses in which the student has obtained the relevant credits.

The grade card issued at the end of the semester to each student shall contain the following:

   a) The credits earned for each course registered that year
   b) The performance in each course indicated by the letter grade
   c) The Grade Point Average (GPA), of all the courses registered for the semester
   d) The Cumulative Grade Point Average (CGPA)
   e) Overall Weighted Percentage of Marks (OWPM), and cumulative grade point average after completing the programme will appear only on the grade card for the final year).

R._____A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said paper/papers only. However his/her

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marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

R._____A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

ALLOWED TO KEEP TERMS (ATKT):

A candidate shall be allowed to keep terms for subsequent semesters irrespective of number of heads of failure in the semester. Students shall be permitted to complete the programme requirements of the two year programme within a maximum period of three years from the date of admission to the programme.

DISSERTATION

R_____Title of the dissertation should be submitted to the University for approval at the beginning of the third semester of the course.

R._____The dissertation shall be on an educational topic approved by the scrutiny committee consisting of members of the Board of Studies in Education as well as two additional members who are recognized post graduate teachers. If a topic suggested by any student is not approved he/ she will be at liberty to suggest another provided that in all such cases the topic has to be approved by the committee. Each student shall work under guidance of a recognized post graduate teacher for his/ her dissertation.

R_____ The dissertation shall be of 08 credits and shall carry 200 marks. The dissertation when submitted shall be accompanied by a certificate signed by the guiding teacher referred to in

R.__ stating that the same is the candidate's own work and is worthy of examination. Each dissertation shall be examined by an external referee appointed specifically for the purpose, by the Board of Examinations on the recommendations of the Board of Studies in Education.

R._____ Viva-voce examination on the dissertation will be held jointly by the external and internal examiners and the marks for the dissertation will be awarded jointly by the external and internal examiners on the basis of the dissertation and viva-voce performance.

R._____ Each student shall work under the guidance of a recognized post-graduate teacher for his/her dissertation.

R._____ Two copies of the dissertation (with soft copy in Pendrive) shall be submitted by the student to the Head of the institution where he/she is registered.

R._____STANDARD FOR PASSING THE EXAMINATION

To pass the examination the candidate must obtain:
a) 80 % attendance for theory courses and practicum and 90% for field attachment
b)   For each of the theory courses (Core /Electives, and Special Fields) and Field Based Experiences in all the semesters, minimum 40% of marks in each course.
c) In dissertation minimum 40% marks.
d)   With respect to the total marks obtained by the candidate in core courses/ elective courses/ Special Fields and Field based Experiences of the examination (out of total 2000), (inclusive of Dissertation of 200 marks) class will be accordingly awarded to the candidates.

ELIGIBILITY NORMS TO APPEAR FOR THE ADDITIONAL CLASS TEST OR ASSIGNMENT OR PROJECT FOR LEARNERS WHO REMAINED ABSENT

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

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R._____The following are the syllabi for the various courses.

Section D

M. A. - Education

Part 1 - Preamble

The New Education Policy has clearly stated the need for restructuring the education system. The HSNCU has designed this two-year Master of Arts in Education (M.A. Education) which aims at preparing educators and other education professionals, including curriculum developers, educational policy analysts, school principals, educational planners, administrators, supervisors and researchers. The completion of the programme shall lead to the award of M.A. Education, degree. The M.A in Education program also focuses on making the students employable and imparting industry-oriented training to establish a link between industry and academia.

1.   Course Objectives

The main objectives of the course are:

- To think analytically, creatively and critically in dealing with curriculum issues and reforms.
- To create awareness on various aspects and issues of education.
- To develop knowledge and understanding about the advanced levels of philosophical, sociological and psychological bases of education.
- To develop knowledge and understanding of some specialized areas of elementary / secondary and higher secondary education like environmental issues, curriculum studies, management of education, gender studies, guidance and counselling, inclusive education and develop critical thinking pertaining to issues related to education.
- To develop the skills related to modern tools of ICT and their application in the educational system.
- To develop competencies to conduct research in emerging areas of teacher education.
- To develop knowledge and understanding of the process of educational research.

The syllabi are aimed to achieve the above-mentioned objectives. Students will also be trained in communication skills, teaching, and research in education and will be sent to work in industry as interns.

2. Process adopted for curriculum designing:

A team was constituted with all internal members and several external experts to frame the syllabus of Masters of Arts in Education. Multiple meetings with them were held. After discussion with them, personally, via mail, via messages, the changes in the syllabus were introduced. This consisted of theory and practical components. Elective courses and Project

Course/ Internship were also designed to provide interdisciplinary and field experiences to students.

3.   Salient features, how it has been made more relevant:

M.A. Education programme involves theoretical and practical components. Keeping in tune with UGC norms, provision for interdisciplinary elective courses, community work, e-content development, internship and research project has been made. The total credits for a two-year PG programme has been kept as 80 credits. Each course has four units throughout the programme with 100 marks. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 40:60.

The current course is designed to enhance the knowledge and skill of the subject. While designing the syllabus, care has been taken to balance the fundamental knowledge of education with complementary knowledge and skills through elective and project courses.

The course would give the students the option to develop skills in areas which have direct relevance to employability in the associated field of education such as curriculum developers, educational policy analysts, school principals, educational planners, administrators, supervisors and researchers.

4.   Learning Outcomes:

The course has been designed with the following learning outcomes:

The M. A. Education programme will develop trained education administrators/ consultants/ advisers who will build up young leaders in public, private and social administration. The students enrolled in the course will learn to be a good teacher with emphasis on pedagogy, teaching methods, philosophy of education and educational technology. The practicum component on development of learning resources will empower them to create online teaching resource material to teach the current generation of learners through online as well as offline modes.

5.   Input from stakeholders:

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant to the teaching profession as well as in the context and unique demands of a metropolitan/cosmopolitan city like Mumbai. Changes were made to the original draft of the syllabus with relevant inputs from the curricula of other universities like, University of Mumbai, M. S. University of Baroda, University of Delhi, SNDTWU, University of Pune, UGC- NET and others.

Part 2 - The Scheme of Teaching and Examination

Semester – I

Sr. No.	Choice Based Credit System			Subject Code	Remarks
1	Core Courses			PH-FED-101 PH-FED-102 PH-FED-103 PH-FED-104	
2	Elective Courses	Discipline Specific Elective (DSE) Courses			
		2.1	Interdisciplinary Specific Elective (IDSE) Course		
		2.2	Dissertation/Project/Practicum Course	PH-FED-105	
		2.3	Generic Elective (GE) Course		
3	Ability Enhancement Compulsory Courses (AECC)				
	Skill Enhancement Courses (SEC)				

First year Semester-I Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 min)					Credits	Evaluation Scheme						Total Marks
			Units	S.L.*	L	T	P		SLE	PR	CT	CP	SEE	PE	
1	PH-FED-101	PHILOSOPHICAL PERSPECTIVES IN EDUCATION	4	20 %	4	1	0	4	10	10	15	5	60	-	100
2.	PH-FED-102	SOCIOLOGICAL PERSPECTIVES IN EDUCATION	4	20 %	4	1	0	4	10	10	15	5	60	-	100
3.	PH-FED-103	PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	4	20 %	4	1	0	4	10	10	15	5	60	-	100
4.	PH-FED-104	EDUCATIONAL MANAGEMENT AND LEADERSHIP	4	20 %	4	1	0	4	10	10	15	5	60	-	100
5.	PH-FED-105	PRACTICUM COURSE (COMMUNITY WORK-1 WEEKS)	-	-	-	-	5	2	-	-	-		-	50	50
			Total Credits					18	Total Marks						450

✻One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, PR-Project/Assignment, CT-Class Test, CP-Class Participation, SEE: Semester end examination, PE: Practical Evaluation,

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION	1	Education and Philosophy	15	60	4	100 (60+40)
		2	Contribution of Indian Schools of Philosophy	15			
		3	Contribution of Western Schools of Philosophy	15			
		4	Educational Contributions of Thinkers	15			
2	PH-FED-102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION	1	Sociological Perspectives of Education	15	60	4	100 (60+40)
		2	Social Structure and Education	15			
		3	Education and Society	15			
		4	Emerging Trends and Issues in Education	15			
3	PH-FED-103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION	1	Concept of Learning	15	60	4	100 (60+40)
		2	Theories of Learning	15			
		3	Thinking and Personality	15			
		4	Managing Classroom Behaviour and Learning Environment	15			

4	PH-FED-104 EDUCATIONAL MANAGEMENT AND LEADERSHIP	1	Introduction to Educational Management	15	60	4	100 (60+40)
		2	Organizational Behaviour	15			
		3	Leadership in Educational Management	15			
		4	Total Quality Management	15			
5	PH-FED-105 Practicum Course		Community Work / Service Learning (One Week)	-	-	2	50
			TOTAL		-	18	450

● **Lecture Duration – 48 Minutes = 0.75 Hours. (60 Lectures equivalent to 48 hours)**
● **One Theory Credit = 12 hours**
● **One Practicum Credit = 24 hours**

Part 3: Detail Scheme Theory

I Year - Semester – I - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-FED-101 PHILOSOPHICAL PERSPECTIVES IN EDUCATION

Preamble

This course lays the philosophical foundations of education, where the students understand the relationship between philosophy and education. The students evaluate the contribution of Western Schools of Philosophy. The course aims to introduce the students to the contribution of the Indian and Western Schools of Philosophy with special reference to theory of reality, theory of knowledge, value theory and educational implications. The course also explores the contribution of Indian thinkers to educational practice.0

Course Objectives

- To acquire knowledge of the relationship between education and philosophy
- To appreciate the contribution of Indian schools of thought to education
- To develop an understanding of the contribution of Western schools of thought to education
- To analyse the contribution of Indian thinkers to educational practice

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Elaborate the relationship between philosophy and education
2. Explain Educational philosophy and its scope
3. Deliberate on the educational implications of western and Indian schools of philosophy
4. Analyse the contribution of Indian thinkers

Unit 1: Education and Philosophy   (16 Lectures)

a) Meaning of Education and Philosophy, Branches of Philosophy
b) Relationship between Philosophy and Education
c) Educational philosophy and its scope

Unit 2: Contribution of Indian Schools of Philosophy to Education   (16 Lectures)

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)
      a) Samkhya, Yoga, Vedanta
      b) Buddhism, Jainism
      c) Tradititions of Islam & Sikhism

Unit 3: Contribution of Western Schools of Philosophy to Education   (16 Lectures)

(with special reference to theory of reality, theory of knowledge, value theory and educational implications)
      a) Idealism and Realism
      b) Naturalism and Pragmatism
      c) Marxism and Existentialism

Unit 4: Educational Contributions of Thinkers   (16 Lectures)

      a) Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore
      b) Aurobindo Ghosh, Jiddu Krishnamurti
      c) John Dewey, Paulo Freire

Suggested Activities for Subject-Specific Term Work Assessment:

1. Visit to a school based on different Ideology- observation of activities and preparation of a reflective diary and interaction in a group.
2. Readings of original texts of Educational Thinkers and presentation on linkage of various theoretical concepts with pedagogy and practices followed by group discussion.
3. Seminar reading presentation on selected themes individually and collectively leading to discussion
4. Examine critically the concerns arising from vision of school education and teacher education and also the vision of great educators. Reflect on the multiple contexts in which the school and teacher education institutions are working.

