

Department of Teacher Education School of Education Central University of South Bihar, Gaya 2 Years Master of Education (M.Ed.)			
Semester-I			Total: 20 Credits
Discipline Based Core Courses			(16 Credits)
1.	MED81DC00104	Philosophical and Sociological Foundation of Education	4
2.	MED81DC00204	Learner and Learning Process	4
3.	MED81DC00304	Basics of Educational Research	4
4.	MED81DC00404	Educational Assessment and Evaluation	4
Open Elective (Interdisciplinary) course			(04 Credits)
5.	To be taken from any other department of CUSB/ Swayam course(s) [accommodated/approved by the department]		4
Dissertation* (The dissertation work under the allotted supervisor shall start from the first semester itself and will conclude in the final semester)			
Mandatory Elective Non-credit course # (A student is required to complete (by obtaining satisfactory grade) MENC courses equivalent to minimum 04 credits during the span of her/his M.Ed. programme as per her/his choice/suggested by the department)			
6.	Mandatory Elective Non-credit course -I (Any one of the following)		
	MED81ME00500	1. Digital Skill and Competencies	2
	MED81ME00600	2. Life Skills	
	MED81ME00700	3. Academic writing Skill	


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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

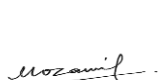
Philosophical and Sociological Foundation of Education

Course Code	MED81DC00104	Credits	4
L + T + P	3 + 0 + 1	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 / 30(T/P) Hours
Course Type	Discipline Based Core Course		
Nature of the Course	Theory/Practical/Project		
Special Nature/ Category of the Course	Human Ethics & National Value Based / Indian and Western Knowledge System etc.		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, seminar, presentations by students, field work etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:


This course will enable the trainee teacher educator:

- To acquaint students with new trends in philosophy of education
- To develop philosophical insight for resolution of educational issues
- To Develop insights into philosophical questions of education;
- To acquaint the students with foundational knowledge about Indian and western philosophy.
- To provide basic understanding of different schools of thought and their implication in educational settings.
- To develop critical understanding about contributions made to education by prominent educational thinkers (western and Indian)
- To Equip with theoretical tools to analyze emerging concerns in education
- To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
- To develop the students understanding about social perspectives of education.
- To develop skills and competencies of incorporate philosophical and sociological perspective in educational context.
- To enable students to understand how the 'Education' is embedded in social structure and culture;



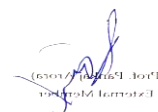





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- To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues

Course Learning Outcomes:

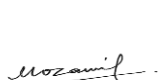
After completion of the course the students will be able to:

- Explain contribution of Indian and western schools of thoughts in education.
- Compare contribution of Indian and western schools of thoughts in education.
- Explain the nature and functions of philosophy and philosophy of education in the context of teaching-learning
- Identify processes, and sources of knowing in different contexts and different subject knowledge;
- Describe the knowledge, reality and value of different western schools of philosophy namely Idealism, Naturalism, Realism, Pragmatism, Existentialism, Perennialism
- Describe the knowledge, reality and value of different Indian schools of philosophy namely Vedanta, Sankhya, Yoga and Buddhism, Jainism, Islam.
- Analyse the contributions made to education by prominent Indian philosophers such as Gandhi, Vivekananda, Aurobindo, Tagore, J Krishnamurthy.
- Discuss the new trends in philosophy of education as Analytical philosophy, logical positivism critical theory etc.
- Analyze the role of philosophy in contemporary education system.
- Evaluate and Apply of Philosophical Ideas in actual situation.
- Analyze difference sociological theories in education context.
- Explain the key concepts related to Sociology of Education
- Analyse theoretical perspective on Education with special reference to Structural-Functional School, Conflict School
- Recognize contribution of different thinker to the development of education as social change.
- Appraise major national values as enshrined in the Indian constitution.

Course Contents:

UNIT I: Basics of Philosophy and Indian Knowledge System of philosophy

- Meaning, Nature, Purpose and Function of philosophy,
- Contemporary meaning and Modern concept of Philosophy (Analysis- Logical analysis, Logical empiricism and Positive relativism),
- Relationship between Education and Philosophy, Meaning and function of educational philosophy
- Being, reality, knowledge(vidya) and value with special reference to Indian system of knowledge Samkhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islam



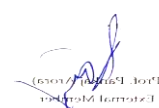





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- Contributions of Swami Dayanand Saraswati, Vivekananda, Tagore and Aurobindo to educational thinking

UNIT II: Contribution of Western schools of thoughts

- Idealism, Realism, Naturalism, Pragmatism, Marxism, Essentialism, Existentialism and their contribution to Education with special reference to being, knowledge and value
- Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches
- Theories of truth

UNIT III: Basics and Approaches to Sociology of Education

- Definition and scope of Sociology of Education and Educational Sociology, Interrelationship between sociology and education, Social construction of reality
- Methods of Studying society
- Theoretical perspective of sociology of education i.e. Symbolic Interaction, Structural Functionalism and Conflict Theory etc.
- Education as a Sub system of social system
- Concept and types of social Institutions and their functions (family, school and society)
- Concept of Social Movements and theories of Social Movements i.e. Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory

UNIT IV: Socialization and Education

- Culture, socialization, social mobility, social stratification and Education
- Contribution of Indian and Western thinkers to the development of educational thought for social change i.e. Mahatma Gandhi, J. Krishnamurthy, Paulo Freire, Wollstonecraft, Nel Noddings, Dr. Ambedkar and Savitribai Phule,
- National Values as enshrined in the Indian Constitution: Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference

Practicum

The learner may undertake any one of the following activities:

- Writing reflecting journals related to various experiences (observation and review)
- Presentation of paper related with philosophy of education or sociology of education on any given topic.
- Study of any one thinker's original literature (one book) and write review on it followed by discussion

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- Comparative Analysis of Indian and Western thinkers
- Field visit two philosophical centres for observation of activities over there and interaction with practices
- Writing and presentation of book review related to philosophy/sociology of education.
- Critical analysis of contemporary sociological perspectives (Paulo Freire- Pedagogy of Oppressed etc.)
- Identification of vision of higher education in India, vision mission statements of institutions and their ideologies
- Critical analysis of the ways in which teaching-learning and curriculum contribute to social inequality, learner and social policy etc. and presentation in a seminar followed by discussion.
- Reflection on how educational philosophies influence the choice of curriculum and other aspects of instructional practices.
- Visit to an institution, observation of activities and preparation of a reflective diary and interaction in a group.
- Reflect on personal experiences within education in light of sociological and philosophical perspective and recognize their influence on perception of education.
- A study of the major issues and social trends facing contemporary education and the educational profession, including social issues, multiculturalism and educational reform.

Tentative Content Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I: Contribution of Indian Schools of philosophy
1-2	Meaning, Nature, Purpose and Function of philosophy, Contemporary meaning and Modern concept of Philosophy (Analysis- Logical analysis, Logical empiricism and Positive relativism)
3	Relationship between Education and Philosophy, Meaning and function of educational philosophy
4-6	Being, reality, knowledge(vidya) and value with special reference to Indian system of knowledge Samkhya, Yoga, Nyaya, Vedanta, Buddhism, Jainism and Islam
7-8	Contributions of Swami Dayanand Saraswati, Vivekananda, Tagore and Aurobindo to educational thinking

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9-15	UNIT II: Contribution of Western schools of thoughts
9-13	Idealism, Realism, Naturalism, Pragmatism, Marxism, Essentialism, Existentialism and their contribution to Education with special reference to being, knowledge and value
14-15	Methods of acquiring valid knowledge with reference to Analytical, Dialectical and Scientific approaches
16-29	UNIT III: Approaches to Sociology of Education
16-18	Definition and scope of Sociology of Education and Educational Sociology, Interrelationship between sociology and education
19	Methods of Studying society
20-22	Theoretical perspective of sociology of education i.e. Symbolic Interaction, Structural Functionalism and Conflict Theory etc.
23	Education as a Sub system of social system
24-25	Concept and types of social Institutions and their functions (family, school and society),
26-29	Concept of Social Movements and theories of Social Movements i.e. Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory
30-45	UNIT IV: Socialization and Education
30-33	Culture, socialization, social mobility, social stratification and Education National Values as enshrined in the Indian Constitution: Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference
34-36	Contribution of Indian thinker to the development of educational thought for social change i.e. Mahatma Gandhi, J.Krishnamurthy, and Savitribai Phule,
37-40	Contribution of Western thinkers to the development of educational thought for social change i.e. Paulo Freire, Wollstonecraft, Nel Noddings
41-45	National Values as enshrined in the Indian Constitution: Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference
15 Hours/30 Hours	<i>Tutorials/ Practicum</i>
Essential Readings:	

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- Brubacher, John S. (1971), *Modern Philosophies of education*, New Delhi, New Delhi: Tata McGraw Hill Pvt. Ltd.
- H. Ozmon and S. Craver. (2003). *Philosophical Foundations of Education* (Seventh Edition). Upper Saddle River, NJ: Merrill Prentice Hall. ISBN: 0-13-042399-8.
- Kneller, G. F. (1971). *Introduction to Philosophy of Education*, New York, John Witty & Sons.
- Chatterjee, S. & Datta (2007). *An Introduction to Indian Philosophy*. Rupn Pub. India Pvt. Ltd. New Delhi
- Mehta, J., & Davies, S. (Eds.). (2018). *Education in a New Society: Renewing the Sociology of Education*. University of Chicago Press., pages 17-42. (S)
- Structure vs. Agency: How we think about schools and education policy in society and how they operate and evolve over time.
- Parsons, T. (1959). The school class as a social system. *Harvard Educational Review*, 29(4), 298-318. (S)
- Guhin, J., Calarco, J. & Idriss-Miller, C. (2021). What ever happened to socialization? *Annual Review of Sociology*, 47, 109–29.

Additional/Advance/Further Readings:

- Apple, M.W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- Banks, James A. (ed.) (2009): *The Routledge International Companion to Multicultural Education*, Routledge: New York.
- Basu, A. N. (1947): *Education in Modern India*. Orient Book Co.: Calcutta.
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- Kirilenko, G. And Korshunova, L. (1988). *What is philosophy?* (Hindi translation by J. C. Pandey), Jaipur: Rajasthan Pupils Publishing House, Pp.272
- Kumar, Krishna and Oesterheld, J (ed) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.

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- Lal Avam Palode (2007) *Shaishik Chinton Avam Prayog*, R. Lal Book Depo. Meerut. (in Hindi).
- Mathur S.S. (2008) '*Shiksha ke Darshanik tatha Samajik Aadhaar*', Agarwal Publications Agra
- Mooij, J & Majumdar, M. (2010). *Education and Inequality in India: A Classroom View* (Routledge Contemporary South Asia Series) Routledge: Chapman & Hall.
- Naik, J.P. (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.
- Nodding N (1998) *Philosophy of education*, Westview Press A Member of Perseus Books, L.L.C.
- Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co.Ltd.P.440.
- Radhakrishnan, S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books., P.98.
- Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.
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- Rusk, R. R. (1928) *The Philosophical Bases of Education*, London, University of London Press Ltd., P205.
- Rusk, R. R. and Scotland, J. (1979) *Doctrines of the Great Educators*, (Fifth Edition), New York, The Macmillan Press Ltd., P.310.
- Sharma, Y. K. (2002). *The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.