1.   Self-Learning Material

Unit	Topic	Reference Material
3 d	**Pragmatism**	**https://en.wikipedia.org/wiki/Pragmatism**
3e	**Marxism**	**https://www.britannica.com/topic/Marxism**
4e	**Jiddu Krishnamurthy**	**https://infed.org/mobi/jiddu-krishnamurti-and-his-insights-into-education/**

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PH-FED-102 SOCIOLOGICAL PERSPECTIVES IN EDUCATION

Preamble

This course attempts to introduce the learners to critically understand the relationship of education and sociology. This paper will provide an insight into the process of social system, socialization & social progress. It will explore the sociological theories and its application to education. It will facilitate the understanding of the relationship between culture and education. It aims to provide value-based education that will bring attitudinal and social change in the society. It will sensitize the students towards the marginalized section of the society and the various programmes and schemes provided them as support. The course will prepare students to critically analyse the issues, problems, trends, key ideas of investigation in the area of education and society.

Course Objectives

- To acquire the knowledge of the perspectives of sociology and Education
- To critically evaluate the social theories from cultural, societal and educational perspectives.
- To inculcate an independent thinking and insight into the issues of equity, and inequalities in education and society.
- To apprise the students with emerging trends of society and issues of education in Indian society.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Explain the concept of Educational Sociology
2. Differentiate the functionalist and conflict perspectives of social theories
3. Elucidate the role of education in social change
4. Enumerate the emerging issues in education from a sociological perspective

Unit 1: Sociological Perspectives of Education   **(16 Lectures)**

a) Concept, Nature and Scope of Educational Sociology
b) Relationship between sociology and Education
c) Social Organisations– Norms, Religion, Marriage and NGO's, Language, (Educational Implications)

Unit 2: Social Structure and Education   **(16 Lectures)**

a) Social Interactions and Education – Social group, Inter group relationships, and Socialization (Educational Implications)
b) Social Theories and Educational Implications - Symbolic Interaction Theory, Conflict theory: Karl Marx, Functionalist Theory: Emile Durkheim, Feminist Theory, Social learning Theory
c) Relationship between Culture and Education– Meaning and Nature of Culture, Role of Education and Cultural Change

Unit 3: Education and Society   **(16 Lectures)**

a) Social Movements Among Marginalized Communities: Nature and Perspectives on Social Movements: Protest, Reform, Impact of Socio-Religious Reform Movements on Scheduled Castes & Scheduled Tribes & Minorities
b) Education for All – Concept of Equality and Equity, Schemes and Programmes for Educational development for Marginalised groups.
c) Peace Education and Human Rights Education (Implications on society)

Unit 4: Emerging Trends and Issues in Education   **(16 Lectures)**

a) Digital literacy and Employability Skills: A concern for Digital Divide (Urban/Urban & Rural/ Urban) Third Gender, Migrants, Digital immgrants v/s digital natives), Trends of digital society.
b) Issues and Challenges in Higher Education
c) National Education Policy 2020

Suggested Activities for Subject-Specific Term Work Assessment:

1. Video lecture of 15 minutes on a given topic from the syllabus with the use of OER's
2. Activity based Digital Lesson plan on Peace Education for Schools of India.
3. An interview with Groups or Individuals whose Human Rights have been violated with about 15 questions or an NGO and its contribution towards betterment of the society.
4. Critically analyse a research-based paper on any Social Issue.

Self - Learning Topics (Unit- wise)

Unit	Topic	Reference Material
1 c	**Social organization**	**https://www.sociologyguide.com/organization-and-individual/index.php**
2c	**Meaning and Nature of Culture, Role of Education**	**https://www.academia.edu/31609086/CULTURE_AND_EDUCATION**
3c	**Human Rights Education**	**https://www.theadvocatesforhumanrights.org/what_is_human_rights_education**
4b	**Issues and Challenges in Higher Education**	**https://www.researchgate.net/publication/331344205_HIGHER_EDUCATION_IN_INDIA_ISSUES_AND_CHALLENGES**

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PH-FED-103 PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Preamble

This course introduces the learner to advanced educational psychology, where they learn to analyze various theories of learning and motivation. The learners develop the ability to implement the practical implications for Learning and Thinking Styles in Classroom Teaching. The learners also comprehend the Psychological Approaches from Unitary to Multiple Perspectives.

Course Objectives

- To critically analyse the concept of learning
- To develop an understanding of theories of learning.
- To comprehend the concepts of Thinking and Personality.
- To draw the practical implications of managing classroom behaviour and learning environment.

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Critically analyse the concept of learning
2. Explain the educational implications of theories of Learning
3. Describe the concepts of thinking and personality
4. Implement the practical implications of managing classroom behaviour and learning environment

Unit 1: Concept of Learning   **(16 Lectures)**

a) Concept, Types (Single Loop, Double Loop and Duerto Learning), and Levels of Learning
b) Motivation: Concept, Cycle, Types of Motives, Techniques of Motivation, Theories of Motivation: Process and Product
c) Multiple Intelligences, Learning Styles

Unit 2: Theories of Learning   **(16 Lectures)**

a) Behavioural views: Classical Conditioning (I. Pavlov), Operant Conditioning (B.F. Skinner)
b) Cognitive views: Learning by Insight, Information Processing Model and Metacognition
c) Social Learning (Albert Bandura) and Social Constructivism (L Vygotsky)

Unit 3: Thinking and Personality   **(16 Lectures)**

a) Thinking Styles: R. Sternberg, Creative Thinking: E. De'Bono, Teaching Thinking: Feuerstein's Approach
b) Theories of Personality: Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka
c) Measurement and Assessment of Personality (Rating scale, Projective)

Unit 4: Managing Classroom Behaviour and Learning Environment   **(16 Lectures)**

a) Identifying Behaviour Problem: i) Academic Failure ii) Aggression iii) Depression iv) Problem of Peers
b) Managing students Conflicts and Confrontations
c) Mental health and Mental hygiene, Defence Mechanisms

Suggested Activities for Subject-Specific Term Work Assessment

1. Any two Experiments in Psychology such as Association, Concept Formation, Group Influence on Judgment, Suggestion, Imagination, Transfer of Learning, Attention, etc.
2. Administration of any two Psychological Tests such as learning styles, thinking styles, motivation, personality, etc.
3. Research Project involving the study of a psychological attribute.

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1-i	**Motivation - Concepts, Techniques**	**https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=9&lesson=12**
2 - a	**Pavlov's and Skinner's Conditioning Theories**	**https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=1&lesson=5**
2-c	**Bandura's Theory of learning**	**https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=19&lesson=21**

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PH-FED-104 EDUCATIONAL MANAGEMENT AND LEADERSHIP

Preamble

This course emphasizes on educational management, where the students understand the relationship between management and education. The course aims to introduce the students to the various leadership styles and approaches in education. This course focuses on understanding of the organisational behaviour, communication and strategies in quality improvement of education.

Course Objectives:

- To acquire the knowledge of the concept and theories of educational management and leadership.
- To develop and understanding of the organisational behaviour and communication
- To apply the leadership styles and approaches in education
- To formulate the strategies in quality improvement of education

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Show relationship between the theories and practices in Educational Management to real life situations
2. Elucidate the organisational behaviour in institutions.
3. Practice leadership in Educational Management
4. Suggest strategies for quality enhancement and sustenance in educational institutions

Unit 1: Introduction to Educational Management

a) Educational Management: Overview & Principles
b) Historical Perspective: Indian Context
c) Theories (Scientific Management theory, Behavioural Theory, Bureaucratic Theory) and Practices in Educational Management

Unit 2: ORGANISATIONAL BEHAVIOUR

a) Organisational Behaviour: Introduction, Nature & Historical Perspectives
b) Group Dynamics and Team Building
c) Organisational Communication

Unit 3: Leadership in Educational Management

   a) Leadership Behaviour : Concept, Characteristics, and Styles
   b) EQ (Emotional Intelligence) versus IQ as essential leadership traits
   c) Theory and Practice: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory

Unit 4: Total Quality Management

   a) Quality Control, Quality Assurance, Indicators, Role of Different Agencies in maintaining quality
   b) Tools and techniques for quality management [Fishbone diagram, Pareto diagram, Benchmarking, Root Cause Analysis technique –5 Why, Failure mode and effect analysis (FMEA), Responsibility Assignment Matrix (RAM) Diagram- Responsibility, Accountable, Consult and Inform]
   c) Quality Concerns: Indian and International perspective

Suggested Activities for Subject-Specific Term Work Assessment –

   1. Conduct a Research Project on leadership styles.
   2. Conduct team building games and workshops.
   3. Analyse quality parameters of various agencies for education institutions.

Self Learning Material

Unit	Topic	Reference Material
1a	Principles of Educational Management	https://education.stateuniversity.com/pages/cw1ev9e9ib/An-Introduction-to-the-Principles-of-Management.html
2a	Organisational Behaviour: An Introduction	an-introduction-to-organizational-behavior-v11.pdf
4c	Quality Concerns: Indian and International perspective	http://www.c3l.uni-oldenburg.de/cde/support/readings/tait97.pdf

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PH-FED-105 PROJECT COURSE:
COMMUNITY WORK / SERVICE LEARNING (ONE WEEK)

It would be in Semester I for 2 credits and 2 weeks duration in an NGO or any other community services with prior approval of the college. After the Community Work, the students will be expected to submit a reflective report of their experiences.

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Part 4 - The Scheme of Teaching and Examination

Semester – II

Sr. No.	Choice Based Credit System			Subject Code	Remarks
1	Core Courses			PH-FED-201 PH-FED-202 PH-FED-203	
2	Elective Courses	Discipline Specific Elective (DSE) Courses			
		2.1	Interdisciplinary Specific Elective (IDSE) Course	PH-FED-204 PH-FED-205 PH-FED-206 PH-FED-207	
		2.2	Dissertation/Project/Practicum Course	PH-FED-208	
		2.3	Generic Elective (GE) Course		
3	Ability Enhancement Compulsory Courses (AECC)				
	Skill Enhancement Courses (SEC)				

First year Semester-II Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)					Credits	Evaluation Scheme						Total Marks
			Units	S.L*	L	T	P		SLE	PR	CT	CP	SEE	PE	
1	PH-FED-201	Research In Education	4	20%	4	1	0	4	10	10	15	5	60	-	100
2	PH-FED-202	ICT in Education	4	20%	4	1	0	4	10	10	15	5	60	-	100
3	PH-FED-203	Academic Writing	4	20%	4	1	0	4	10	10	15	5	60	-	100
4	PH-FED-204	Discipline Specific Pedagogy (Language – English)	4	20%	4	1	0	4	10	10	15	5	60	-	100
5	PH-FED-205	Discipline Specific Pedagogy (Social Science)	4	20%	4	1	0	4	10	10	15	5	60	-	100
6	PH-FED-206	Discipline Specific Pedagogy (Science And Mathematics)	4	20%	4	1	0	4	10	10	15	5	60	-	100
7	PH-FED-207	Discipline Specific Pedagogy (Commerce, Economics And Business)	4	20%	4	1	0	4	10	10	15	5	60	-	100
8	PH-FED-208	Practicum Course Digital Tools for Virtual Classroom	-	-	-	-	5	2	-	-	-		-	50	50
			Total Credits					18					**Total Marks**		450

∗**One to two lectures to be taken for CONTINUOUS self -learning evaluation**

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, PR-Project/Assignment, CT-Class Test, CP-Class Participation, SEE: Semester end examination, PE: Practical Evaluation,

I Year Semester – II Units – Topics – Teaching Hours

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-FED-201 RESEARCH IN EDUCATION	1	Educational Research	15	60	4	100 (60+40)
		2	Variables, Hypotheses And Sampling	15			
		3	Tools and Techniques of Research	15			
		4	Writing Research Proposal	15			
2	PH-FED-202 ICT IN EDUCATION	1	Concept of ICT in Education	15	60	4	100 (60+40)
		2	Instructional Design	15			
		3	Emerging Trends in e-learning	15			
		4	Application of ICT in Evaluation, Administration and Research	15			
3	PH-FED-203 ACADEMIC WRITING	1	Introduction to Academic Writing	15	60	4	100 (60+40)
		2	Referencing and its Management for Academic Writing	15			
		3	Major Academic Writings	15			
		4	Challenges and Avenues for Academic Writing	15			
4	PH-FED-204 DISCIPLIN	1	Place of English in the Curriculum	15	60	4	100

	E SPECIFIC PEDAGOGY (LANGUAGE-ENGLISH)	2	Approaches to teaching English	15			(60+ 40)
		3	Methods and Techniques of teaching English	15			
		4	Learning resources and Assessment in English	15			
5	PH-FED-205 DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES)	1	Place of Social Sciences in the Curriculum	15	60	4	100 (60+ 40)
		2	Approaches to teaching Social Science	15			
		3	Methods of teaching Social Science	15			
		4	The Teacher & Learning resources in Social Science	15			
6	PH-FED-206 DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS)	1	Place of Science & Mathematics in the Curriculum	15	60	4	100 (60+ 40)
		2	Approaches to teaching Science & Mathematics	15			
		3	Methods of teaching Science & Mathematics	15			
		4	Learning Resources in teaching Science & Mathematics	15			
7	PH-FED-207 DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS	1	Introductory Framework	15	60	4	100 (60+
		2	Approaches to teaching Commerce, Economics and Business Studies	15			

	AND BUSINESS)						
		3	**Methods of teaching Commerce, Economics and Business Studies**	15			
		4	**Learning Resources in teaching Commerce, Economics and Business Studies**	15			
8	**PH-FED-208 PRACTICU M COURSE**		**Digital Tools for Virtual Classroom**	**-**	**-**	**2**	**50**
			TOTAL			**18**	**450**

Part 5: Detail Scheme Theory

I Year - Semester – II- Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-FED-201 RESEARCH IN EDUCATION

Preamble

This course aims to acquaint students with teachers with the process of education research and process of undertaking research projects based on types of scientific method (Exploratory, Explanatory and Descriptive) This course will enable students teachers in understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research. This course will enable student teachers in planning and developing research proposals to be undertaken as research projects in educational settings.

Course Objectives

- To acquire the knowledge of meaning of research and its application in the field of education.
- To develop an understanding of the different types of variables, formulate hypotheses, use appropriate sampling techniques and tools and techniques of educational research.
- To explore the tools and techniques of research.
- To develop the skill to prepare a research proposal.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Identify the type of research
2. Develop variables, hypotheses and sampling of an educational research
3. Construct tools of research
4. Plan and submit a research proposal

Unit 1: Educational Research

a) Educational Research: Meaning, scope, types and approaches
b) Scientific Method: Meaning, steps, characteristics and types
c) Review of Related literature

Unit 2: Variables, Hypotheses and Sampling

a) Variables: Meaning and Types of Variables
b) Hypotheses: Concept, Characteristics and Types of Hypothesis
c) Sampling: Techniques - Probability Sampling and Non- Probability Sampling, Determining Sample Size

Unit 3: Tools and Techniques of Research

a) Steps of preparing a research tool: Validity, Reliability, Item Analysis and Standardisation
b) Tools of Research: Rating Scale, Attitude Scale, Questionnaire, Aptitude and Achievement Test and Inventory
c) Techniques of Research: Observation, Interview and Projective Techniques

Unit 4: Research Proposal

a) Academic research problem
b) Steps of research proposal
c) Ethics in educational research

Suggested Activities for Subject-Specific Term Work Assessment

a) Write a research proposal on an educational problem.
b) Develop a tool of research
c) Employ a technique of research
d) Conduct a review of related literature

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1c)	Review of Related Literature	https://youtu.be/2bIiuurb6bE https://www.youtube.com/watch?v=2bIiuurb6bE&t=714 s
2c)	Sampling:	https://www.youtube.com/watch?v=LbqTQnPgqlM

	Techniques	
3a)	Tools of Research	https://www.youtube.com/watch?v=pLcDQrcezRk

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PH-FED-202 ICT IN EDUCATION

Preamble

Today's education scenario is incomplete without the use of ICT. ICT is widely used in teaching, learning and evaluation processes. The role of ICT does not stop here. It helps the learner to develop insights about new trends in elearning. Further it helps them to apply ICT in research, evaluation and administration.

Course Objectives

- To develop an understanding of use of technology in education
- To implement and plan using any instructional design
- To develop insights about new trends in e-learning
- To apply ICT in research, evaluation and administration

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Show relationship between learning theories and instructional strategies
2. Design a learning plan using any model of development of instructional design
3. Predict the emerging trends in e learning
4. Construct an ICT tool in Evaluation, Administration and Research

Unit 1: Concept of ICT in Education

a) Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology; Information and Communication Technology (ICT) and Instructional Technology
b) Applications of ICT in formal, non- formal, informal and inclusive education systems, Open and Distance Learning
c) Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky),

Unit 2: Instructional Design

a) Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model, SAM model)
b) Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM.
c) Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile Learning)

Unit 3: Emerging Trends in e learning

a) Social learning (concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum),
b) Concept of Open Education Resources, type, online repository, Licences - Creative Common, Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research.
c) Massive Open Online Courses; Concept and application.

Unit 4: Application of ICT in Evaluation, Administration and Research

a) E portfolios (Concept, Need, Characteristics, Types)
b) Online and Offline assessment tools and Online survey tools or test generators) – Concept and Development.
c) Online Repositories and Online Libraries

Suggested Activities for Subject-Specific Term Work Assessment:

1. Create an instructional design plan using any one model of instructional design.
2. Use any one social learning tool in the teaching-learning process and write your reflections on it.
3. Create your e- portfolio.
4. Develop any one online test using ICT tool/OER.
5. Review any five educational sites and write a report on the Creative Commons.
6. Develop e-content for a topic of your specialisation.

Self Learning Material

Unit	Topic	Reference Material
1.a.	Concept of Educational Technology (ET)	http://egyankosh.ac.in/bitstream/123456789/47032/1/Unit-4.pdf
1.b.	Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems,	https://www.slideshare.net/Anandkab/educational-technology-and-its-application-6745492 http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.201.3103&rep=rep1&type=pdf https://scholarworks.umass.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1001&context=cie_nonformaleducation

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2. Som Naidu and Sanjay Mishra , Case Studies on OER-based e- Learning, http://cemca.org.in/ckfinder/userfiles/files/Case%20Studies%20on%20OER-based%20eLearning_Low%20Res.pdf
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PH-FED-203 ACADEMIC WRITING

Preamble

This elective course introduces the learners to expository writing and effective academic communication skills. Students understand the types and mechanics of academic writing. The course stresses on the ethics of academic writing and while exploring issues like reliability of sources and informed consent in research. The students become aware of the types of plagiarism while equipping students with reference and citation skills. The course involves application of practical skills in academic writing.