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LEARNER AND LEARNING PROCESS

Course Code	MED81DC00204	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of Course	Theory		
Methods of Content Interaction	<i>(Lecture, Tutorials, Group discussion, seminar, presentations by students, fieldwork etc.)</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

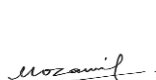
This course will enable the trainee teacher educator to:

- Understand the developmental characteristics of the learners.
- Understand the individual differences among learners and their educational implications
- Develop an understanding of the concept of intelligence, creativity and metacognition
- Conceptualize the personality structure, mental health and various adjustment mechanisms.
- Get acquainted with the theories of development and personality
- Critically analyze the process of learning from the point of view of various approaches
- Develop an understanding of different theories of learning
- to develop insights into the educational implications of the learning theories

Expected Learning Outcomes

After completing this course, the learners will be able to: -

- Apply the concept of developmental characteristics of the learners to understand them
- Plan for the individualized instructional programme based on the individual differences among the learners
- Use the concept of different theories of development and personality for developing the teaching-learning process
- Develop different Strategies for managing stress, conflict and Frustration



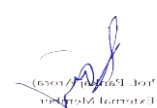





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- Develop different strategies for nurturing cognition among learners
- Apply the concepts of theories of learning and motivation for the development of the teaching-learning process
- Develop different strategies for motivating the learner in different subjects

Course Contents:

Unit I - Understanding the Development of the Learner

- Human Development- concept and principles, understanding about various stages of development of the learner (Early Childhood stage to late adolescence stage)
- Factors influencing the development of the learner: the role of heredity and environment (family, community, peer group, school, media and culture), Concept of Social cognition, development of social competence, socialization process
- Overview of developmental theories- Developmental task theory (Havighurst), Ecological & Ethnological theory of Development (Bronfenbrenner & K. Lorenz), Psycho-sexual Development (Freud), Psycho-social development (Erickson), Cognitive development (Piaget, Bruner), Moral development (Kohlberg), Language Development (Chomsky and Whorf),

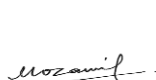
Unit II Understanding the learning process and Learning Theories

- Learning as a process and as an outcome
- Learning as a cognitive process: Cognitive process (concept formation, logical reasoning, critical thinking, Problem-solving, Creative thinking, Metacognition), Teaching strategies for developing cognition among learners
- Theories of Learning – Behaviorist's Theories of Learning (Hull's Reinforcement Theory, Guthrie's Theory of learning, Tolman's Theory of Learning)
- Cognitivists' Theories of learning (Kurt Lewin's Field Theory, Gagne Gagne's Hierarchy of Learning) Bandura's Social Learning Theory, Constructivist theories of learning (Piaget, Bruner and Vygotsky), Roger's Experiential Learning, Kolb's experiential learning model, Self-Regulated learning and its models
- Motivation: Intrinsic and Extrinsic Motivation, Theories of motivation (Maslow's Humanistic theory, Weiner's Attribution theory of motivation), Strategies of motivating students in the classroom

Unit-III Understanding the Learners' Ability and Personality

Part(A)

- Intelligence- Concept; Theories of intelligence (Spearman, Thurstone, Guilford, Cattle, Sternberg and Gardner) Strategies for nurturing intelligence of learners,
- Concept of Emotional, Cultural and Spiritual Intelligence and its importance.



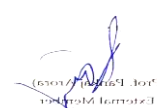





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- Concept of Intelligence from an Indian perspective

Part(B)

- Concept, determinants, and dynamics of personality, Theories of personality – Trait theories (Allport), Type theories (Eysenck), Psychoanalytical theory (Freud & Yung), Humanistic theories (Rogers) Gestalt approach (Max Wertheimer & Kurt Koffka).
- Concept of personality from an Indian perspective

Unit- IV Psychology of Adjustment and Mental Health

- Adjustment: Process of Adjustment and Defense Mechanism
- Concept of Mental health and Mental hygiene, Characteristics of a Mentally Healthy Person, Strategies for fostering mental health of students and teachers
- Strategies for managing stress, conflict and Frustration

Content Transaction Plan:

Lecture-cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
Unit I: Understanding the Development of the Learner	
1-4	Human Development- concept and principles, understanding about various stages of development of the learner (Early Childhood stage to late adolescence stage)
3-4	Overview of developmental theories- Developmental task theory (Havighurst), Ecological & Ethnological theory of Development (Bronfenbrenner & K. Lorenz)
5-6	Psycho-sexual Development (Freud), Psycho-social development (Erickson)
7-8	Cognitive development (Piaget, Bruner), Moral development (Kohlberg), Language Development (Chomsky and Whorf),
UNIT II: Understanding the learning process and Learning Theories	
9-10	Learning as a process and as an outcome
10-15	Learning as a cognitive process: Cognitive process (concept formation, logical reasoning, critical thinking, Problem-solving, Creative thinking, Metacognition), Teaching strategies for developing cognition among learners
15-18	Theories of Learning – Behaviorist's Theories of Learning (Hull's Reinforcement Theory, Guthrie's Theory of learning, Tolman's Theory of Learning)
18-22	Cognitivists' Theories of learning (Kurt Lewin's Field Theory, Gagne Gagne's Hierarchy of Learning) Bandura's Social Learning Theory, Constructivist theories of learning (Piaget, Bruner and Vygotsky), Roger's Experiential Learning, Kolb's experiential learning model, Self-Regulated learning and its models

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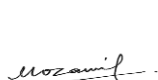
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22-25	Motivation: Intrinsic and Extrinsic Motivation, Theories of motivation (Maslow's Humanistic theory, Weiner's Attribution theory of motivation), Strategies of motivating students in the classroom
UNIT III: Understanding the Learners' Ability and Personality	
26-30	Part(A) Intelligence- Concept; Theories of intelligence (Spearman, Thurstone, Guilford, Cattle, Sternberg and Gardner) Strategies for nurturing intelligence of learners,
30-32	Concept of Emotional, Cultural and Spiritual Intelligence and its importance.
33-34	Concept of Intelligence from an Indian perspective
34-39	Part(B) Concept, determinants, and dynamics of personality, Theories of personality – Trait theories (Allport), Type theories (Eysenck), Psychoanalytical theory (Freud & Yung), Humanistic theories (Rogers) Gestalt approach (Max Wertheimer & Kurt Koffka).
39-40	Concept of personality from an Indian perspective
UNIT IV: Psychology of Adjustment and Mental Health	
41-42	Adjustment: Process of Adjustment and Defense Mechanism
43-44	Concept of Mental health and Mental hygiene, Characteristics of a Mentally Healthy Person, Strategies for fostering mental health of students and teachers
45	Strategies for managing stress, conflict and Frustration
15 Hours	Tutorials
Essential Readings: <ul style="list-style-type: none"> ➤ Woolfolk, A. H. (2015). <i>Educational psychology</i> (13th ed.) New Delhi: Pearson publication. ➤ Olson, M.H & Hergesham (2013). <i>An introduction to theories of learning</i> (9th ed.) New Delhi: PHI Learning. ➤ Fiest, J. & Fiest G. (2017). <i>Theories of Personality</i> (9th ed.) NY: Mc Graw Hill. Additional/Advance/Further Readings: <ul style="list-style-type: none"> ➤ Anderson, J. R. Cognitive Psychology and Implications (2nd Edition), W.H. Freeman & Co., New ➤ Baron, R. A: Psychology (5th Edition), Pearson Education ➤ Berry, J.W. and Dasen, P.R. (1974) : <i>Culture and Cognition : Reading in Cross-culture Psychology</i>, London : Methuen and Company limited, ISBN 416751806 ➤ Bigge, M.L. (1982). <i>Learning Theories for teachers</i>, (4th edition). New York, Harper and Row Publishers, P.P. 89-90. ➤ Bolles, R.C. (1975) <i>Learning Theory</i>. New York, Holt, Rinehart and Winston, P.P. 18-19. 	



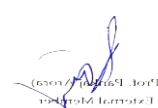





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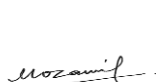





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- Solso, R.L. 2006 *Cognitive Psychology*, 6thed. New Delhi: Pearson Education, ISBN No.81-317-0180-8
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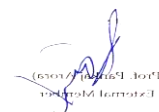





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Department of Teacher Education
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Basics of Research in Education

Course Code	MED81DC00304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Question-answer, Collaborative work, Case Study, Seminars, Assignments, Projects, Field work, Data collection & analysis, etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

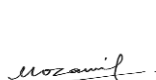
This course will enable the trainee teacher educator to:

- Understand the Educational Research.
- Select Research Problem and Hypothesize it.
- Apply Sampling and Measuring Tools for Data Collection.
- Use Methods of Research in Education.

Expected Learning Outcomes

After the completion of the course, student teacher-educators will be able to:

- Explain sources of knowledge and scientific way of knowledge generation
- Explain the concept, significance and process of research.
- Explain educational research, its significance and scope.
- Compare Positivist and Non-Positivist approaches
- Differentiate among Fundamental, Applied and Action Research
- Differentiate among Quantitative, Qualitative and Mixed method approaches of Educational Research
- Identify, select and state the Research Problem.
- Review the Literature
- Delineate and operationalize variables of research.
- Formulate objectives of research.
- Formulate and rationalize hypothesis of research
- Define population and select sample
- Develop tools for collection of data
- Select appropriate method or combination of methods of research
- Prepare the proposal of research on the basis of the use of methods of research.








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Course Contents:

UNIT I: Understanding Educational Research

- Knowledge: Nature, Sources, Scientific Method of Inquiry and its role in knowledge generation
- Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- Research: Concept, Significance and Process
- Fundamental, Applied and Action Research
- Educational Research: Meaning and Scope
- Research Paradigm in Educational Research: Positivist and Non-Positivist approaches
- Quantitative, Qualitative and Mixed method approaches of Educational Researches.

UNIT II: Research Problem and Hypothesizing

- Research Problem: Concept and Characteristics of a Good Research problem
- Identification of research problem, Formulation of research question, and Statement of research problem.
- Reviewing of Literature: Concept, Significance, Sources, Writing Rationale of the research
- Variables: Meaning and types- continuous and discrete, independent and dependent, extraneous, and confounding, Defining the variables in operational terms.
- Objectives of research: Primary, Secondary and Concomitant
- Hypothesizing: Meaning, Difference among assumptions, postulates and hypothesis,
- Characteristics, Classification (Research, Directional, Non-directional, Null), Formulation, and Rationalization of hypothesis.

UNIT III: Sampling and Measuring Tools for Data Collection

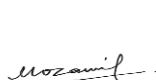
- Sampling: Population and Sample, Sample Size, Characteristics of sample
- Methods of Sampling: Probability and Non-probability
- Measuring Tools: Characteristics and selection criteria (Validity, Reliability, etc.),
- Types of measuring tools: Test, Questionnaire, Rating Scale, Opinionnaire, Interview and Observation Schedule, Checklist, Socio-metric Techniques, Projective Techniques, Focused group Discussions, Reflective Dialogue, etc.

UNIT IV: Methods of Research in Education

- Quantitative Research: Descriptive and Experimental
- Qualitative Research: Content Analysis, Case Study, Historical, Ethnographic, Phenomenological, Naturalistic Inquiry, Grounded Theory, Metacognition and Policy Research
- Steps of Writing a Research Proposal.

Content Interaction Plan:

Lecture cum Discussion	Unit/Topic/Sub-Topic
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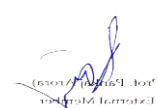





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(Each session of 1 Hour)	
1-12 (12 Hours)	UNIT I: Understanding Educational Research
1-2	Knowledge: Nature, Sources, Scientific Method of Inquiry and its role in knowledge generation
3	Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
4	Research: Concept, Significance and Process
5-6	Fundamental, Applied and Action Research
7-8	Educational Research: Meaning and Scope
9-10	Research Paradigm in Educational Research: Positivist and Non-Positivist approaches
11-12	Quantitative, Qualitative and Mixed method approaches of Educational Researches.
13-23(11 Hours)	UNIT II: Research Problem and Hypothesizing
13-14	Research Problem: Concept and Characteristics of a Good Research problem
15	Identification of research problem, Formulation of research question, and Statement of research problem.
16-17	Reviewing of Literature: Concept, Significance, Sources, Writing Rationale of the research
18-19	Variables: Meaning and types- continuous and discrete, independent and dependent, extraneous, and confounding, Defining the variables in operational terms.
20	Objectives of research: Primary, Secondary and Concomitant
21-22	Hypothesizing: Meaning, Difference among assumptions, postulates and hypothesis,
23	Characteristics, Classification (Research, Directional, Non-directional, Null), Formulation, and Rationalization of hypothesis.
24-34(11 Hours)	UNIT III: Sampling and Measuring Tools for Data Collection
24-26	Sampling: Population and Sample, Sample Size, Characteristics of sample
27-29	Methods of Sampling: Probability and Non-probability
30-31	Measuring Tools: Characteristics and selection criteria (Validity, Reliability, etc.),
32-34	Types of measuring tools: Test, Questionnaire, Rating Scale, Opinionnaire, Interview and Observation Schedule, Checklist, Socio-metric Techniques, Projective Techniques, Focused group Discussions, Reflective Dialogue, etc.
35-45(11 Hours)	UNIT IV: Methods of Research in Education
35-37	Quantitative Research: Descriptive and Experimental
38-43	Qualitative Research: Content Analysis, Case Study, Historical, Ethnographic, Phenomenological, Naturalistic Inquiry, Grounded Theory, Metacognition and Policy Research
44-45	Steps of Writing a Research Proposal.
15 Hours	Tutorials

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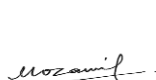
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Essential Readings:

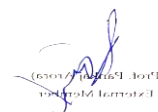
- Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
- Broota, K. D. Experimental Design in Behavioral Science, New Age International Publishing House New Delhi.
- Buch, M.B. (1978). A Survey of Research in Education, CASE, Baroda, M. S. University.
- Cohen, L., Manion, L. & Morrison, K. (2007). Research Methods in Education (6th Ed.), Routledge, London.
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinchart and Winston Inc.
- Cresswell, J. W. (1994). Research design. London: Sage Publications.
- Denzin, Norman K. and Lincoln, Y.S. (eds). Handbook of Qualitative Research, New Delhi: Sage Publications.
- Fisher, R. A & Bennett (1990). Statistical Methods, Experimental Design, and Scientific Inference. Landon: OUP Oxford
- Garrett, H.E. (1982). Statistics in Psychology and Education. California, USA: Greenwood Press
- Johnson, B. & Christensen, L. (2014) Educational Research: Quantitative, Qualitative and Mixed Approaches. New Delhi: Sage Publication.
- Kaul, L. (1998). Methodology of Educational Research, Vikas Publications, New Delhi.
- Keeves, John P. (Ed.): Educational Research, Methodology and Measurement: An International Handbook.
- Kerlinger, F. N. (1978). Foundation of Behavioural Research, Surjeet Publications, Delhi.
- Kothari, C. R. Research methodology: New Age Publications
- Koul, Lokesh (1997). Methodology of Educational Research. (3rd revised edn). New Delhi: Vikas Publishing House.