Course Objectives

- To develop the skill of Expository Writing Skills and Technology for Effective Communication
- To understand the concept and mechanics of academic writing
- To develop the skill of referencing and citation
- To inculcate ethical practices in academic writing.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Use technology for effective communication
2. Elucidate the concept of academic writing
3. Illustrate referencing and citation
4. Elaborate research ethics

Unit 1: Introduction to Academic Writing

a) Concept, importance
b) Basic rules of Academic writing
c) English in Academic writing

Unit 2: Referencing and its Management for Academic Writing

a) Literature review
b) Referencing and Citation
c) Plagiarism & Citation Management Tool: Mendeley

Unit 3: Major Academic writings:

a) Review and research paper writing
b) Thesis writing, Empirical studies,
c) Research proposal, conference papers/chapters/ book writing

Unit 4 : Challenges and Avenues of Academic Writing

a) Challenges in Academic writing and team management
b) Submission and Post Submission guidelines
c) OERs: Use and Development

Suggested Activities for Subject-Specific Term Work Assessment:

1. Write an abstract for a conference theme and send it for review. Obtain a review report
2. Read a journal article and write its denotative summary.
3. Make charts / diagrams / web or mind map relationships between ideas/ variables of study
4. Review any 10 articles related to a topic / theme and write a review paper
5. Write an essay on a relevant education-based topic and check it for plagiarism submits.

Self-Learning Material

Unit	Topic	Reference Material
All Units	**Academic Writing (Swayam Course)**	https://onlinecourses.swayam2.ac.in/cec20_ge29/preview

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PH-FED-204 DISCIPLINE SPECIFIC PEDAGOGY (LANGUAGE-ENGLISH)

Rationale

Teaching of English in India is leaping into the future with special focus on English as a Lingua Franca. This course in Teaching English will enable the students to comprehend the practices of teaching of English and critically reflect on their practices in order to make teaching more effective and innovative. This course offers broad perspectives on selection of appropriate learning resources and teaching and assessment strategies that correspond to teaching English at different ages and stages. This course is closely linked to the academic and professional needs of the English language teachers.

Learning Outcomes

By the end of the course the student will be able to:

1. Understand the place of English language in the curriculum in India
2. Apply progressive pedagogical approaches and methods in teaching and learning the language
3. Practice learner centric methods in the classroom
4. Adapt learning resources for effective acquisition of language
5. Understand the contemporary tools and techniques of assessment in language

Unit 1: Place of English in the Curriculum

a) Aims and Objectives of Teaching English in India
b) Importance of Teaching English in a multilingual society
c) Basic Skills of English Language

Unit 2: Approaches to teaching English

a) Constructivist Approach (7E's)
b) Communicative Approach (Concept & procedure)
c) Inductive-deductive Approach

Unit 3: Methods and Techniques of teaching English

a) Direct Method
b) Activity-based Method
c) Techniques- Questioning, Discussion and Narration

Unit 4: Learning resources and Assessment in English

a) Library Resources
b) e- resources (Blogs, e-books, Social Networking Sites)
c) ICT in Assessment of Skills

References

1. Deka, S., & Peerbhoy, A. (2006) Methods Of Teaching English.
2. Bhatia K. T. Teaching of English in India
3. Gurrey, P. (1935). The appreciation of poetry. London: Oxford University Press.
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5. Ray M. Basic Introduction to English Language Teaching.
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Self- Learning Materials

Unit	Topic	Reference Material
1	**Basic Skills of Language (LSRW)**	**https://elttguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/**
2	**Constructivist Approach** **Communicative Approach**	**http://www.buffalo.edu/ubcei/enhance/learning/constructivism.html** **https://teachingenglish4all.wordpress.com/2011/04/22/communicative-language-teaching-clt-and-the-post-method-era/**
3	**Activity-based Teaching**	**https://www.really-learn-english.com/hands-on-activities-for-teaching-english.html**
4	**Library as a Learning Resource**	**https://www.britishcouncil.org/voices-magazine/ways-your-library-can-support-language-learning**

PH-FED-205 DISCIPLINE SPECIFIC PEDAGOGY (SOCIAL SCIENCES)

Rationale of the Course:

The course aims to give basic understanding of place of Social Sciences in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Social Science. The various approaches such as correlation, thematic approach and infusion of global perspectives in teaching of Social Science will enable the learner to analyse the content matter and the transaction of the same. The methods in teaching of Social Sciences will equip the learner with different methods of teaching to make them aware of new trends in teaching of Social Sciences. The learners will be skilled in organizing activities through the Social Sciences club.

Learning Outcomes
1. Explain the nature and scope of social science
2. Analyse and appreciate the Aims, objectives and values of teaching social sciences as a subject
3. Correlate social science with other subjects and Infuse global perspectives in the social science classroom
4. Use various methods of teaching social science in the classroom
5. Identify essential qualities of a social science teacher
6. Develop and use e-resources for effective teaching of social science

Unit 1: Place of Social Sciences in the Curriculum
a) Nature of social science
b) Scope of social science
c) Aims, objectives and Values of Teaching social science

Unit 2: Approaches to teaching Social Science
a) Correlation of Social science with other subjects (Languages, Geography, History, Economics, Fine Arts, Science, Mathematics)
b) Approaches to organisation of Curriculum (Integrated Approach, Thematic Approach, Spiral Approach)
c) Constructivist Approach & Hanvey's Global Perspectives in Teaching of Social Science

Unit 3: Methods of teaching Social Science
   a) Conventional - Lecture-cum-Discussion Method, Observational Method, Source Method
   b) Contemporary - Problem-based Learning, Social Inquiry method, Case study method
   c) Collaborative - Team Teaching Method, Dramatization Method, Blended Learning

Unit 4: The Teacher & Learning resources in Social Science
   a) Essential Qualities of a Social Science Teacher, Continuous Professional Development
   b) E- Learning resources (Blogs, e-books, Social Networking Sites, Mobile learning, Webquest, Virtual Tours)
   c) Social Science Club, (Equipment, Organization & Maintenance)

Practicals: Suggested Tasks & Activities
   a) Critical analysis of a Social Science textbook (CBSE textbook - Class 6 to 10)
   b) Critical evaluation of a film from a social science perspective
   c) Workshop on STEAM Education

References:
   1. Kochhar, S.K (2003) The Teaching of Social Studies New Delhi: Sterling Publishers (P) Ltd.
   2. Reuhela, S.P (2009) Teaching of Social Sciences. Hyderabad: Neelkamal Publications.
   3. Saxena, et.al (2007) Teaching of Social Science. Meerut: R Lal Book Depot.

Web References

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2.   https://www.socialstudies.org/social-education/75/1/effective-strategies-teaching-social-studies
3.   https://files.eric.ed.gov/fulltext/EJ1073942.pdf
4.   Swayam course - https://onlinecourses.swayam2.ac.in/cec21_ed07/preview

Self- Learning Topics & Links:

Unit 3: Methods of teaching Social Science

Conventional - Lecture-cum-Discussion Method
- https://blog.udemy.com/lecture-method/
- https://psychology.wikia.org/wiki/Lecture_method
- https://citl.indiana.edu/teaching-resources/teaching-strategies/discussions/index.html

Contemporary - Problem-based Learning
- https://citl.illinois.edu/citl-101/teaching-learning/resources/teaching-strategies/problem-based-learning-(pbl)
- https://courses.lumenlearning.com/educationx92x1/chapter/problem-based-learning/

Collaborative - Blended Learning
- https://www.valamis.com/hub/blended-learning
- https://study.com/teach/blended-learning.html

Unit 4: The Teacher & Learning resources in Social Science

Essential Qualities of a Social Science Teacher
- https://owlcation.com/academia/Characteristics-Of-A-Good-Teacher
- http://www.ijhssnet.com/journals/Vol_1_No_21_Special_Issue_December_2011/8.pdf

PH-FED-206 DISCIPLINE SPECIFIC PEDAGOGY (SCIENCE AND MATHEMATICS)

Rationale:

The course aims to give basic understanding of place of Science & Mathematics in the school curriculum to the learner. The learner will be acquainted with an understanding of the meaning and nature of Science & Mathematics. The various approaches such as maxims, correlation and global perspectives in teaching of Science & Mathematics will enable the learner to teach Science & Mathematics effectively. The methods in teaching of Science & Mathematics will equip the learner with different methods of teaching. The learners will be skilled to organize activities through Science club and Mathematics club.

Learning Outcomes:

By the end of the course, learner will be able to:

1. Comprehend the place of Science & Mathematics in the curriculum.
2. Explain the Meaning, Values & Nature of teaching Science & Mathematics.
3. Appreciate the contribution of Scientists & Mathematicians.
4. Perceive the approaches to teaching of Science & Mathematics.
5. Understand the methods of teaching Science & Mathematics.
6. Understand the importance of Learning Resources in teaching of Science & Mathematics.

Unit 1:

Place of Science & Mathematics in the Curriculum:

a) Meaning & Nature of Science & Mathematics
b) Values of teaching Science & Mathematics
c) Contribution of Scientists - C V Raman, Chandra Bose & Contribution of Mathematicians – Aryabhatta, Ramanujan

Unit 2:

Approaches to teaching Science & Mathematics:

a) Maxims - known to unknown, simple to complex, particular to general, whole to parts, concrete to abstract.
b) Inductive- Deductive, Analytical- Synthetic

c) Correlation - Internal & External
   Topical & Concentric
   Infusing Global Perspectives in teaching of Science.

Unit 3:

Methods of teaching Science & Mathematics:

a) Lecture cum Demonstration, Laboratory Method
b) Project Method, Problem Solving
c) Aesthetic Approach to Teaching

Unit 4:

Learning Resources in teaching Science & Mathematics:

a) Characteristics of a good textbook of science and mathematics
b) Science club and Mathematics club: importance organisation and activities
c) Audio-Visual aids in teaching of Science and Mathematics: charts, models, specimens and E-Resources

References:

For Science

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3. Bhatia & Bhatia the Principles and Methods of Teaching, Doaha house Booksellers and Publishers, 1994.
4. Bhatnagar, AD, Teaching of Science (2004), Surya publications, Meerut.
5. Frost Jenny & Turner Tony, Learning to teach Science in the Secondary School (201 Edition). Routledge Palmer, N. York. (2005).
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9. Jha, Rajeev & Kharade, Kalpana. ‗Pedagogy based on Aesthetic Approach: Enhancing Aesthetic Understanding and Identity Affiliation Belief‗ in Educreator

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8. S.K. Kochhar : Methods and Techniques of Teaching, Sterling Publishers Pvt Ltd., 2003.

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13. Veena Pani Pandey : major issues in science teaching, Summit Enterprises, 2004.

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23. James Anice (2005); Teaching of Mathematics, Neelkamal Publication.
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34. Tanner H. And Jones S. (2000) , Becoming a successful teacher of mathematics, Routledge Falmer , London
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PH-FED-207 DISCIPLINE SPECIFIC PEDAGOGY (COMMERCE, ECONOMICS AND BUSINESS)

Rationale

With the advancement in information and technology, the old ways of transacting business and commerce and maintaining the accounts is outdated. This course will focus on the contemporary ways in which teaching of Commerce, Economics and Business Studies that help students to be updated with the recent trends.

The aim of the course is to give basic understanding of the place of Commerce, Economics and Business Studies in the secondary and higher secondary curriculum to the learner. The learner will be acquainted with the nature, need and objectives of teaching Accountancy and Organisation of Commerce/Business studies. They will be oriented to the different methods of teaching Commerce infused with technology also. The learners will create learning resources in teaching of commerce, Economics and Business Studies.

Learning Outcomes

By the end of the course, learner will be able to:

1. Comprehend the place of Commerce, Economics and Business Studies in the curriculum.
2. Explain the Meaning, Nature of teaching Commerce, Economics and Business Studies.
3. Understand the approaches to teaching of Commerce, Economics and Business Studies.
4. Apply the methods of teaching Commerce, Economics and Business Studies.
5. Create Learning Resources in teaching of Commerce, Economics and Business Studies.

Unit 1 Introductory Framework

a) Place of Commerce, Economics and Business Studies in the Curriculum
b) Nature, need and scope of Commerce, Economics and Business Studies, recent advancements in Economics and Business Studies, Accountancy and Organisation
c) Objectives of teaching Commerce, Economics and Business studies at secondary/higher secondary levels (Development of Accounting as a Professional Skills required by Contemporary Accounting Professionals.)

Unit 2 Approaches to teaching Commerce, Economics and Business Studies

a) Maxims of teaching commerce, Economics and Business Studies Maxims - known to unknown, simple to complex, particular to general, whole to parts, concrete to abstract.
b) Correlation - Internal & External
c) Current affairs- meaning, scope, utilizing current affairs in teaching commerce, Economics and Business Studies.

Unit 3 Methods of teaching Commerce, Economics and Business Studies

a) Methods and Techniques of teaching Commerce, Economics and Business Studies Lecture-cum-Discussion method Project method, Problem solving method
b) Cooperative methods of teaching Commerce, Economics and Business Studies (Jigsaw, Think-Pair-Share, Round Table)
c) Case Study method in Commerce, Economics and Business Studies

Unit 4 Learning Resources in teaching Commerce, Economics and Business Studies

a) Technology integration in teaching of Commerce, Economics and Business Studies Blended Learning Webquest iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies)
b) Characteristics of a good textbook of Commerce, Economics and Business Studies
c) Audio-Visual aids in teaching of Commerce, Economics and Business Studies: ☐ Source Resources, specimens and E-Resources

Self Learning Materials

Unit	Topic	Link
4a	iNtegrating Technology for inQuiry Model (NTeQ Model for Business Studies	https://files.eric.ed.gov/fulltext/EJ1154644.pdf https://designerlibrarian.wordpress.com/2015/09/29/integrating-technology-for-inquiry-the-nteq-model/
4b	Characteristics of a good textbook of Commerce	bttc.shiksha/moodle/course/view.php?id=7

4c	Audio-Visual aids in teaching of Commerce: - Source Resources, specimens and E-Resources	bttc.shiksha/moodle/course/view.php?id=7

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PH-FED-208 PROJECT COURSE: DIGITAL TOOLS FOR VIRTUAL CLASSROOM:

It would be in Semester II for 2 credits and students need to develop and submit 5 Digital Tools with prior approval of the college. The learner will develop FIVE E-lessons using Digital Tools for Virtual Classroom. It would be in semester – II which will carry 2 credits and 50 marks

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Sr. No.	Choice Based Credit System			Subject Code	Remarks
1	Core Courses			**PH-SED-301** **PH-SED-302**	
2	Elective Courses	Discipline Specific Elective (DSE) Courses			
		2.1	Interdisciplinary Specific Elective (IDSE) Course (Select any one)	**PH-SED-303** **PH-SED-304** **PH-SED-305** **PH-SED-306**	
		2.2	Dissertation/Project	**PH-SED-307** **PH-SED-308**	
		2.3	Generic Elective (GE) Course		
3	Ability Enhancement Compulsory Courses (AECC)				
	Skill Enhancement Courses (SEC)				

Part 6 - The Scheme of Teaching and Examination

Semester – III

Second year Semester-III Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 minutes)					Evaluation Scheme							Total Marks
			Units	SL	L	T	P	Credits	SLE	PR	CT	CP	SEE	PE	
1	PH-SED-301	Advanced Educational Research (Compulsory)	4	20%	4	1	0	4	10	10	15	5	60	-	100
2	PH-SED-302	Educational Administration & Entrepreneurship	4	20%	4	1	0	4	10	10	15	5	60	-	100
3	PH-SED-303	Curriculum Studies (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
4	PH-SED-304	Gender Studies & Education (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
5	PH-SED-305	History of Education in India (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
5	PH-SED-306	Politics and Economics of Education (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
6	PH-SED-307	Practicum Course Project Work-I (Educational Administration)**					10	4						100	100
7	PH-SED-308	Practicum Course Internship (6 weeks)					20	8						200	200
		Any two Electives out of four	Total Credit					24	Total Marks						600

* One to two lectures to be taken for CONTINUOUS self -learning evaluation

** To be covered during Internship

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation,
PR-Project/Assignment, CT-Class Test, CP-Class Participation, SEE: Semester end examination,
PE: Practical Evaluation,

II Year Semester – III Units – Topics – Teaching Hours

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1	PH-SED-301 ADVANCED EDUCATIONAL RESEARCH	1	Quantitative Research Designs	15	60	4	100 (60+40)
		2	Qualitative Research Designs	15			
		3	Data Analysis	15			
		4	Research Reporting	15			
2	PH-SED-302 EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP	1	Educational Administration	15	60	4	100 (60+40)
		2	Trends in Educational Administration	15			
		3	Educational Entrepreneurship	15			
		4	International Edupreneurship	15			
3	PH-SED-303 CURRICULUM STUDIES	1	Curriculum And its Development	15	60	4	100 (60+40)
		2	Models of Curriculum Design	15			
		3	Curriculum And its Evaluation	15			
		4	Curriculum Reform	15			
4	PH-SED-304 GENDER	1	Key Concepts in Gender	15	60	4	100

	STUDIES AND EDUCATION	2	Theories on Gender and Education: Application in Indian Context	15			(60+40)
		3	Gender - Issues and Challenges	15			
		4	Elimination of Gender Disparity in Education	15			
5	PH-SED-305 HISTORY OF EDUCATION IN INDIA	1	Education in Ancient and Medieval India	15	60	4	100 (60+40)
		2	Education in the British Period	15			
		3	Committees and Commissions' Contribution to Education in Post Independence Era	15			
		4	Contemporary Educational Problems, Issues and Trends in India	15			
6	PH-SED-306 POLITICS AND ECONOMICS OF EDUCATION	1	Concept of Economics of Education	15	60	4	100 (60+40)
		2	Perspectives in Economics of Education	15			
		3	Relationship between Policies and Education	15			

		4	Relationship between Politics and Education	15			
7	**PH-SED-307 PRACTICUM COURSE**		Project Work (Educational Administration)	-	-	4	100
8	**PH-SED-308 PRACTICUM COURSE**		**Internship (6 weeks)**	-	-	8	200
			TOTAL			24	600

PH-SED-301 ADVANCED EDUCATIONAL RESEARCH

Preamble

This course aims to develop the skills among prospective teachers in understanding the research methodology in undertaking Causal-Comparative, Correlational, Case Study type of researches and Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design type of researches. The student teachers will be able to prepare a research design i e Grounded Theory and Narrative Research, Evaluative Research and Policy Research, Mixed Methods Design. The student teachers will be able to compile the data, do the data analysis of the quantitative and qualitative data. The student teachers will be able to write a research report with proper format, style and mechanics, references and bibliography.

Course Objectives

- To develop an understanding about the designs of educational research
- To distinguish the processes of qualitative and mixed research designs
- To develop the skills of data compilation and data analysis.
- To enable students to write research reports.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to.....

1. Comprehend the different research methodology
2. Plan a research design
3. Analyse the difference between approaches of quantitative and qualitative data analysis.
4. Develop a research report

Unit 1. Quantitative Research Designs

a) Descriptive Research: Causal-Comparative, Correlational
b) Experimental Research: Pre-Experimental Design, Quasi- Experimental Design and True-Experimental Designs, Factorial Design, Single-subject Design
c) Internal and External Experimental Validity, Controlling extraneous and intervening variables

Unit 2. Qualitative Research Designs

a) Grounded Theory, Phenomenology, Ethnography and Narrative Research
b) Case Study and Historical research
c) Mixed Methods Desig

Unit 3. Data Analysis

a) Quantitative Data Analysis: Descriptive data analysis
b) Quantitative Data Analysis: Parametric Techniques, Non- Parametric Techniques and Inferential data analysis - Correlation, t-test, ANOVA, ANCOVA and Chi- square
c) Qualitative Data Analysis: Data Reduction, Coding and Classification

Unit 4. Research Reporting

a) Writing a Research Report
b) Evaluating a Research Report
c) Avoiding Plagiarism

Suggested Activities for Subject-Specific Term Work Assessment:

1. Evaluate a research paper / report
2. Conduct data analysis on a dummy data.
3. Presentation of a research paper in a seminar / conference

Self-Learning Topics (Unit wise) and Self Learning Material

Unit	Topic	Reference Material
1b)	Experimental Research	https://youtu.be/_OOKwHKBKek
1c)	Internal and External Experimental Validity, Controlling extraneous and intervening variables.	https://youtu.be/_OOKwHKBKek
2c)	Mixed Methods Research	https://youtu.be/ZRP6N3_InZ8 https://youtu.be/kfQZler2wIA
2	Research Design	https://www.intechopen.com/books/cyberspace/research-design-and-methodology
3b)	Quantitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/quantitative-data-analysis/
3c)	Qualitative Data Analysis	https://research-methodology.net/research-methods/data-analysis/qualitative-data-analysis/

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PH-SED-302 EDUCATIONAL ADMINISTRATION & ENTREPRENEURSHIP

Rationale for Introduction of educational administration and entrepreneurship course

This course prepares teachers in school and higher education however this course does not focus on administrative and entrepreneur skills. Considering the demographic profile of India, the emerging school and higher education sector, there is a need for a course that not only prepares teachers but also develops administrative skills and entrepreneur skills in them.