Additional/Advance/Further Readings:

- Ary, Donald, Jacobs, L.C., Sorenson, Chris (2010). Introduction to Research in Education. Canada: Cengage Learning.
- Bailey, C. A. (2007). A Guide to Qualitative Field Research. California: Pinus Forge Press.
- Good, Barr & Scates. (1962). Methodology of Educational Research, New York: Appleton Crofts.
- Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education, New York: McGraw-Hill



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- Langenbach M., Vaughn C & Aagaard L. (1994) : An Introduction to Educational Research, Allyn and Bacon: University of Michigan
- Mc Burney, D.H& White, T. L (2007). Research Methods (7th Ed.), Delhi: Akash Publication.
- McMillan, J. H., & Schumacher, S. (2001). Research in Education. New York: Longman
- Mouley, George J. (2012). The Science of Educational Research. USA: Literary Licensing.
- Patton, Michael Quinn (1982). Qualitative Evaluation Methods. London: Sage Publication
- Travers, Robert M.W. (1958). An Introduction to Educational Research. New York: Macmillan.
- Van Dalen, D. B. & Meyer, W. J. (1962). Understanding Educational Research – An Introduction. New York: McGraw-Hills Books Publication.
- Verma, M. (1965). An Introduction to Educational and Psychological Research. University of Michigan, USA: Asia Publication House





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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

EDUCATIONAL ASSESSMENT AND EVALUATION

Course Code	MED81DC00404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of Course	Theory		
Methods of Content Interaction	Lecture, Tutorials, Group Discussion, Self-Study, Projects and Assignments, Panel Discussion followed by workshops and seminar presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable prospective teacher educators to:

- develop the conceptual understanding of educational assessment and evaluation.
- realize the significance of educational assessment in the educational process.
- orient the students with tools and techniques of assessment and evaluation.
- develop the skills and competencies in constructing and standardizing a test.
- analyze the process of educational assessment and evaluation.
- discuss the latest issues regarding educational assessment and evaluation.

Expected Learning Outcomes:

The course will enable prospective teacher educators to:

- explain the relationship between educational assessment and evaluation.
- describe the different types of assessment/evaluation/tools.
- explain the characteristics of a good tool.
- explain the process of tool construction.
- establish reliability and validity, and check other requirements.
- carry out the item analysis and standardize various types of tools.
- interpret the test scores and accordingly provide feedback to their students.
- develop a tool- aptitude/attitude for research purposes.
- highlights the importance of national and international reports in the field of assessment.
- critically analyze the issues and trends of educational assessment and evaluation.
- justify the need for examination reforms in the field of education.

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UNIT-I: Basics of Educational Assessment and Evaluation

- Educational assessment and evaluation- meaning, concept and need
- Relationship among educational measurement, assessment and evaluation
- Basic principles of assessment and evaluation, purpose of educational testing
- Norm-referenced and criterion-referenced evaluation, formative, prognostic, diagnostic, formative and summative, assessment for/of/as learning
- Scale of measurements
- Various types of test- Subjective and objective tests, group and individual tests, verbal and non-verbal tests, speed and power tests, paper pencil and performance tests, standardized and non-standardized tests
- Tools and Techniques

UNIT-II: Characteristics of a Tool

- Reliability: Meaning, concept and methods for estimating reliability
- Validity: Meaning, concept and methods for estimating reliability
- Norms: Meaning, concept and types of norms
- Practicability

UNIT-III: Procedure for Construction of Standardized Tool

- Steps of tool construction
- Construction of achievement test and attitude scale
- Item analysis procedures
- Standard scores: Z-Scores, T-Scores, and C-Scores
- Interpretation of tests scores and feedback procedure

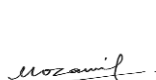
UNIT-IV Trends in Assessment and Evaluation

- Choice-based credit system, marking vs grading systems, internal vs external assessment, Online vs offline assessment
- Alternative assessment- Rubrics and portfolio, Performance-based assessment, authentic assessment and self-assessment
- Flanders Interaction Analysis Category System- feedback device
- Question bank, use of computers in assessment,
- National and International Assessment Survey- NAS, SAS and PISA
- Assessment and examination reforms with reference to NEP 2020
- Critical issues, and challenges in educational assessment

INTERNAL ASSESSMENT

Assignments: Assignment on any one of the following:

1. Develop a rubric for assessing the student's performance.
2. Prepare the portfolio to assess students' performance.
3. Critically review the policy document related to the examination reforms in India.



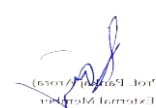





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4. Preparation and presentation of a research tool on any topic relating to education.
5. Critically analyze the assessment system in educational institutions

Content Transaction Plan:

S. No	Topic/Sub Topic	Contact Hours- 45
UNIT-1 [Basics of Educational Assessment and Evaluation]		8
1.	Educational assessment and evaluation: Meaning, concept and need	1
2.	Basic principles of assessment and evaluation, purpose of educational testing Relationship between educational measurement, assessment and evaluation	2
3.	Norm-referenced and criterion-referenced evaluation, prognostic, diagnostic, formative and summative, assessment for/of/as learning	2
4.	Scale of measurements	1
5.	Various types of test-Subjective and objective tests, group and individual tests, verbal and non-verbal tests, speed and power tests, paper pencil and performance tests, standardized and non-standardized test, tools and techniques	2
UNIT-II [Characteristics of a Tool]		10
6.	Characteristics of a tool	1
7.	Reliability	3
8.	Validity	3
9.	Norms & Practicability	3
UNIT-III [Procedure for Construction of Standardized Tool]		12
10.	Steps of tool construction	1
11.	Construction of achievement test and attitude scale	6
12.	Item analysis procedures	2
13.	Standard scores: Z-Scores, T-Scores, and C-Scores	2
14.	Interpretation of tests scores and methods of feedback to students	1
UNIT-IV [Recent Trends in Education/Assessment]		15
15.	Choice-based credit system, marking vs grading systems, internal vs external continuous assessment, Online vs offline examinations	2
16.	Alternative assessment- Rubrics and portfolio, Performance-based assessment, authentic assessment and self-assessment	4
17.	Flanders Interaction Analysis Category System- feedback device	3
18.	Question bank, use of computers in assessment	1
19.	National and International Assessment Survey- NAS, SAS and PISA	2
20.	Assessment and examination reforms with reference to NEP 2020	2
21.	Critically analyze the assessment system in educational institutions	1
	15 Hours Tutorials	

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Essential Readings:


- Anastasi A. (1976). Psychological testing (4th ed.). New York: McMillan Pub Co.
- Cronbach, L. J. (1950). Essentials of psychological testing (3rd ed.). New York: Harper & Row publishers.
- Guilford, J. P. (1954). Psychometric methods. New York: McGraw Hill.
- Singh, A. K. (1986). Tests, measurement and research methods in behavioural sciences. New Delhi: McGraw Hill

Suggested Readings:

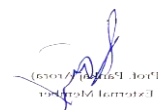
- Bloom, B. S., Hastings, J. H., & Madaus, G. F. (1971). Handbook on formative and summative evaluation of student learning. New York: McGraw Hill.
- Ebel, R. L., & Frisbei, D. A. (1986). Essentials of educational measurement. New Delhi: Prentice Hall.
- Freeman, F. S. (1976). Theory and practice of psychological testing, (3rd ed.). New Delhi: Oxford & IBH Pub. Co.
- Miller, M. D., Linn, R. L., & Gronlund, N. E. (2009). Measurement and assessment in teaching (10th ed.). New Jersey: Pearson Education Inc.

Journals:

- Journal of Psychoeducational Assessment-Sage Publications
- Educational Assessment-Taylor & Francis
- Assessment & Evaluation in Higher Education-Routledge



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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

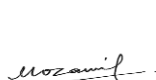
Digital Skills and Competencies

Course Code	MED81ME00500	Credits	2
L + T + P	0 + 0 + 2	Course Duration	One Semester
Semester	I	Contact Hours	60 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Practical and Project		
Special Nature/ Category of the Course	Skills Based and Digital Ethics		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives


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

- Develop skills in using operating system tools
- Differentiate various operating system and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational uses
- Develop the ability for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop skills in using Google tools i.e., Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Appreciate the use emerging ICTs in improving teaching learning process.
- Develop skills in using various tools for e-Resources development
- Develop skills in using various web 2.0 and e-learning tools



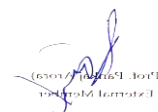





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- Develop the e-portfolio and assessment e-rubrics for integration in to the subject

Learning Outcomes:

After the completion of the course, student teacher-educators will be able to:

- Develop proficiency in using operating system tools.
- Develop proficiency in word processor, spread sheet, drawing and presentation software skilfully
- Develop the proficiency for using the locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Develop proficiency in using Google tools i.e. Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth and Forms
- Develop proficiency in using various tools for e-Resouces development
- Develop proficiency in using various web 2.0 and e-learning tools
- Develop proficiency for e-portfolio and assessment e-rubrics for integration in to the subject

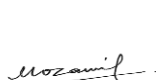
Course Contents:

UNIT I: Basic Digital Skills

- Introduction to Operating System- navigating the desktop, control panel, file manager, explorer, and accessories
- Computer Network- LAN, WAN. Internet - concept and architecture; Locating internet resources - navigating, searching, selecting, evaluating, saving, cloud computing and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board, and multimedia projector for creating and using multimedia resources
- Computer security: hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices
- Management and used of Google tools: Assistant, Maps, Calendar, Drive, Translate, Photo, Docs, Sheets, Slide, Classroom, Earth, Forms and other recent tools.
- Emerging technologies: Augmented reality (AR), Virtual reality (VR), Artificial Intelligence (AI), Virtual Labs and Digital Footprint


UNIT II: Tools for e-Resource Creation

- Basic microcomputer applications (word processing, spreadsheets, presentations, and drawing) and its educational applications



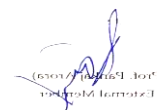





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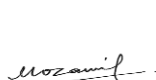

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- ICT tools for Creation of e-Resources: eXe, H5P, Screencast-o-Matic, TimelineJS, Mind map using VUE, Creating video with slide presentation, Presentation tube recorder, pdf creator, file archiving, file converter and any other recent tools.
- Using conferencing tools for education: Google Meet, skype, webex, OBS etc.
- Educational use of web 2.0 technologies: e-mail, wiki, blog, podcasting, streaming, chat, social bookmarking, social networking, groups and forum
- Webquest and virtual field trips: process, and use in the classroom
- Multimedia: design, development, and authoring tools
- e-portfolio: concept, types, tools and e-portfolio rubrics

Suggested Activities: At least one of the following,

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources.
- Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Social bookmarking of internet resources using any social bookmarking tools
- Developing a multimedia e-content for a topic using eXe Learning
- Organize web conferencing using Google Meet, skype, webex etc
- Visit to local ICT laboratories of educational institutions
- Developing wikieducator article on assistive technology
- Developing an electronic assessment portfolio and teaching portfolio
- Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
- Exploring QuizMaker for Teaching-Learning
- Development of Digital Games using Scratch or Lumi
- Creating Digital Story using Olive
- Explore Google Maps
- Creating Blog using WordPress
- Creating Wiki Resources
- Create interactive videos using PlayPosit
- Create Interactive Video Lessons using TED-Ed
- Accessing Digital Resources on DIKSHA
- Creating Interactive Content with H5P
- Resources for Course Enrichment in MOODLE
- Create Interactive Quiz using ClassPoint
- Creating Animations Using Biteable