The course will encourage entrepreneurship, and also inculcate the same values in the student teachers who aspire to become entrepreneurs. It also aims to foster the values of entrepreneurs of character to lead, innovate, and think entrepreneurially whether in school education or higher education–to be role models and job creators, rather than just job seekers.

Course Objectives

- To foster the skills in students in educational administration & entrepreneurship education.
- To nurture entrepreneurship knowledge through entrepreneurship education and practices to assist students to emerge as entrepreneurs in school and higher education.
- To help students to integrate entrepreneurship into the curriculum and teaching performance, as well as stimulating entrepreneurship and innovation to increase their employability.
- To respond effectively to the emerging challenges and opportunities both at national and international level relating to administrative and entrepreneurship education at school and higher education.

Trends in Educational Administration

This course focuses on development of administrative skills among educational administrators in developing human relationship, problem solving, community relationship and community cooperation. At the end of the program the candidates are supposed to develop a dynamic approach to teaching in which candidates explore real-world problems

and challenges. With this type of active and engaged learning, candidates shall be inspired to obtain a deeper knowledge of the contemporary trends in educational administration.

Unit 1: Educational Administration

   a) Educational Administrators: Role, Importance and Skills
   b) Administration of Resources: Human, Finance and Infrastructure
   c) Nature and Scope of Educational Administration

Unit 2: Trends in Educational Administration

   a) Role of ERP in Managing Administrative Processes
   b) Networking and Collaboration with Stakeholders
   c) Capacity building and Knowledge Generation

Unit 3: Educational Entrepreneurship

   a) Edupreneur:Meaning, Duties, Responsibilities, Challenges
   b) Creating an effective culture of Edupreneurship
   c) Pedagogy, Innovation and Entrepreneurship

Unit 4:
   a) Introduction to International Education; Objectives and Scope of International Education
   b) Opportunities and Challenges of International Education
   c) Guidelines of International Edupreneurship

Suggested Tasks and Activities:
   1. Case Study of Edtech Companies
   2. Literature review of articles on Edupreneurs
   3. Interview with Educational Administrator/ Edupreneur
   4. Role play of Managerial Responsibilities
   5. Presentation on Entrepreneurial and Administrational topics

PH-SED-303 CURRICULUM STUDIES

Preamble

The course of curriculum studies introduces the learner to foundational concepts of curriculum and models of curriculum design and how to frame and organise curriculum meaningfully. The learner will be oriented towards curriculum and its evaluation. The learner acquires knowledge and understanding of different strategies for curriculum reform and also implements.

Course Objectives

- To acquire the knowledge of curriculum & its development
- To apply Models of Curriculum Design
- To develop an understanding of Curriculum and its Evaluation
- To critically analyze the strategies to reform Curriculum.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Explain curriculum and its development
2. Make use of models of curriculum design in daily life
3. Evaluate a curriculum using appropriate approach/model
4. Design strategies for curriculum reform.

Unit 1: Curriculum & its Development

a) Concept and Principles of Curriculum, Foundations of Curriculum Planning – Philosophical, Sociological, Psychological Bases
b) Stages in the Process of Curriculum development
c) Benchmarking and Role of Statutory Bodies - UGC, NCTE and the University in Curriculum Development

Unit 2: Models of Curriculum Design

a) Traditional and Contemporary Models, Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model
b) Outcome Based Integrative Model, Intervention Model
c) C I P P Model (Context, Input, Process, Product Model)

Unit 3: Curriculum and its Evaluation

a) Instructional Systems and Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction
b) Approaches to Evaluation of Curriculum
c) Models of Curriculum Evaluation: Tyler's Model, Stake's Model, Kirkpatrick's Model

Unit 4: Curriculum Reform

a) Meaning and types of Curriculum reform, Factors affecting curriculum reform
b) Approaches to curriculum reform
c) Role of students, teachers and educational administrators in curriculum reform and improvements

Suggested Activities for Subject-Specific Term Work Assessment :

1. Critically analyse a curriculum of different boards or countries, at any level of education with respect to its relevance, scope and credibility.
2. Upgrade your curriculum so as to make it responsive to the new socio-economic order.

Self Learning Material

Unit	Topic	Reference Material
Unit-1b	Stages in the Process of Curriculum development	http://www.fao.org/3/ah650e/ah650e03.htm
Unit-2c	CIPP evaluation model	https://files.eric.ed.gov/fulltext/EJ1180614.pdf
Unit-3b	Approaches to curriculum evaluation	http://egyankosh.ac.in/bitstream/123456789/8282/1/Unit-17.pdf

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2. proc-model.htm
3. http://www.ncrel.org/sdrs/areas/issues/concent/currclum/cu3lk12.htm
4. http://www.infed.org/biblio/b-curric.htm

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PH-SED-304 GENDER STUDIES AND EDUCATION

Preamble

This course aims to acquaint the student teachers with key concepts related to gender, feminist theories relate to education. This course will create an awareness among student teachers towards gender issues and challenges in the indian context. This course will also help student teachers in understanding the prevailing gender disparity and strategies to eliminate the same through school and curriculum and understanding the interface and role of community, family, school, counsellors, neighbours, religious groups and media in fostering gender equality.

Course Objectives

- To develop basic understanding of the key concepts related to gender,
- To develop an understanding of feminist theories related to education.
- To create an awareness towards gender related issues and challenges.
- To analyses gender disparity and eliminate it through school and curriculum.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to.....

1. Relate the concepts of Gender identity and Gender discrimination
2. Apply the theories on gender and education in Indian context
3. Elaborate the issues and challenges of gender
4. Suggest measures for elimination of gender disparity in education

Unit 1: Key Concepts in gender

a) Sex and Gender; Types of Gender, Gender Roles and Gender Inequality
b) Gender Stereotyping and Gender Discrimination
c) Gender identity: femininity and masculinity

Unit 2: Theories on Gender and Education: Application in Indian Context

a) Feminist thoughts - Liberal, Socialist, and Radical Feminism.
b) Gender role Socialization Theory, Gender Structural Theory
c) Power Control in Patriarchal, Patrilineal, Matriarchal and Matrilineal; Societies: Assessing affect on Education of Boys and Girls

Unit 3: Gender - Issues and Challenges

a) Types of violence: physical, sexual, psychological and verbal, Forms of violence against women in family, Community and State
b) Gender Images - Sports, Arts, Entertainment and Fashion Industry
c) Responding to Violence – State response, Service providers, NGOs and Legal provisions.

Unit 4: Elimination of Gender Disparity in Education

a) Gender disparity in education, Representation and Eliminating gender disparity - school curriculum, schooling processes school textbooks of gender roles
b) Teacher as an agent of change in eliminating gender disparity.
c) Understanding the interface - Role of Community, family, school, counsellors, neighbours, religious groups and Media.

Suggested Activities for Subject-Specific Term Work Assessment :

1. Interview of a Transgender and life lessons
2. Group presentation: Gender discrimination in various social institutions
3. Brainstorming sessions after watching videos of great women.
4. Seminar on representation of gender roles in textbooks and curriculum.

Self Learning Material

Unit	Topic	Reference Material
3.a.	Types of violence: physical, sexual, psychological and verbal	● https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2652990/ ● https://www.who.int/violenceprevention/approach/definition/en/
3.a.	Forms of violence against women in family, Community and State	● https://www.who.int/news-room/fact-sheets/detail/violence-against-women ● https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4462781/ ● https://www.ncjrs.gov/pdffiles1/nij/199701.pdf
3.c.	Responding to Violence – State response, Service providers, NGOs and Legal provisions.	https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf

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PH-SED-305 HISTORY OF EDUCATION IN INDIA

Preamble

This course introduces the learner to the rich history of education in India. The learners develop an understanding of Education in Ancient and Medieval India. The learners are made aware of the education during the British Period. They analyse the Committees and Commissions' Contribution to Education in the Post Independence Era. They also learn to critically analyze the Contemporary Educational Problems, Issues and Trends in India.

Course Objectives

- To develop an understanding of Education in Ancient and Medieval India.
- To create an awareness of Education during the British Period.
- To analyse the Committees and Commissions' Contribution to Education in Post Independence Era.
- To critically analyze Contemporary Educational Problems, Issues and Trends in India.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to.....

1. Describe the Education in Ancient and Medieval India.
2. Explain the Education during the British Period
3. Explain the Committees and Commissions' Contribution to Education in Post Independence Era
4. Explicate the Contemporary Educational Problems, Issues and Trends in India

Unit 1: Education in Ancient and Medieval India:

a) Education System in the Vedic Period and in the later Vedic Period (1200 B. C. to 200 B. C.)
b) The Buddhist Education
c) Islamic Education in the Medieval Period (10th Century A. D. to mid-18th Century A. D.)

Unit 2: Education during the British Period:

a) Macaulay's Minutes (1835), Downward Filtration Theory of Education and the Oriental-Anglicist or Occidental Controversy; Woods' Despatch (1854), Indian Education Commission or Hunter Commission (1882),
b) Sadler Commission or Calcutta University Commission (1917 - 1919) and Hartog Committee (1928)
c) Wardha Scheme of Education (1937) and Sargent Report (1944)

Unit 3: Committees and Commissions' Contribution to Education in Post Independence Era:

a) Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy of Education (1986,1992),
b) National Curriculum Framework 2005, National Knowledge Commission (2007),
c) Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

Unit 4: Contemporary Educational Problems, Issues and Trends in India:

a) Problems of wastage and stagnation; and Examination Reforms
b) Inclusive Education and Education for Marginalized Group
c) Impact of Globalization on Higher Education, Millennium Development Goals given by UNESCO Highlighting Education, and Privatization of Higher Education

Suggested Activities for Subject-Specific Term Work Assessment :

1. Critical and comparative analysis of any two commissions on education in post independent India
2. Analyse any two problems in education having a historical bearing and suggest measures to overcome them.
3. Presentation of a topic of history of education.