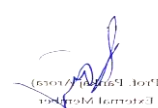





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- Creating Quizz using Quizalize
- Evaluating OMR Sheets using Evalbee
- Creating Notebook in OneNote
- Digital Portfolio with Bulbapp
- Creating Concept Map using VUE
- Creating Assessment using Hot Potatoes
- Creating Animation using Wick Editor
- Screencast-o- Matic :A Tool for Creating Educational video
- Creating Interactive Slide Presentation
- Creating Infographic Using Piktochart
- Accessing ePathshala Apps for Education
- Accessing eContent in DIKSHA
- Explore Google Earth
- Creating Website using Google Sites
- Desktop Security and Secure usage of the YouTube
- Creating activities in MOODLE
- Creating 360 Degree Virtual Tour using H5P
- Creating Graphics using Canva
- Any other relevant activity

Suggested Reading

- Bharihok Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
- Crumlish Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Evant, M: The International Encyclopedia of Educational Technology.
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
- Jain Amit; Sharma Samart; &BanerjiSaurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New delhi
- James,K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia based Instructional design: Computer Based Training. Jossey-Bass
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K.(1998). Elements of Computer Science. S.Chand& Company: New Delhi

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- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi

Web Resources

- Association for Educational Communications and Technology (AECT) at <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA) at <http://www.becta.org.uk/>
- Microsoft Office Online, Word 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061958171033.aspx>
- Microsoft Office Online, Excel 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061831141033.aspx>
- Microsoft Office Online, PowerPoint 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061832731033.aspx>
- The International Society for Technology in Education (ISTE) at <http://www.iste.org/>
- Uhttp://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SEC TION=201.html
- NESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SEC TION=201.html
- UNESCO Bangkok ICT in Education at <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at https://unesdoc.unesco.org/ulis/cgibin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1%20=1&look=new&sc2=1&lin=1&mode=e&utf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc
- CIET. <https://ciet.nic.in/pages.php?id=webinar&ln=en>

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Prof. Sunil

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(Prof. Sunil Kumar Singh)
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Kaunte Singh

Shail

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Life Skills Education

Course Code	MED81ME00600	Credits	2
L + T + P	1 + 0 + 1	Course Duration	One Semester
Semester	IV	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory/Practical/Project		
Special Nature/ Category of the Course	Life Skill Based etc.		
Methods of Content Interaction	Lecture-cum-discussion, Tutorials, Field study, seminar, case study etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

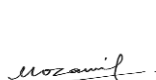
The course will enable the prospective teacher educator:

- To develop understanding of life skill and life skill education.
- To develop self-awareness, effective communication, interpersonal relationship, thinking skills, analytical thinking, creative thinking and decision-making skills
- To enable them to convey thoughts and ideas with clarity and focus.
- To develop social and emotional skills, cognitive and metacognitive skills, basic digital skills and basic skills for green job skills.
- To equip them to face day to day problems.
- To inculcate critical thinking process.
- To prepare them on problem solving skills.
- To create an awareness on 21st Century life skills.
- To develop healthy life style skills etc.

Course Learning Outcomes:


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

- Define and identify different core life skills required in personal and professional life



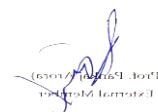





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- Communicate their ideas effectively with others
- Face personal & professional interview & group discussion.
- Critically think on a particular problem.
- Solve problems of academic and personal life.
- Handle teacher education ethics and human values.
- Become an effective teacher educator.
- Aware of the self and apply well-defined techniques to cope with emotions and stress.
- Explain the basic mechanics of effective communication and demonstrate these through presentations.
- Use appropriate approach and problem-solving techniques to solve new problems
- Understand the basics of life skills and life skills education.
- Explain the meaning and concept of life skills education in India.
- Present a brief overview of the growth and development of life skill education in India.
- Discuss the relevance of life skills education in India scenario.
- Critically examine policies related to life skills education and discuss its implication in the context of emerging education
- Reflect on various issues and concerns of life skills education in India
- Suggest interventional strategies in order to raise life skills education in India
- Discuss the contribution of various national and international agencies for life skills. .

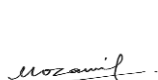
Course Contents:

UNIT I: Basics of Life Skill

- Life Skills: Meaning, concept, significance, components and types of life skills, importance of life skills for growing minds
- Life Skills Education: Meaning and concept of life skills education, evolution of life skills education, important reports and declarations related to life skills education, contribution of international organizations to life skills education
- Core skills for life and work in the 21st Century: Meaning and concept of core skills, types of core skills, social and emotional skills, cognitive and metacognitive skills, basic digital skills and basic skills for green job.

UNIT II: Theories, Approaches and Strategies for Life Skill

- Approaches and Theories of Life Skill: Life skills approaches in education and training, Life skills for personal effectiveness, Skill of building self-confidence and Self-motivation, Social learning theory (Bandura), Social influence theory (Herbert Kelman) and Problem-behaviour theory (Richard Jessor).



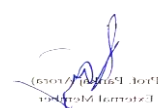





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- Methods and Strategies for nurturing core skills: Self-Awareness, Effective Communication, Interpersonal Relationship, Thinking Skills, Critical Thinking, Analytical Thinking, Creative Thinking, Problem Solving and Decision-Making Skills.
- Strategies for Healthy Life: concept and strategies to promote healthy life style skills, application of life skills in day - to- day life, life skills for adolescents and youth, coping with emotions and stress.

Practicum

The learner may undertake any one of the following activities:

- Prepare a report on life skills approach in school curriculum.
- Prepare a status report on life skills education in a district with reference to core skills.
- Visits of different types of schools and preparation of report in reference of life skills.
- Conduct interview with stake holders (teachers/students/parents etc.) of different schools and prepare a report on issues and problems of life skills education.
- Observe and report on the implementation of any one of the programmes to improve life skills education
- Case study on the sustainability of any one of the programmes of improving core life skills.
- Case study of any good school/institution of Government/Government Added/Private with reference to life skills.
- Conducting a survey of institutions on the chosen area on the causes of under status of life skills and suggest measures to improve.
- Survey of core life skills needs of variety of students at elementary, secondary and higher level.
- Visit an NGO and report on the innovative practices to bring quality into life skills and collect success stories on movement by civil society groups working for life skills education.
- Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government regarding life skills.
- Collect one research article in any of the areas mentioned in the unit and discuss its implications for life skills.
- View films / videos on issues related to life skills education and prepare a review report.
- Prepare a report on strategies of healthy life style skills
- Prepare a status report on theories of life skills education and examines its practicability with reference to present context.
- Any other relevant activity

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Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I: Basics of Life Skill
1-2	Life Skills Meaning, concept, significance, components and types of life skills, importance of life skills for growing minds
3-5	Meaning and concept of life skills education, evolution of life skills education, important reports and declarations related to life skills education, contribution of international organizations to life skills education
6	Meaning and concept of core skills, types of core skills
7-8	Social and emotional skills, cognitive and metacognitive skills, basic digital skills and basic skills for green job
9-15	UNIT II: Theories, Approaches and Strategies for Life Skill
9-10	Life skills approaches in education and training, Life skills for personal effectiveness, Skill of building self-confidence and Self-motivation
11-12	Social learning theory (Bandura), Social influence theory (Herbert Kelman) and Problem-behaviour theory (Richard Jessor)
13	Methods and Strategies for nurturing core skills
14-15	Concept and strategies to promote Healthy Life Style Skills, Application of life skills in day - to- day life, Life skills for adolescents and Youth, coping with emotions and stress
15/30 Hours	<i>Tutorials/ Practicum</i>
Essential Readings: <ul style="list-style-type: none"> ➤ East and North Africa: A Four-Dimensional and Systems Approach to 21st Century Skills – Conceptual and Programmatic Framework. Jordan: United Nations Children’s Fund, MENA Regional Office. ➤ ILO (2021). Global framework on core skills for life and work in the 21st century International Labour Organization, Printing in Switzerland ➤ ILO and Cedefop (2011). Skills for Green Jobs: A Global View – Synthesis Report Based on 21 Country Studies. ILO, Geneva. 	

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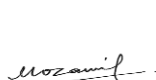
Prof. Pankaj
(Prof. Pankaj Kumar)

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- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Santrock W. John (2006). Educational Psychology. (2nd Edn.) New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Singh, B. D. and Menon R. (2015) Life Skills in India: An Overview of Evidence and Current Practices in our Education System. Central Square Foundation, www.centralsquarefoundation.org
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- UNESCO (2005). Quality Education and Life Skills: Dakar Goals, UNESCO, Paris.
- UNESCO (2014). Transferable Skills in Technical and Vocational Education and Training (TVET): Policy Implications. UNESCO Bangkok Office.
- UNICEF (2017). Reimagining Life Skills and Citizenship Education in the Middle
- UNICEF (2019). Global Framework on Transferable Skills, New York, Education Section in Programme Division, UNICEF
- WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.


Additional/Advance/Further Readings:

- Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw- Hill Darkar Framework for Action, Education for All: Meeting our Collective Commitments, (April 2000), Dakar, Senegal.
- Barun K. Mitra; (2011), “Personality Development & Soft Skills”, First Edition; Oxford Publishers. Commitments, Dakar, Senegal.
- Dakar Framework for Action, (2000). Education for All: Meeting our Collective
 - Edition; Sultan Chand (G/L) & Company Education for All: The Leap to Equality
- Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
- Global Evaluation of Life Skills Education Programmes Final Report, United Nations Children’s Fund, New York, 2012 Hachette Book Group Inc
- Hilgard, E, Atkinson R C & Atkinson R L (1976), Introduction to Psychology (6th Ed), IBH Publishing Co., Pvt Ltd. New Delhi.
- John C. Maxwell (2014); “The 5 Levels of Leadership”, Centre Street, A division of
- Kalyana; (2015) “Soft Skill for Managers”; First Edition; Wiley Publishing Ltd.
- Kumar .J. Keval, (2008), Mass Communication in India, Jaico Publication India Pvt. Ltd
- Larry James (2016); “The First Book of Life Skills”; First Edition; Embassy Books.



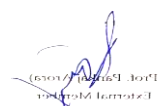





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- Life Skills in Non-formal Education: A Review YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai.
- Mangal S.K. (2008), An Introduction to Psychology, Sterling Publishers Pvt. Ltd., New Delhi.
- Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
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- Nair VR (2010). Life Skills Personality and Leadership. RGNIYD, Tamilnadu
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- Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
- RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu
- Shalini Verma (2014); “Development of Life Skills and Professional Practice”; First
- Singh Madhu, (2003), Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- Singh Madhu, (2003). Understanding Life Skills, Background paper prepared for
- Stella Cottrell, (2008), The Study Skills Handbook, Palgrave Macmillan Ltd. (3rd Ed), New York
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001).
- Wallace R. Masters, (2001) Personal Development for Life and Work: UK, South Western.
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

Web Sites:

- UNESCO – <http://www.unesco.org/>
- UNFPA - <http://www.unfpa.org/>
- UNICEF - <http://www.unicef.org/>

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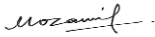

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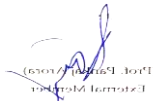
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- United Nations - <http://www.un.org/>
- WHO - <http://www.who.int/en/>
- India Portal - www.indiaportal.gov.in
- http://hhd.org/sites/hhd.org/files/paho_lifeskills.pdf
- http://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf
- [http://wikieducator.org/Introduction to life skills education](http://wikieducator.org/Introduction_to_life_skills_education)
- <https://www2.ed.gov/offices/OVAE/AdultEd/OCE/LifeSkills/intro.html>
- <https://www.britishcouncil.gr/sites/default/files/life-skills-developing-active-citizens-en.pdf>
- <http://www.macmillanenglish.com/uploadedFiles/wwwmacmillanenglishcom/Content/Campa>



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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Academic Writing Skill

Course Code	MED81ME00700	Credits	2
L + T + P	0 + 0 + 2	Course Duration	One Semester
Semester	I	Contact Hours	60 (P) Hours
Course Type	Mandatory Elective Non-credit Course		
Nature of the Course	Practical		
Special Nature/ Category of the Course	Skill Based		
Methods of Content Interaction	Group based observation, Self- study, Collaborative work, Assignments, Reading Sessions, Discussion on Movies and Documentaries, Project or Presentations, Reflective Journal		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

The course will enable the learners to:

- understand academic writing style
- develop an understanding of report writings as research report, field visit report, project report, seminar report
- engage learners with journalistic writing
- develop creative writing skills
- get acquainted with research ethics

Course Learning Outcomes:

After the completion of the course, learners will be able to:

- analyze the concept of academic writing
- write reports as research report, field visit report, project report, seminar report
- review the books, magazines and articles
- compose poems, stories, travelogue and diary
- write articles, research papers, editorials, letters, official minutes, CV, Bio-data
- identify various issues related to writing

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- cite the work of others in their own writings
- apply research ethics

UNIT-I: Academic Writing

- Academic Writing: Concept, Importance, Principles and Process
- Writing of Reports: Reports of Seminars, Project Reports, Research Reports and Field visit Reports
- Review: Book Review, Film Review, Editorials and Articles
- Research Proposal and Research Paper
- Writing of poems, stories, travelogue and diary
- Writing of Letter, official minutes, CV, Bio-data
- References & Bibliography

Unit-II: Assessment of Writings

- Assessment Parameters- Contextual & Syntax
- Rubrics & Portfolio
- Fabrication, Falsification, Plagiarism and Ghost writing

Evaluation of Academic Writing Skill:

- During transaction of this course through workshop mode, learners will be asked to develop PORTFOLIO with response sheets/reflective notes/narratives/observations/charts/posters/analysis sheets/ articles/papers and other related documents. Learners are required to submit Portfolio in the prescribed format with all evidences.

Note: Assessment (of Portfolio) will be done by minimum two faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate Portfolio.

Content Interaction Plan

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-4	Academic Writing: Concept, Importance, Principles and Process
5-9	Writing of Reports: Reports of Seminars and Project Reports
10-14	Research Reports and Field Visit Reports
15-19	Book Review and Film Review
20-24	Critical Analysis of Editorials and Articles

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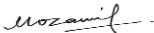



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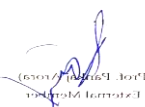
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25-32	Research Proposal, Research Paper and Article Writing
33-39	Writing of poems, stories, travelogue and diary
40-44	Writing of Letter, official minutes, CV, Bio-data
45-47	References & Bibliography
48-52	Assessment Parameters- Contextual & Syntax
53-57	Rubrics & Portfolio
58-60	Fabrication, Falsification, Plagiarism and Ghost writing

Suggested Readings:

- Brown, K. and Susan, H. (2002). Academic Encounters. Cambridge University.
- Carter, M., Sam and W. (2009). Improve your IELTS Writing Skills. Macmillan, New Delhi.
- Coffin, C., Curry, M. J., Goodman, S., Hewings, A., Lillis, T. M., & Swann, J. (2005). Teaching Academic Writing - A Toolkit for Higher Education. New York: Routledge.
- Gangal, J. K. (2011). Developing Writing Skills in English. PHI Learning Private Ltd, New Delhi.
- Hartley, J. (2008). Academic Writing and Publishing - A Practical Handbook. New York: Routledge.
- Lester, J. D. (1999). Writing Research Papers: A Complete Guide (9th ed.). New York, NY: Addison-Wesley Educational Publishers.
- Murray, R. (2004). Writing for Academic Journals. Maidenhead: Open University Press.
- Murray, R., & Moore, S. (2006). The Handbook of Academic Writing - A Fresh Approach. New York: Open University Press.
- Oshima, A., & Hogue, A. (2006). Writing Academic English (4th ed.). New York: Pearson Education, Inc.
- Ramage, D. J., John, B. C., & Johnson, J. (2010). Writing Arguments – A Rhetoric with Readings. USA: Longman.
- Vallis, G. L. (2010). Reason to Write: Applying Critical Thinking to Academic Writing. North Carolina: Kona Publishing and Media Group.





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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Semester-II		Total: 20 Credits
Discipline Based Core Courses		(12 Credits)
MED82DC00804	1. History, Politics and Economics of Education	4
MED82DC00904	2. Advance Educational Research and Statistical Analytical skills	4
MED82DC01004	3. Curriculum Studies	4
Discipline Based Core Elective Course-I (Any one of the following)		(04 Credits)
MED82DE01104	1. Pedagogy of Language Education	4
MED82DE01204	2. Pedagogy of Mathematics Education	
MED82DE01304	3. Pedagogy of Science Education	
MED82DE01404	4. Pedagogy of Social Sciences Education	
Discipline Based Core Elective Course-II (For M.Ed. students) & Open Elective (Interdisciplinary) course for the other department (Any one of the following)		(04 Credits)
MED82DE01504	1. Teaching and Research Aptitude	4
MED82DE01604	2. Comparative Education	4
MED82DE01704	3. Vocational and Entrepreneurial skill Education	4
MED82DE01804	4. Distance Education and Open learning	4
MED82DE01904	5. Education for Sustainable Development	4
Open Elective (Interdisciplinary) course for the other department only		(04 Credits)
MED82OE02004	Environmental Education	4
Mandatory Elective Non-credit course -II (Any one of the following)		
MED82ME02000	1. E-content Creation	2
MED82ME02100	2. Psychological Testing	
MED82ME02200	3. Teaching Skill and Classroom Management	

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

History, Politics and Economics of Education

Course Code	MED82DC00804	Credits	4
L + T + P	3 + 0 + 1	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15/30 (T/P) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory/Practical/Project		
Special Nature/ Category of the Course	Social, Economic, Political/Constitutional Value Based, History of Indian Educational Heritage/ Lok Vidya etc.		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, seminar, presentations by students, field work etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To acquaint the students with historical development of education in India
- To provide an exposure to the historical development of the education system in India.
- To develop basic understanding of educational policies making.
- To develop understanding about political prospective of education.
- To develop policy prospective in educational setting among the learner.
- To acquaint the students with conceptual understanding of economics of education.
- To provide an understanding of the linkage between colonial political factors and forces which shaped modern institutional development of education
- To analyse educational provisions influenced by political developments in Indian society as visible in the form of constitutional amendments and government initiatives.
- To get exposure to the issues of educational planning in its political perspectives and methods, modes of educational planning and issues in financing of education.
- To enable the students to understand the Concept of Economics of Education, Relationship, Consumption, Investment and Economic Thoughts.
- To enable the students to understand the Education and Labour Market and Economics of Brain-Drain
- To analyse the contributions of education to the economic growth in pre and post globalization era.

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- To acquaint the students with need and importance of Economics of Education for development of individual and Nation at present scenario.

Course Learning Outcomes:

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

- Describe historical development of education in India.
- Explain role of different commission and committee in growth and development of education in India.
- Discuss determinants and process of formation of educational policies.
- Plan educational financing at Micro and Macro level.
- Analyze relationship between politics and education.
- Explain perspectives of politics of education with reference to different theories.
- Identify the social constrain of Educational development in Modern India.
- Trace development of education in India during pre-independence and post-independence period.
- Evaluate the post-independence policies on education
- Analyse educational provisions influenced by political developments in Indian society as visible in the form of constitutional amendments and government initiatives.
- Develop an understanding of educational planning in its political perspectives and methods, Modes of Educational planning and issues in financing of Education.
- Explain the key concepts related to Economics of Education
- Relate the economic change to change in educational policies.
- Identify the issue related to budget and financing of education.
- Discuss the Liberalization, Privatization, Globalization and Education in contemporary India.

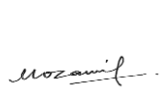
Course Contents:

UNIT I: Historical Perspective of Education

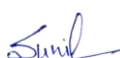
- Brief History of educational development in India: Vedic, Medieval, Colonial Period up to 1947.
- Education and national development
- Recommendations of Commissions and Committees on education in the Post - Independence India i.e. Secondary Education Commission (1953), Kothari Education Commission (1964-66), National Policy on Education (1968, 1986, 1992 revised), National Commission on Teachers (1999), National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)

UNIT II: Contemporary Indian Education System and Policies of Education

- Constitutional and legal bases underlying educational policies and practices during post-Independence Period



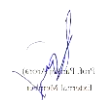



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- Understanding the linkage between Educational Policy and National Development
- Recommendations of National Education Policy (NEP-2020), Proposed roadmaps of Indian higher education
- Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, Generation and Evaluation of policy options, Making the policy decision, Plan of action, Policy impact assessment and subsequent policy cycles

UNIT III: Economic Perspective of Education

- Concept and Scope of Economics of Education, Recent Trends in Economics of Education, Impact of LPG on Education
- Education as Consumption and Education as Investment, Education as a Prerequisite to Economic Development.
- Concepts of Human Development Index (HDI) and Millennium Development Goals (MDG)
- Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory
- Concept of Educational Finance: Concept of Budgeting, Educational finance at Micro and Macro Levels, Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education

UNIT IV: Political perspective of Education

- Relationship between Politics and Education, Perspectives of Politics of Education- Liberal, Conservative and Critical
- Role of State and Civil Society in Education, Education for Citizenship Building
- Relationship between Education and Democracy, Education for Political Development and Political Socialization
- Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice),
- Education as human/fundamental right; rights, claims and entitlements; claim holders and duty bearers; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.

Practicum

The learner may undertake any one of the following activities:

- Writing reflecting journals related to various experiences (observation and review)
- Presentation of paper related with history, politics and economic of education on any given topic.
- Study of any one thinker's original literature (one book) and write review on it followed by discussion
- Comparative Analysis of history, politics and economics of education with reference to any country.

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- Field visit community for observation of activities over there and interaction with practices
- Writing and presentation of book review related to history, politics and economics of education.
- Critical analysis of contemporary historical, political and economical perspectives of education
- Identification of social structure and social system of society and their ideologies
- Critical analysis of the ways in which teaching-learning and curriculum contribute to social inequality, learner and social policy etc. and presentation in a seminar followed by discussion.
- Visit to a historical site, observation of traces and preparation of a reflective diary.
- Reflect on personal experiences within education in light of history, politics and economic perspective of education and recognize their influence on education.
- Critically examine the policies of education with respect to Indian political and economical conditions.
- Critical analysis of the relevance of Indian educational heritage in the present context of India.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Committees and Commissions' Contribution to Teacher Education
1-2	Brief History of educational development in India: Vedic, Medieval, Colonial Period up to 1947.
3-4	Education and national development, Recommendations of Commissions and Committees on education in the Post -Independence India i.e. Secondary Education Commission (1953),
5-6	Kothari Education Commission (1964-66), National Policy of Education (1986,1992),
7-11	National Commission on Teachers (1999), National Curriculum Framework 2005, National Knowledge Commission (2007), Yashpal Committee Report (2009), National Curriculum Framework for Teacher Education (2009), Justice Verma Committee Report (2012)
12-23	UNIT II: Relationship between Policies and Education
12-14	Constitutional and legal bases underlying educational policies and practices during post-Independence Period

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15-16	Understanding the linkage between Educational Policy and National Development,
17-20	Recommendations of National Education Policy 1968, 1986(revised 1992), 2020
21-23	Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, Generation and Evaluation of policy options, Making the policy decision, POA, Policy impact assessment and subsequent policy cycles
24-34	UNIT III: Concept of Economics of Education
24-26	Concept and Scope of Economics of Education, Recent Trends in Economics of Education, Impact of LPG on Education
27-28	Education as Consumption and Education as Investment, Education as a Prerequisite to Economic Development.
29	Concepts of Human Development Index (HDI) and Millennium Development Goals (MDG)
30-31	Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signaling Theory Vs Human Capital Theory
32-34	Concept of Educational Finance: Concept of Budgeting, Educational finance at Micro and Macro Levels, Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education
35-45	UNIT IV: Relationship Between Politics and Education
35-36	Relationship between Politics and Education, Perspectives of Politics of Education- Liberal, Conservative and Critical
37-38	Role of State and Civil Society in Education, Education for Citizenship Building
39-41	Relationship between Education and Democracy, Education and Political Development, Education for Political Development and Political Socialization
42	Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice),
43-45	Education as human/fundamental right; rights, claims and entitlements; claim holders and duty bearers; Child rights; Educational rights of minorities and disadvantaged groups; Affirmative action for promoting equal rights in education.
15/30 Hours	Tutorials/ Practicum
Essential Readings: <ul style="list-style-type: none"> ➤ Dewey, John (1996): Democracy and Education: An Introduction to the Philosophy of Education (1966 ed.), New York: Free Press ➤ Dharmpal (1983). The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century. Delhi: BibliaImpex. ➤ Daniele, C. (2008). The Economics of Education - Human Capital, Family Background and Inequality. New York: Cambridge University Press. 	

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- Rao, D. P. (2010). *Economics of Education and Human Development in India*. New Delhi: Akansha Publishing House.
- Mahmood, S.(1895, 2010). *A History of English Education in India (1781 to 1893)*. Aligarh: Cambridge Scholars Publishing.