Self Learning Material

Unit	Topic	Reference Material
3c	National Curriculum Framework 2005, National Knowledge Commission (2007),	**https://kviffcogimlibrary.files.wordpress.com/2018/02/ncf-2005.pdf**

3b	National Policy of Education (1986,1992), National Commission on Teachers (1999), \	**https://en.wikipedia.org/wiki/National_Policy_on_Education**
4d	Millennium Development Goal given by UNESCO Highlighting Education, and Privatization of Higher Education	**https://en.wikipedia.org/wiki/Millennium_Development_Goals**

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PH-SED-306 POLITICS AND ECONOMICS OF EDUCATION

Preamble

This course introduces student teachers with the politics and economics of education. The student teachers will acquire the knowledge of the concept of economics of education in relation to education as an industry, education as consumption and education as an individual, social and national investment. The course will enable student teachers in understanding the perspectives in economics of education in relation to cost benefit analysis Vs cost effective analysis in education, economic returns to higher education signalling theory Vs human capital theory and concept of educational finance. This course will enable student teachers in understanding the relation between linkage between educational policy and national development, perspectives of politics of education liberal, conservative and critical, education for political development and political socialization

Course Objectives

- To develop an understanding of the concept of Economics of Education
- To study the perspectives in Economics of Education.
- To develop insights about the relationship between Policies and Education
- To ascertain relationship between Politics and Education

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to.....

1. Elucidate the concepts of Economics of Education
2. Interpret the perspectives in Economics of Education
3. Explain the relationship between Policies and Education
4. Describe the perspectives, approaches and Education for Political Development and Political Socialization

Unit 1: Concept of Economics of Education

a) Meaning, definition, scope and importance of Economics of Education.
b) Education as an industry,
c) Education as consumption and Education as individual, social and national investment.

Unit 2: Perspectives in Economics of Education

a) Cost Benefit Analysis Vs Cost Effective Analysis in Education,
b) Economic returns to Higher Education Signaling Theory Vs Human Capital Theory,
c) Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Unit 3: Relationship between Policies and Education

a) Linkage between Educational Policy and National Development,
b) Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision,
c) Planning of policy implementation, policy impact assessment and subsequent policy cycles

Unit 4: Relationship Between Politics and Education

a) Perspectives of Politics of Education Liberal, Conservative and Critical,
b) Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice),
c) Education for Political Development and Political Socialization

Suggested Activities for Subject-Specific Term Work Assessment :

Suggest measures of improvement in education so as enhance and sustain economic development in India.

1. Study the unit cost of education (any level).
2. Analyse and prepare a report on New Education Policy, 2019
3. Compare the Educational Policy of India with Educational Policies of developed countries (Any two countries)

Self Learning Material

Unit	Topic	Reference Material
1.a.	Meaning, definition, scope and importance of Economics of Education.	● https://onlinenotebank.wordpress.com/2019/08/25/meaning-nature-and-scope-of-economics-of-education/ ● https://ibukunolu.wordpress.com/2010/09/20/eme-101-basic-concept-of-economics-of-education/
1.b.	Education as an industry,	https://www.predictiveanalyticstoday.com/what-is-education-industry/

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PH-SED-307 PROJECT WORK (EDUCATIONAL ADMINISTRATION)

This would be in Semester III for 4 credits and students will develop OERs, conduct online lessons on virtual platforms, create and publish educational videos, publish educational images, use reference management tools and context relevant e-content with prior approval of the college.

PH-SED-308 PROJECT COURSE: INTERNSHIP

Internship in organizations and institutions working in education at elementary/secondary levels of education as well as in teacher education institutions will be organized during the programme.
Internship will be in Semester 3 for 4 weeks and 12 credits.

After the internship, the students will be expected to submit a reflective report of their experiences.

Internship can be in the following types of suggested sites/fields/institutions.
- Schools, Junior Colleges and Colleges.
- Professional pre-service teacher education institutions
- An organization engaged in the development of innovative curriculum and pedagogic practices.
- International/national/state institution involved in curriculum design, textbook development, education policy planning, formation and implementation; educational administration and management.
- In-service training institutions for teachers.

Part 8 - The Scheme of Teaching and Examination

Semester – IV

Sr. No.	Choice Based Credit System			Subject Code	Remarks
1	Core Courses			**PH-SED-401**	
2	Elective Courses	Discipline Specific Elective (DSE) Courses			
		2.1	Interdisciplinary Specific Elective (IDSE) Course	**PH-SED-402** **PH-SED-403** **PH-SED-404** **PH-SED-405**	
		2.2	Dissertation/Project	**PH-SED-406** **PH-SED-407**	
		2.3	Generic Elective (GE) Course		
3	Ability Enhancement Compulsory Courses (AECC)				
	Skill Enhancement Courses (SEC)				

Second year Semester-IV Internal and External Assessment Details

Sr. No.	Subject Code	Subject Title	Lectures Per Week (Lecture of 48 min)					Credits	Evaluation Scheme						Total Marks
			Units	S.L.*	L	T	P		SLE	PR	CT	CP	SEE	PE	
1.	PH-SED-401	Emerging Educational Technologies	4	20%	4	1	0	4	10	10	15	5	60	-	100
2.	PH-SED-402	Pedagogy, Andragogy & Assessment (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
3.	PH-SED-403	Contemporary teacher Education (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
3.	PH-SED-404	Guidance and Counselling (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
4.	PH-SED-405	Inclusive Education (Elective)	4	20%	4	1	0	4	10	10	15	5	60	-	100
5.	PH-SED-406	Practicum Course Learning Management System					10	4		-	-	-	-	100	100
6.	PH-SED-407	Practicum Course Dissertation	-	-	-	-	20	8	150 for Project Report 50 for Viva Vote					200	200
	Any one Elective out of four		Total Credits					20	Total Marks						500

*One to two lectures to be taken for CONTINUOUS self -learning evaluation

SL –Self Learning, L: Lecture, T: Tutorials, P: Practical, SLE: Self Learning Evaluation, PR-Project/Assignment, CT-Class Test, CP-Class Participation, SEE: Semester end examination, PE: Practical Evaluation,

S.N.	Subject Code & Title		Subject Unit Title	Lectures (48 min)	Total Lectures	Credits	Total Marks
1.	PH-SED-401 EMERGING EDUCATIONAL TECHNOLOGIES	1	Digital Tools for Content Creation	15	60	4	100 (60+40)
		2	Trends in emerging Educational Technologies	15			
		3	Understanding the technologies of Virtual Classroom	15			
		4	Artificial Intelligence in Education	15			
2.	PH-SED-402 PEDAGOGY, ANDRAGOGY AND ASSESSMENT	1	Concept of Pedagogy And Andragogy	15	60	4	100 (60+40)
		2	Concept Of Assessment	15			
		3	Assessment in Pedagogy Of education	15			
		4	Assessment in Andragogy of Education	15			
3.	PH-SED-403 CONTEMPORARY TEACHER EDUCATION	1	Concept of Teacher Education	15	60	4	100 (60+40)
		2	Teacher Education at different levels	15			
		3	Agencies of teacher Education Programmes	15			
		4	Research in teacher education	15			

4.	PH-SED-404 GUIDANCE AND COUNSELLING	1	Concept of Guidance	15	60	4	100 (60+40)
		2	Types of Guidance	15			
		3	Approaches to Counselling	15			
		4	Occupational Information	15			
5.	PH-SED-405 INCLUSIVE EDUCATION	1	Introduction to Inclusion	15	60	4	100 (60+40)
		2	An Overview of Diverse Learners	15			
		3	Policy, Programmes and Planning of Inclusive Education	15			
		4	Planning and Management of Inclusive Education	15			
6.	PH-SED-406 Project Course		Project Work (Learning Management System - 4 Quadrants)	-	-	4	100
7.	PH-SED-407 Project Course		Dissertation	-	-	8	200
			TOTAL		-	20	500

Lecture Duration – 48 Minutes = 0.75 Hours. (60 Lectures equivalent to 48 hours)
One Credit = 12 hours

Part 9: Detail Scheme Theory

II Year - Semester – IV - Units – Topics – Teaching Lectures

Curriculum Topics along with Self-Learning topics - to be covered, through self-learning mode along with the respective Unit. Evaluation of self-learning topics to be undertaken before the concluding lecture instructions of the respective UNIT.

PH-SED-401 EMERGING EDUCATIONAL TECHNOLOGIES
Preamble

This course will acquaint the students with emerging educational technologies. The students will be engaged in using digital tools in creating e-content and e-lesson plans and electronic audio-video educational content. Students will develop an understanding of various software to create educational videos and short films. Learners will develop an understanding of technologies in creating robotics and artificial intelligence as a support material to engage students in the classroom. The students will also apply these technologies to conduct virtual classroom activities. They will develop competencies in creating digital course content, facilitate online education, blended learning experiences, and conduct online assessments. Overall this course will create tech-savvy professional practitioners to cater to the needs of digital natives.

Course Objectives

- To develop skills in using digital tools to create educational content.
- To develop an understanding of the latest trends in educational technology.
- To apply the technologies of Virtual Classroom.
- To develop an appreciation of the use of AI tools in education.

Course Learning Outcomes (CL)
At the end of the course, the student will be able to:

1. Use digitals tools of content creation
2. Enumerate the latest trends in educational technology
3. Apply the technologies of Virtual Classroom
4. Elaborate on the use of AI tools in education

Unit 1: Digital Tools for Content Creation
a) Ebooks
b) Videos, Podcasts and Webinars
c) Blog Posts and Infographics

Unit 2: Trends in emerging Educational Technologies
   a) Gamification, Augmented and Virtual Reality
   b) Learning Analytics and Digital Pedagogies
   c) Robotics in Education

Unit 3: Understanding the technologies of Virtual Classroom
   a) Microsoft Teams
   b) Google Workspace
   c) Web 3.0 Open Source Software and Cloud Computing

Unit 4: Artificial Intelligence in Education
   a) Concept of Artificial Intelligence
   b) Artificial Intelligence in School and Higher Education
   c) Role of Artificial Intelligence in the classroom

Suggested Activities for subject-specific term-work assessment

1. Create digital tools for use in the classroom
2. Use the features of Microsoft Teams
3. Develop a course in google workspace
4. Review recent research studies related to the use of technology in education
5. Prepare a case study in application of educational technology

Self-learning materials:

Unit	Topic	Reference Material
1	Gamification of Education	https://rotman.utoronto.ca/-/media/files/programs-and-areas/behavioural-economics/guidegamificationeducationdec2013.pdf
4	Artificial intelligence in Education	https://curriculumredesign.org/wp-content/uploads/AIED-Book-Excerpt-CCR.pdf

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2. Som Naidu and Sanjay Mishra , Case Studies on OER-based e- Learning, http://cemca.org.in/ckfinder/userfiles/files/Case%20Studies%20on%20OER-based%20eLearning_Low%20Res.pdf

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PH-SED-402 PEDAGOGY, ANDRAGOGY AND ASSESSMENT

Preamble

The course of Pedagogy, Andragogy and Assessment introduces the learner to foundational concepts of pedagogy, andragogy and how to organise teaching meaningfully. The learner will be oriented to perspectives and types of assessment. Further the learner acquires knowledge of assessment in Pedagogy of Education and also develops an understanding of assessment in Andragogy of Education.