Additional/Advance/Further Readings:

- Angela, S. (2013). *Public Spending in Education and Human Capital Development*. Lambert Academic Publishing.
- Apple, M.W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
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- Geeta, G. K. & MohdM.(2013). *The Political Economy of Education in India: Teacher Politics in Uttar Pradesh*. London: OUP Press.
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- Hasan, Z. (ed). (2012). *Equalizing Access: Affirmative Action in Higher Education in India, United States and South Africa*. New Delhi: Oxford University Press.
- Kumar, Krishna (1987): *Political Agenda of Education*, Sage: New Delhi.
- Kumar, Krishna and Oesterheld, J (ed) (2007). *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
- Kumar, Krishna (2014): *Politics of Education in Colonial India*, Routledge: New Delhi.
- Mooij, J & Majumdar, M.(2010). *Education and Inequality in India: A Classroom View (Routledge Contemporary South Asia Series)* Routledge: Chapman & Hall.
- Mookerji, RadhaKumud (1940): *Ancient Indian Education*. Motilal Banarsidas: Varanasi.
- Mukhopadhyay, B. & Barki, B. G. (1989). *Grassroots Education in India: A Challenge for Policy Makers (South Asian Publications Series)*. StosiusInc/Advent Books Division.
- Naik, J.P. (1975): *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Allied: Bombay.
- Narulla, S and J.P.Naik (1962): *A Student's History of Education in India, 1800-1961: Calcutta*.
- Padmanabhan, C. B. (1998). *Educational Financing and Structural Adjustment Policies in India*. New Delhi: Neha Publishers & Distributors.
- Pinar. W. F.(ed). (2015), *Curriculum Studies in India: Intellectual Histories, Present Circumstances (International and Development Education)*. Palgrave Macmillan.
- Rashmi, S. & Vimala R. (2009). *The Elementary Education System in India: Exploring Institutional Structures, Processes and Dynamics*. New Delhi: Routledge.
- Sharma, R.C. (2004). *National Policy on Education and Programme of Implementation* Jaipur: Mangaldeep Publications.

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- Sharma, R.N. and R. K .Sharma (2004): *History of Education in India*. Atlantic Publishers: New Delhi.
- Tandon, P. D. (2004). *The History and Problems of Universalization of Education in India*. Jaipur: A B D Publishers.
- Zajda, J. (2014)]. *Globalisation, Ideology and Education Policy*. United States: Springer-Verlag.

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Advance Educational Research and Statistical Analytical skills

Course Code	MED82DC00904	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, primary data collection & analysis, seminar, presentations by students, field work etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the prospective teacher educators to:

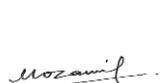
- Understand the Nature of Data.
- Apply Parametric Inferential Statistics for Data Analysis
- Use Non-Parametric Inferential Statistics for Data Analysis
- Apply Qualitative Data Analysis
- Use of Software for Data Analysis

Expected Learning Outcomes:

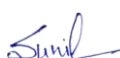
After the completion of the course prospective teacher educators will be able to:

- Describe the role of statistics in educational research.
- Differentiate between the qualitative and quantitative nature of data.
- Identify issues of data collection and their treatment.
- Represent the data graphically.
- Apply advanced correlation techniques in educational research.
- Use regression analysis in educational research.
- Apply parametric and non-parametric statistics for analysing the data
- Work on the digital spreadsheet (data feeding, analysis and interpretation).
- Justify the importance of Software (Excel, SPSS, NVivo etc.) for data analysis.
- Critically evaluate and interpret the result of the analysis of data.
- Appreciate role of advanced research methodology in education

Course Contents



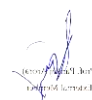



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UNIT-I: Basics of Educational Statistics

- Educational Statistics: Concept and Use in Educational Research
- Data and Its Nature: Qualitative and Quantitative
- Scales of Measurement: Nominal, Ordinal, Interval and Ratio
- Quick review of tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Conceptual recapitulation of Measures of central tendency (Mean, Median & Mode), Measures of variability (Range, AD, QD, SD), Measures of relationship (Spearman Rank and Pearson Product Moment Correlation)
- Normal Probability Distribution: Concept, Properties and Applications

UNIT-II: Advanced Correlation Techniques and Regression Analysis

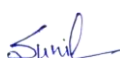
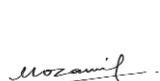
- Advanced Correlation Techniques:
 - Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation and Phi Coefficient,
 - Partial Correlation and Multiple Correlation
- Regression and Prediction

UNIT-III: Inferential Statistics (Parametric & Non-Parametric)

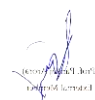
- Inferential Statistics- Meaning, Concept, and Application in Educational Research
- Fundamentals of Inferential Statistics
 - Population and Sample, Sampling Distribution of Statistics, Central limit Theorem, Sampling Error, Standard Error, Level of Significance, Confidence Intervals,
 - Testing of Hypothesis, Type-I and Type-II errors, Degree of Freedom, Power of the test, One-Tailed and Two-Tailed Test,
- Parametric Statistics: Meaning, Applications and Its Uses in Educational Research
 - t-test
 - Analysis of Variance (ANOVA)
 - Analysis of Co-Variance (ANCOVA)
 - Factor Analysis
- Non-Parametric Statistics: Meaning and Its Uses in Educational Research
 - Chi-Square Test, Sign Test and Median Test
 - Mann-Whitney U-Test,
 - Kruskal-Wallis H Test
- Use of Computer/Software in Qualitative Data Analysis (Excel & SPSS)

UNIT-IV: Qualitative Data Analysis

- Qualitative data analysis: Meaning, Concept and Application in Educational Research
- Component of Qualitative Data Analysis
 - Data Reduction
 - Data Display



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- Drawing Verifying Conclusion
- Data Analysis Techniques
 - Content analysis
 - Triangulation
 - Frequency and Percentage Analysis
 - Trend analysis
- Utilization of Corroborative pieces of evidence
- Use of Secondary Data in Historical and Descriptive Research
- Use of Computer/Software in Qualitative Data Analysis (NVIVO)

Course-Based Activities:

- Presentation of data in tabular form, its graphical representation and computation of all measures of central tendencies, variability, and relationship.
- On a given data applying NPC for solving different kinds of research problems.
- Use of t-test, ANOVA, and ANCOVA for data analysis (manually and digitally).
- Preparing research designs of different types to formulate regression equations and to predict on their basis (manually and digitally).
- Use of Chi-Square Test, Sign Test and Median Test, Mann-Whitney U-Test and Kruskal-Wallis H Test for data analysis (manually and digitally).
- Use of Factor Analysis (Manually and digitally).
- Analyze the data qualitatively by doing Content analysis, Trend analysis, using corroborative evidence, and using secondary data in historical and descriptive research (manually and digitally).

Content Transaction Plan:

S. No	Topic/Sub Topic	Contact Hours
UNIT-1 [Basics of Educational Statistics]		10
1.	Educational Statistics: Concept and Use in Educational Research Data and Its Nature: Qualitative and Quantitative	1
2.	Scales of Measurement: Nominal, Ordinal, Interval and Ratio	1
3.	Quick review of tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.	2
4.	Conceptual recapitulation of Measures of central tendency (Mean, Median & Mode), Measures of variability (Range, AD, QD, SD), Measures of relationship (Spearman Rank and Pearson Product Moment Correlation)	4
5.	Normal Probability Distribution: Concept, Properties and Applications	2
UNIT-II [Advanced Correlation Techniques and Regression Analysis]		10
6.	Biserial Correlation, Point Biserial Correlation, Tetrachoric Correlation and Phi Coefficient,	5
7.	Partial Correlation and Multiple Correlation	2
8.	Regression and Prediction	3
UNIT-III [Inferential Statistics (Parametric & Non-Parametric)]		15
9.	Inferential Statistics- Meaning, Concept, and Application in Educational Research Fundamentals of Inferential Statistics	2

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	Parametric Statistics: Meaning, Applications and Its Uses in Educational Research	
10.	t-test	2
11.	Analysis of Variance (ANOVA)	2
12.	Analysis of Co-Variance (ANCOVA)	2
13.	Factor Analysis	2
14.	Non-Parametric Statistics: Meaning and Its Uses in Educational Research Chi-Square Test, Sign Test and Median Test	3
15.	Mann-Whitney U-Test,	1
16.	Kruskal-Wallis H Test	1
17.	Use of Computer/Software in Qualitative Data Analysis (Excel & SPSS)	1
UNIT-IV [Qualitative Data Analysis]		10
18.	Qualitative data analysis: Meaning, Concept and Application in Educational Research	1
19.	Component of Qualitative Data Analysis-Data Reduction, Data Display, Drawing Verifying Conclusion	2
20.	Data Analysis Techniques- Content analysis, Triangulation, Frequency and Percentage Analysis, Trend Analysis	3
21.	Utilization of Corroborative pieces of evidence	1
22.	Use of Secondary Data in Historical and Descriptive Research	2
23.	Use of Computer/Software in Qualitative Data Analysis (NVIVO)	1
	15 Hours Tutorials	

Suggested Readings:

- Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
- Garrett, H.E. (1988). Statistics in Psychology and Education, Bombay, Vakils, Feiffer & Semen's Ltd.
- Gupta, S. P. & Gupta Alka. (2013). Statistical Methods in Behavioural Sciences, Sharda Pustak Bhawan, Allahabad.
- Miles, M.B., & Huberman, A.M. (1994). Qualitative Data Analysis: An expanded Sourcebook. Thousand Oaks, CA: Sage.
- Siegal, S. (1956). Non-parametric Statistics for Behavioural Science, New York: McGraw Hill.

Additional/Advance/Further Readings:

- Asthana, H.S. & Bhushan, B. (2007): Statistics for Social Sciences. New Delhi: Prentice Hall of India
- Conover, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
- Gokhar, S.C. (2009). Statistics in Education and Psychology, M.M. Publication, Panipat
- Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). Graphing data: Techniques for display and analysis. Thousand oaks, CA: Sage.
- Keeves, John P. (Ed.). Educational Research, Methodology and Measurement: An International Handbook.
- King, B.M. & Minium, E.W. (2008) Statistical reasoning in the Behavioral Sciences, New Delhi, Wiley India
- Kothari, C. R. (2004). Research methodology, New Delhi: New Age Publications
- Kurtz, A.K. & Mayo, S.T. (1980). Statistical Methods in Education and Psychology, New Delhi, Narosa Pub House.

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- Popham and Sirohic (1993). Educational Statistics-Use and Interpretation, New York: Harper and Row.
- Rajmanickam. (2001). Statistical Methods in Education and Psychology, New Delhi, Concept Publishing Company.
- Van Leeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis. London: Sage Publication.

**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Curriculum Studies

Course Code	MED82DC01004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core		
Nature of the Course	Theory		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students, field work etc.</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the trainee teacher educator to:

- Explain curriculum and describe the different fundamental concepts associated with curriculum
- Describe the development of curriculum as a discipline or field of study
- Describe the foundations and types of curriculum

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- Explain the different theories impacting curriculum
- Explain the different components of curriculum construction process
- Analyze the conceptual framework of curriculum designing and the design dimension of curriculum
- Develop conceptual understanding of curriculum planning.
- Critically analyze the different aspects of curriculum implementation, evaluation, change and research
- Illustrate latest concerns and issues in framing Curriculum at both global and Indian levels.
- Acquaint the students about role of different state and national level bodies in curriculum development.

Course Learning Outcomes:

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

- Describe the different fundamental concepts associated with curriculum
- Analyze philosophical, sociological and psychological bases of curriculum planning.
- Discuss the different theories impacting curriculum
- Construct curriculum for the school education
- Discuss role of different state and national level bodies in curriculum development.
- Discuss different approaches to curriculum change
- Explain approaches to evaluation of curriculum.
- Evaluate school curriculum on the basis different models of curriculum evaluation.
- Describe scope of curriculum researches.
- Address different issues and concerns in curriculum

Course Contents:

UNIT I: Fundamentals of Curriculum

- Concept, Characteristics, Scope, Importance, Components and types of Curriculum
- Syllabus, Curriculum and Curriculum Framework: The Relationship
- Development of Curriculum as a Discipline or field of study
- Foundations of Curriculum: Philosophical, Psychological, Sociological, Technological and Environmental
- Theories impacting Curriculum: Behaviorist, Cognitivist and Humanist

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UNIT II: Curriculum Planning and Development

- Curriculum Planning levels: National, State, Local, Institution and Teacher
- Curriculum Design: Approaches (Subject centered, learner centered and problem centered), Dimensions (Scope, Integration, Sequence, Continuity, Articulation and Balance), Models (Traditional and Contemporary Models: Academic / Discipline Based Model, Competency Based Model, Activities Model, social reconstruction model, Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, Competency based model)
- Curriculum Construction: Principles and Process (Selection of Objectives, Selection of Content and Learning activities, Organization of Content and Learning activities, Selection of Instructional Procedures/Methods, and Evaluation)
- Role of UGC, NCTE, NCERT, SCERT and University in Curriculum Development

UNIT III: Curriculum Implementation and Evaluation

- Curriculum Implementation: Concept, Process, Factors and Models (ORC model, LOC model, Linkage model, RCA model)
- Role of Principal, Teacher and Students in Curriculum Implementation
- Meaning, Nature, Importance, factors, types, approaches and stages of Curriculum Evaluation
- Models of Curriculum Evaluation- Tyler's Model, CIPP model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.

UNIT IV: Latest Concerns and Issues of Curriculum


- Curriculum Change- concept, nature and types of curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement,
- Scope, importance and types of research in curriculum
- Addressing Different Concerns in Curriculum: Gender, Social groups/culture, Geographical representation, Environment, life skills, Indian knowledge system, values etc.
- Existing curriculum framework for school education and teacher education

Practicum: At least one of the followings

- Critical analysis of different curriculum materials of primary, secondary and higher secondary schools
- Preparation of curriculum frame work for national and state level education
- Designing curriculum as per the local needs
- Preparing activity based textbooks in different subjects (Language, Mathematics, Science & Social Science) at the school level
- Comparing the curricular focus in a specific area of learning at local level, state level

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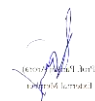
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and international level.

- Any other relevant activities

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Fundamentals of Curriculum
1-6	Concept, Characteristics, Scope and Importance, components and types of Curriculums
7	Curriculum, Syllabus and Curriculum Framework: The Relationship
8	Development of Curriculum as a Discipline or field of study
9-11	Theories impacting Curriculum: Behaviorism, Cognitivist and Competency-based
12-24	UNIT II: Curriculum Planning and Development
12	Curriculum Planning levels: National, State, Local, Institution and Teacher
13-18	Curriculum Design: Approaches (Subject centered, learner centered and problem centered), Dimensions (Scope, Integration, Sequence, Continuity, Articulation and Balance), Models (Traditional and Contemporary Models: Academic / Discipline Based Model, Competency Based Model, Activities Model, social reconstruction model, Individual Needs & Interests Model, Outcome Based Integrative Model, Intervention Model, Competency based model)
19-23	Curriculum Construction: Principles and Process (Selection of Objectives, Selection of Content and Learning activities, Organization of Content and Learning activities, Selection of Instructional Procedures/Methods, and Evaluation)
24	Role of UGC, NCTE, NCERT, SCERT and University in Curriculum Development
25-36	UNIT III: Curriculum Implementation and Evaluation
25	Curriculum Implementation: Concept, Process, Factors and Models (ORC model, LOC model, Linkage model, RCA model)
26	Role of Principal, Teacher and Students in Curriculum Implementation
30-31	Meaning, Nature, Importance, factors, types, approaches and stages of Curriculum Evaluation

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32-36	Models of Curriculum Evaluation- Tyler's Model, CIPP model, Stakes' Model, Scriven's Model, Kirkpatrick's Model.
37-45	UNIT IV: Latest Concerns and Issues of Curriculum
37-38	Curriculum Change- concept, nature types of curriculum change, Factors affecting curriculum change, Approaches to curriculum change, Role of students, teachers and educational administrators in curriculum change and improvement
39	Scope, importance and types of research in curriculum
40-43	Addressing Different Concerns in Curriculum: Gender, Social groups/culture, Geographical representation, Environment, life skills, traditional knowledge, values etc.
44-45	Existing curriculum framework for school education and teacher education
15 Hours	Tutorials

Suggested Readings

- Arora G.L. (1998) Curriculum and Quality in Education. New Delhi: NCERT.
- Bobbitt, F.(1924). How to Make a Curriculum. Boston: Houghton Mifflin Co.
- Caswell, H.L., & Campbell, D.S.(1935). Curriculum Development. New York: American Book Co.
- Denis Lawton and et. al. (1978). Theory and Practice of Curriculum Studies, London: Routledge and Kegan Paul
- Dewey, J. (1902). The Child and the Curriculum. Chicago: University of Chicago Press.
- Doll Ronald C. (1986). Curriculum Improvement: Decision Making Process, London: Allyon and Bacon Inc.
- Giles, H.H., McCutchen, S.P., & Zechiel, A.N. (1942) Exploring the Curriculum. New York: Harper and Brothers.
- Kelley, A. V. (1977). Curriculum Theory and Practice. London: Harper and Row
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- NCERT. (2005). National Curriculum Frame work-2005. New Delhi: NCERT.
- NCTE. (2009). National Curriculum Framework for Teacher Education. New Delhi: NCTE. Oerr, J. F. (Ed.) (1968). Changing the Curriculum. London: University of London Press

Additional/Advance/Further Readings:

- Ornstein A.C., & Hunkins F.P. (1993) Curriculum Foundations: Principles and Issues. Boston: Allen & Bacon

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- Sais, R. S. (1976). Curriculum Principles and Foundations. New York: Thomas Y. Crowdl Company
- Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Brace and World
- Taylor, R. (...). Basic Principles of Curriculum., Chicago: Chicago University Press
- UNESCO. (1981). Curriculum and Life Long Education. Paris: UNESCO
- Vashisht S.R. (2005). Curriculum Construction. New Delhi: Anmol Publishers.
- Venkataiah, N. (2008). Curriculum innovations for 2000A.D. New Delhi: APH Publishing Corporation.

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Department of Teacher Education School of Education Central University of South Bihar, Gaya 2 Years Master of Education (M.Ed.)			
<u>Pedagogy of Language Education</u>			
Course Code	MED82DE01104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Value Based/Skill Based		
Methods of Content Interaction	Lecture-cum-Discussion, Group Discussion, Panel- Discussion, Seminar, Assignment, Project, Hands on Practice in language laboratory, Visits to Language Teaching Institutes, Presentations		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Objectives of the Course

This course will enable the prospective teacher educators:

- To develop an understanding of language acquisition and learning
- To understand linguistic, psychological and social processes of language learning
- To explore various pedagogical strategies of language learning
- To explore various innovative techniques for teaching prose, poetry and grammar
- To develop an understanding of language teaching and literature teaching
- To explore various strategies for language assessment
- To develop sensitivity to language diversity

Learning Outcomes:

After completing the course, students will be able –

- To differentiate between language acquisition and learning
- To reflect upon the Indian perspectives of language teaching-learning
- To critically analyze various models of language acquisition and learning
- To analyze different approaches, methods and techniques in the context of first language, second language and third language
- To apply various contemporary techniques for language teaching-learning
- To identify the various issues related to language learning and teaching
- To apply various strategies for language assessment

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- To reflect upon language policy and provisions

Course Content:

Unit I- Understanding of Language and Language Learning

- Nature, Characteristics and Components
- Language Acquisition and Language Learning
- Indian Perspectives of Language and Language Learning
- Language and Literature: Nature, Interrelationship and Differences
- Models of Language Acquisition and Learning: Behaviourist, Cognitivist and Constructivist
- Discourse Analysis: Concept and Theories (Speech Acts, Conversational Maxims, Conversational Analysis, Ethno-methodology, Text Analysis, and Critical Discourse Analysis)

Unit II- Curriculum and Pedagogy for Language Learning

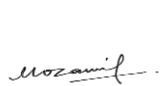
- Development of Language Curriculum and Syllabus: Dimensions, Factors affecting the Curriculum, Selection and Sequencings of Content, Contexts, Transaction and Evaluation Techniques
- Pedagogy and Andragogy: Meaning, Need and their implications in Language Learning.
- Difference among Pedagogy, Andragogy, Zeragogy, Heutagogy and Critical Pedagogy
- Language Learning: Approach, Methods, Classroom Tasks, Mode of Instruction
- Preparation of Model Lesson Plan & Supervision of Teaching

Unit III- Contemporary Practices for Languages Learning


- Development of Basic Language Skills as well as Advanced Language Skills at Foundation, Preparatory, Middle, Secondary, and Higher levels.
- Collaborative Learning, Cooperative Learning, Reciprocal Teaching, Learning through ICT Tools and Applications
- Evaluation of Language Learning: Discrete Vs Holistic Approach
- Recent Research Trends in Language Learning

Unit IV- Issues and Concerns

- Understanding Language Diversity: Issues and Challenges related to Dialects, Regional Languages and Standard Language
- Home Language, Local Language, and School Language, Problem of Tribal Dialects
- Promotion of Arts and Culture through Language
- Provisions related to Language in Indian Constitution & Three Language Formula
- Recommendations of Various Commissions and Policies regarding language






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- Preservation of Indian Languages

Practicum

The students may undertake any one of the following activities:


- Identify language related issues of local people and plan an intervention accordingly.
- Conduct a need analysis over students of different levels and suggest the language learning strategies to cater the needs of these students.
- Critically analyze the textbooks from linguistic point of view.
- Critically analyze the language of contemporary Media
- Critically analyze the report writing style of different policies and commissions
- Identification of minority languages within their states and discussion over government plans and policies for their preservation and development.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-14	Unit 1. Understanding of Language and Language Learning
1-2	Language: Nature, Characteristics and Components Language Acquisition and Language Learning
3-4	Indian Perspectives of Language and Language Learning
5-6	Language and Literature: Nature, Interrelationship and Differences
7-10	Models of Language Acquisition and Learning: Behaviourist, Cognitivist and Constructivist
11-14	Discourse Analysis: Concept and Theories (Speech Acts, Conversational Maxims, Conversational Analysis, Ethno-methodology, Text Analysis, and Critical Discourse Analysis)
15-28	Unit II- Curriculum and Pedagogy for Language Learning
15-17	Development of Language Curriculum and Syllabus: Dimensions, Factors affecting the Curriculum, Selection and Sequencings of Content, Contexts, Transaction and Evaluation Techniques
18-19	Pedagogy and Andragogy: Meaning, Need and their implications in Language Learning.
20-21	Difference among Pedagogy, Andragogy, Zeragogy, Heutagogy and Critical Pedagogy

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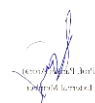
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22-26	Language Learning: Approach, Methods, Classroom Tasks, Mode of Instruction
27-28	Preparation of Model Lesson Plan & Supervision of Teaching
29-39	Unit III- Contemporary Practices for Languages Learning
29-30	Development of Basic Language Skills as well as Advanced Language Skills at Foundation, Preparatory, Middle, Secondary, and Higher levels.
31-34	Collaborative Learning, Cooperative Learning, Reciprocal Teaching, Learning through ICT Tools and Applications
35-37	Evaluation of Language Learning: Discrete Vs Holistic Approach
38-39	Recent Research Trends in Language Learning
	Unit IV- Issues and Concerns
40-41	Understanding Language Diversity: Issues and Challenges related to Dialects, Regional Languages and Standard Language; Home Language, Local Language, and School Language, Problem of Tribal Dialects
42-43	Provisions related to Language in Indian Constitution & Three Language Formula, Recommendations of Various Commissions and Policies regarding language
44-45	Promotion of Arts and Culture through Language, Preservation of Indian Languages
15 Hours	Tutorials

Suggested Readings:

- Agnihotri, R.A. (2010). Multilinguality and The Teaching of English in India. *EFL Journal*, English and Foreign Language University
- Agnihotri, R.A. (1996). Kon Bhasha Kon Boli. *Sandarbh*, Issue 13.
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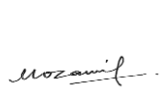
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Additional/Advance/Further Readings:

- Lyons, J. (1981). *Language and Linguistics: An Introduction*. New York, Cambridge University Press
- Martinovic, T. (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- NCERT (2001). *National Curriculum Framework for School Education. (Reprint Edition)* NCERT, New Delhi.
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- Ornstein, J. (1971). *Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N., Daniel & Howard, L. (1990). *Language an Introduction to Cognitive Science: - Vol.1*, Massachusetts Institute of Technology, USA.
- Oczkus, L. D. (2003). *Reciprocal teaching at work strategies for improving reading comprehension*. Newark, DE: International Reading Association.
- Pavelenko, A.et.Al.(2001). *Multilingualism, Second Language Learning and Gender*. Walter de'GruyterGmbh& Co. KG, Berlin.



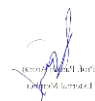



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- Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.
- Yule, G. (1985). *The Study of Language*. New York, Cambridge University Press.