Course Objectives

- To develop an understanding about the concept of pedagogy and andragogy.
- To apply the concept of assessment and its types.
- To acquire knowledge of assessment in Pedagogy of Education.
- To develop an understanding of assessment in Andragogy of Education.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to

1. Elucidate the concept of pedagogy and andragogy.
2. Comprehend the concept of assessment and its types.
3. Elaborate the assessment in Pedagogy of Education.
4. Describe the need and significance of assessment in Andragogy of Education.

Unit 1: Concept of Pedagogy and Andragogy

a) Pedagogy, Pedagogical Analysis - Concept and Stages, Critical Pedagogy- Meaning, Need and its implications in Teacher Education,
b) Organizing Teaching: Memory Level (Herbartian Model), Understanding Level (Morrison teaching Model), Reflective Level (Bigge and Hunt teaching Model)
c) Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning, Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy

Unit 2: Concept of Assessment

a) Assessment – Meaning, nature, perspectives (assessment for Learning, assessment of learning and Assessment of Learning)
b) Types of Assessment (Placement, formative, diagnostic, summative)

    c) Relations between objectives and outcomes, Assessment of Cognitive (Anderson and Krathwohl), Affective (Krathwohl) and psychomotor domains (R.H. Dave) of learning

Unit 3: Assessment in Pedagogy of Education:

    a) Feedback Devices: Meaning, Types and Criteria for selection
    b) Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics
    c) Competency Based Evaluation & Assessment of Teacher Prepared ICT Resources

Unit 4: Assessment in Andragogy of Education

    a) Interaction Analysis: Flanders' Interaction analysis,
    b) Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix),
    c) Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).

Suggested Activities for Subject-Specific Term Work Assessment:

1. Preparation of Student Portfolio
2. Development of tool of evaluation
3. Maintenance of Reflective Journal
4. Conduct a Case Study / Interaction Analysis
5. Preparation of a Rubric as a device of assessment

Self Learning Material

Unit	Topic	Reference Material
1 a	Organizing Teaching	https://www.learningclassesonline.com/2019/08/levels-of-teaching.html
4 b	Galloway's system of interaction analysis	http://www.ijirg.com/ijirg/wp-content/uploads/2016/09/Dr._Jyoti_Gangarde-1.pdf

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PH-SED-403 CONTEMPORARY TEACHER EDUCATION

Preamble

This course helps the learner to develop an understanding about the meaning, scope and objectives of teacher education and its development in India. It helps the learner to explore teacher education at different levels. Further they get acquainted with various agencies of teacher education programmes and analyze the important research findings in teacher education.

Course Objectives

- To develop an understanding about the meaning, scope and objectives of teacher education and its development in India.
- To explore Teacher Education at different levels.
- To acquaint the students with various agencies of teacher education programmes
- To analyze the important research findings in teacher education

Course Learning Outcomes (CLO)

At the end of the course, the student will be able to

1. Outline the development of teacher education before and after independence
2. Plan student teaching programmes and teaching of a particular subject
3. Interpret the teacher education programmes of different agencies
4. Formulate Professional preparation of teachers' educators

Unit 1: Concept of Teacher Education   **(16 Lectures)**

a) Meaning of Teacher Education, Scope of teacher education
b) Development of teacher education before independence
c) Development of teacher education after independence

Unit 2: Teacher Education at different levels   **(16-Lectures)**

a) Objectives of Teacher Education at Primary level and at Secondary level
b) Student teaching programmes: pattern of student teaching, internship and practice teaching
c) Preparation for the teaching of a particular subject

Unit 3: Agencies of teacher Education Programmes   **(16 Lectures)**

   a) SCERT, DIET
   b) NCERT
   c) NCTE

Unit 4: Research in teacher education   **(16 Lectures)**

   a) Importance of Networking and Collaboration in Teacher education programme
   b) In-service training programmes
   c) Professional preparation of teachers' educators

Suggested Activities for Subject-Specific Term Work Assessment:
1. Concept of Profession, Teaching as a Profession, Professional Ethics of Teachers
2. Personal and Contextual Factors affecting Teacher Development

Self Learning Material

Unit	Topic	Reference Material
3 c	**Agencies of teacher Education Programmes - NCERT**	**https://nroer.gov.in/home/file/readDoc/59835ecf16b51cc4c4db285a/academic-support-structures-like-nuepa-ncert-scert-siemat-diet.pdf**
4 c	**In-service training programmes**	**https://files.eric.ed.gov/fulltext/EJ1115837.pdf**

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PH-SED-404 GUIDANCE AND COUNSELLING

Preamble

This course helps the learner to acquire the knowledge of the concepts of guidance and counselling. It develops an understanding of educational, vocational and personal guidance among the learners. Further the learner explores various approaches of counselling and theories of counselling and knows how to disseminate occupational information.

Course Objectives:

- To acquire the knowledge of the concepts of guidance and counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To explore various approaches of counselling and Theories of counselling.
- To develop an understanding of dissemination of occupational information.

Learning Outcomes
At the end of the course, the student will be able to.....

1. Explain the need of guidance at various stages of life and levels of education
2. Illustrate the type of guidance at secondary and higher secondary levels
3. Outline the various approaches to counselling.
4. Describe the sources of collecting occupational information.

Unit 1: Concept of Guidance

a) Meaning, Nature, Principles & functions of guidance
b) Need of guidance at School and various Stages of life
c) Role of teacher in guidance With Respect to Mental health and hygiene

Unit 2: Types of Guidance

a) Educational Guidance - Meaning and need at Secondary and Higher Secondary level.
b) Vocational Guidance - Meaning and need at Secondary and Higher Secondary level.
c) Personal Guidance - Meaning and need at Secondary and Higher Secondary level.

Unit 3: Approaches to Counselling

a) Concept of counselling, Types of counselling: Directive, Non directive, Eclectic,
b) Theories of Counselling - Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic (Person Centered Counselling - Carl Roger's)
c) Online Counselling, Professional ethics of a counsellor

Unit 4: Occupational Information

a) Concept of Occupational Information, Sources of Collecting Occupational Information
b) Dissemination of Occupational Information
c) Contemporary issues such as depression, substance abuse and academic stress

Suggested Activities for Subject-Specific Term Work Assessment :

1. Strategies for handling Academic Stress / Handling puberty Issues / suicide.
2. Visit and report of a visit to any one place (Employment exchange, Guidance Bureau, counselling centre)

Self Learning Material

Unit	Topic	Reference Material
1 d	Role of Teacher in Guidance	**http://breda-guide.tripod.com/New-8.htm**
4 d	Contemporary issues such as depression, substance abuse and academic stress	**Substance Abuse and Mental Health Issues**
2d	Guidance - Mental health and hygiene	**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4579550/**
3d	Professional ethics of a counsellor	**http://psychology.iresearchnet.com/counseling-psychology/counseling-ethics/**

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PH-SED-405 INCLUSIVE EDUCATION

Preamble

This course develops an understanding among the learners about the concept and philosophy of inclusive education in different contexts and the nature and types of diverse learners. It further acquaints learners about various policies and programmes facilitating inclusive education and enables learners in understanding planning and management of inclusive classrooms.

Course Objectives:

- To develop in students an understanding of the concept and philosophy of inclusive education in different contexts.
- To develop in students an understanding of the nature and types of diverse learners.
- To acquaint students about various policies and programmes facilitating inclusive education.
- To enable students to understand planning and management of inclusive classrooms.

Course Learning Outcomes (CLO)
At the end of the course, the student will be able to.....

1. Explain the concept of inclusion
2. Identify the types and characteristics of diverse learners
3. Evaluate the Policy, Programmes and Planning of Inclusive Education
4. Design curriculum and plan for Inclusive Classrooms

Unit 1: Introduction to Inclusion

a) Meaning of Access, Equity, Diversity, Empowerment, Human rights and Social Justice
b) Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners- Including Marginalized group and Learners with Disabilities)
c) Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education

Unit 2 : An Overview of Diverse Learners

a) Concept of Impairment, Disability and Handicap, Classification of Disabilities based on ICF Model, Readiness of School and Models of Inclusion
b) Prevalence, Types, Characteristics and Educational Needs of Diverse learners Intellectual, Physical and Multiple Disabilities, Causes and prevention of disabilities
c) Identification of Diverse Learners for Inclusion

Unit 3 : Policy, Programmes and Planning of Inclusive Education

   a) Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
   b) Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA)
   c) Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

Unit 4: Planning and Management of Inclusive Education

   a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices; Curriculum and Curricular Adaptations for Diverse Learners
   b) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
   c) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

Suggested Activities for Subject-Specific Term Work Assessment :

1. Case Study of a differently abled learner.
2. Visit and Observation of special schools (Infrastructure, Classroom Technology, Educational practices).
3. Interview with special teacher or counsellor.

Self Learning Material

Unit	Topic	Reference Material
1.c.	Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education	https://shodhganga.inflibnet.ac.in/bitstream/10603/188763/5/chapter%202.pdf https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES

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PH-SED-406 PROJECT COURSE: LEARNING MANAGEMENT SYSTEM

This would be in Semester IV for 4 credits and students need to develop, add resources and implement Google Classroom or EDMODO in **four quadrants** with prior approval of the college.

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PH-SED-407 PRACTICUM COURSE: DISSERTATION

This would be a research study on an educational topic having 8 credits. Research study will begin in Semester III and the report will be completed and submitted in Semester IV.

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