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Pedagogy of Mathematics Education

Course Code	MED82DE01204	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Mathematical Value Based, Indian Knowledge System Based		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Field work, Self-study, Seminar, Presentations by students, individual and group drills etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators:

- To develop in-depth understanding about the philosophical foundations of Mathematics
- To acquaint the students with the major ideas about historical development in Mathematics
- To enable the students to understand need and importance of Vedic Mathematics
- To enable the students to understand nature and scope of Mathematics
- To enable the students to understand the concepts of Pedagogy, Critical Pedagogy, Heutagogy and Andragogy
- To develop understanding about the concept of Pure and Applied Mathematics
- Analyse the contributions of C.F. Gauss, Pythagoras and Ramanujan in Mathematics
- To enable the students to understand about statements, example and counter example, axiom, conjecture, theorem and lemma in Mathematics
- To develop in-depth understanding about direct proof, indirect proof, proof by contradiction, and proof by mathematical induction
- To develop an understanding about the perspectives of Piaget, Skemp and Bruner about mathematics learning
- Develop the skill of using various methods of teaching mathematics as problem solving method, project method, jigsaw method and flipped classroom learning
- To get exposure about challenges in continuing the professional growth of a mathematics teacher
- To develop an understanding about among students about recreational mathematics

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- Highlight the significance of mathematics laboratory and mathematics club
- Develop the skill of prepare lesson plans for mathematics teaching
- To develop in-depth understanding about components of various teaching skills
- To enable the students to explore the recent trends in mathematics education
- To acquaint the students with the major ideas about mathematics curriculum and principles for its designing
- To develop an understanding about mathematics textbook and reference book
- To enable the students to identify different type of mistakes in mathematics and describe their remedial measures
- Present overview on different types of test items in mathematics

Course Learning Outcomes:

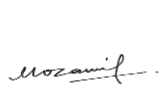
After completion of the course the students will be able to:

- Explore the ideas about the philosophical foundations of Mathematics
- Describe the historical development of major ideas in Mathematics
- Explain the importance of Vedic Mathematics
- Discuss the nature and scope of Mathematics
- Describe the concepts of Pedagogy, Critical Pedagogy, Heutagogy and Andragogy
- Distinguish between the concepts of Pure and Applied Mathematics
- Identify the contributions of C.F. Gauss, Pythagoras and Ramanujan in Mathematics
- Distinguish among statements, example and counter example, axiom, conjecture, theorem and lemma in Mathematics
- Explain direct proof, indirect proof, proof by contradiction, and proof by mathematical induction
- Analyze the perspectives of Piaget, Skemp and Bruner about mathematics learning
- Explain the various teaching methods in mathematics as problem solving method, project method, jigsaw method and flipped classroom learning
- Describe about challenges in continuing the professional growth of a mathematics teacher
- Identify recreational aspects of mathematics
- Explore the ideas about to set mathematics laboratory and mathematics club
- Prepare the lesson plans for mathematics teaching
- Identify the components of various teaching skills during the observation of other interns' teaching and write comments
- Identify recent trends in mathematics education
- Describe mathematics curriculum and principles for its designing
- Distinguish between mathematics textbook and reference book
- Identify different type of mistakes in mathematics and describe their remedial measures
- Describe various tools and techniques of assessment in mathematics learning
- Construction an achievement test in mathematics

COURSE CONTENT

UNIT-I: Basics of Mathematics

- Philosophical foundations of Mathematics
- Historical development of major ideas in Mathematics



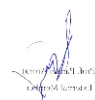



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- Indian Knowledge System: Need and importance of Vedic Mathematics
- Concept, Nature and Scope of Mathematics
- Pedagogy, Heutagogy and Andragogy: Meaning, principles
- Critical Pedagogy: Meaning, need and importance in Mathematics
- Concept of pure and applied Mathematics
- Contribution of noteworthy mathematicians: C.F. Gauss, Pythagoras and Ramanujan

UNIT-II: Proofs and Approaches of Mathematics Teaching and Learning

- Statements, Example and counter example, Axiom, Conjecture, Theorem and Lemma in Mathematics
- Types of proof- Direct proof, Indirect proof, Proof by contradiction, and proof by mathematical induction
- Perspectives of Mathematics Learning- Piaget, Skemp and Bruner
- Methods of Mathematics Teaching- Problem Solving Method, Project Method, Jigsaw Method and Flipped Classroom Learning

UNIT-III: Practices in Mathematics Teaching

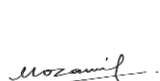
- Professional development of a Mathematics teacher- Need, importance and Challenges
- Recreational aspects of mathematics- Games and Puzzles
- Mathematics Laboratory
- Mathematics Club
- Preparation of Model Lesson Plan and Supervision of teaching
- Recent Trends in mathematics education

UNIT-IV: Curriculum Planning and Assessment in Mathematics


- Objectives of Mathematics curriculum and principles for its designing
- Materials in enhancing curriculum transaction of Mathematics: Textbook and reference book in Mathematics
- Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures
- Assessment of Mathematics learning: tools and techniques
- Construction of an Achievement Test in Mathematics

Practicum (Any of the following)

- Preparation of a Lesson Plan
- Reflective writing on Vedic Mathematics
- Prepare a report on recreational activities in Mathematics
- Action Research in Mathematics



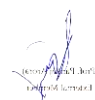



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- Construction of an Achievement test in Mathematics
- Content analysis of a Mathematics Textbook at Secondary Level
- Visit a Mathematics Laboratory of a nearby School/Education College and prepare a report

Plan of Action: Lecture and Demonstration

S. No.	Topic/Sub-topics	No of Hour(s)
01.	Philosophical foundations of Mathematics	1
02.	Historical development of major ideas in Mathematics	3
03.	Indian Knowledge System: Need and importance of Vedic Mathematics	2
04.	Concept, Nature and Scope of Mathematics	1
05.	Pedagogy, Heutagogy and Andragogy: Meaning, principles	3
06.	Critical Pedagogy: Meaning, need and importance in Mathematics	1
07.	Concept of pure and applied Mathematics	1
08.	Contribution of noteworthy mathematicians: C.F. Gauss, Pythagoras and Ramanujan	3
09.	Statements, Example and counter example, Axiom, Conjecture, Theorem and Lemma in Mathematics	2
10.	Types of proof- Direct proof, Indirect proof, Proof by contradiction, and proof by mathematical induction	3
11.	Perspectives of Mathematics Learning- Piaget, Skemp and Bruner	3
12.	Methods of Mathematics Teaching- Problem Solving Method, Project Method, Jigsaw Method and Flipped Classroom Learning	4
13.	Professional development of a Mathematics teacher- Need, importance and Challenges	2
14.	Recreational aspects of mathematics- Games and Puzzles	1
15.	Mathematics Laboratory	1
16.	Mathematics Club	1
17.	Preparation of Model Lesson Plan and Supervision of teaching	3
18.	Recent Trends in mathematics education	2
19.	Objectives of Mathematics curriculum and principles for its designing	1
20.	Materials in enhancing curriculum transaction of Mathematics: Textbook and reference book in Mathematics	1

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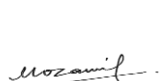
21.	Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures	2
22.	Assessment of Mathematics learning: tools and techniques	2
23.	Construction of an Achievement Test in Mathematics	2
	Total Lecture Hours = 45	
	Total Tutorial Hours = 15	

ESSENTIAL READINGS:

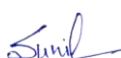
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SUGGESTED READINGS:

- Butler and Wren. *The teaching of Secondary Mathematics*, New York: McGraw Hill Book Company.
- XXXIII Yearbook (1970). *The Teaching of Secondary School Mathematics*, Washington: NCTM.
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- Prabhakaran, K.S. *Concept attainment model of Mathematics teaching*, Discovery Publications.
- Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*
- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*, California: Cummings Publishing Co.
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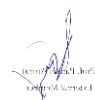



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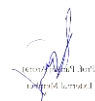
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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Pedagogy of Science Education

Course Code	MED82DE01304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II (Even)	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Indian Knowledge System/ Skill Based/ Ethics		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, role playing, seminar, presentations by students</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the prospective teacher educators:

- To develop conceptual understanding of science among the learners
- To acquaint the learners with fundamentals of science education
- To develop the comprehensive understanding about various approaches of teaching-learning of science
- To develop the ability of utilising various approaches of teaching-learning of science
- To develop the comprehensive understanding of assessment of science learning
- To develop the ability of assessment of science learning
- To develop the analytical ability among students about the contemporary concerns related to science education

Learning Outcomes

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

- analyse the nature of science as a dynamic, expanding body of knowledge and as a social endeavour
- justify the science as an established discipline of study
- explain the different methods of scientific inquiry
- explain the concept of Competency-Based Science Curriculum

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- analyse the guidelines of NCF for science education at school level
- analyse the science curriculum on the basis of different validity criteria
- expound the concept of Andragogy, Heutagogy, and critical pedagogy
- design the co-curricular activities in science education;
- critically examine the different approach and models of science learning
- design the assessment of science learning
- analyse contemporary concerns in science education

COURSE CONTENTS

Unit I: Epistemology of Science

- Concept and Nature of Science
- Concept of discipline – Meaning, characteristics, Science as a discipline, Interrelationship among different disciplines of Science
- Scientific inquiry – Meaning, Characteristics and its methods
- Indian Knowledge System – Indian conception of Science, Scientific Heritage of India

Unit II: Fundamentals of Science Education

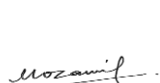
- Competency-Based Science Curriculum (with reference to NEP-2020)
- Science curriculum for school education (in reference of existing Curriculum Framework of India)
- Validity Criteria for Science curriculum – Content, Ethical, Environmental, Process, Cognitive, Historical
- Concept of Andragogy – Meaning, Principles, Theory of Andragogy (Malcolm Knowles)
- Concept of Heutagogy (Self-determined Learning) – Meaning, characteristics, and Principles
- Critical Pedagogy – Meaning, characteristics and its implications in Science Education

Unit III: Teaching-Learning and Assessment in Science

- Models of Science Teaching – Concept attainment model, Advance organizer model, Syntectics model, 5E model, 7E model
- Approaches of Science Learning – Constructivist approach of learning, Guided discovery learning, Cooperative & Collaborative learning, STEM Approach
- Practical work in Science Education - Role of experiments in Science, significance of virtual laboratory in Science education
- Designing learning outcomes in Science Education
- Assessment of Science Learning - Assessment of Cognitive, Affective and Psychomotor domains of learning in Science, Assessment of Laboratory Skills

Unit IV- Contemporary Concerns in Science Education

- Contribution of contemporary Indians in Science



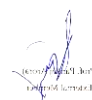



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- Contribution of women in Science
- Scientific Literacy
- Scientific Creativity
- Ethical Issues in Scientific Researches

Suggested Activities:

- Assignment/term paper on selected themes from the course
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- A critical study of science curriculum of secondary stage of any state.
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- Development of a unit plan:
- Develop an action plan on an experiment for development of physical Science concept.
- Development of a lesson design based on constructivist approach in a collaborative mode;
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Development of criteria for evaluation of laboratory work and using it in the laboratory
- An action plan for adopting a multisensory approach to teach Science to students with special needs
- Seminar on contribution of women to science and their implications to women empowerment

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-10	Unit I: Epistemology of Science
1-2	Concept and Nature of Science
3-4	Concept of discipline
5-6	Interrelationship among different disciplines of Science
7-8	Scientific inquiry
9-10	Indian Knowledge System
11-22	Fundamentals of Science Education
10-12	Competency-Based Science Curriculum
13-14	Science curriculum for school education
15-16	Validity Criteria for Science curriculum

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17-18	Concept of Andragogy
19-20	Concept of Heutagogy
21-22	Critical Pedagogy
23-38	Unit III: Teaching-Learning and Assessment in Science
23-27	Models of Science Teaching
28-31	Approaches of Science Learning
32-33	Practical work in Science Education
34-35	Designing learning outcomes in Science Education
36-38	Assessment of Science Learning
39--45	Unit IV- Contemporary Concerns in Science Education
39-40	Contribution of contemporary Indians in Science
41-42	Contribution of women in science
43	Scientific Literacy
44	Scientific Creativity
45	Ethical Issues in Scientific Researches
15 Hours	Tutorials

Essential Readings:

- Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 Science curriculum*. Kraus International Publications
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques–Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. Falmer Press, London.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130
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- Driver. R, Leach. J, Millar. R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham Journal of Research in Science Teaching (Wiley-Blackwell).
- Minkoff, E.C.& Baker, P.J. (2004). *Biology Today: An Issues Approach*, garland Science.New York. Pp.1-32. Biology: Science & Ethics.
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- NCERT, '*Focus Group Report*' *Teaching of Science* (2005). NCERT New Delhi.
- NCERT (2013). *Pedagogy of Science: Physical Science (Part-I, II)*. New Delhi.

Additional Readings:

- Novak, J.D. & Gown, D.B. (1984). *Learning how to learn*; Cambridge University Press.
- *Science & Children* (NSTA's peer reviewed journal for elementary teachers).
- *Science Teacher* (NSTA's peer reviewed journal for secondary Science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
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- Flick, L.B. & Ledeman, N.G. (2006). *Scientific Inquiry and Nature of Science*. Netherland: Springer.
- Weinbaum, Landree, Blumenthal, Piquado, & Gutierrez (2019). *Ethics in Scientific Research*. RAND Corporation.

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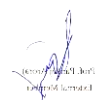
Prashant


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Kaushal Singh

Shail

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Pedagogy of Social Science

Course Code	MED82DE01404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Value Based (Human Values /Ethics/ Constitutional Values etc.)/Indian Knowledge System		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students, field work etc.</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the prospective teacher educators to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- Understand the role of various methods and approaches of teaching social sciences
- Understand the use of appropriate strategies for transaction of social science curriculum
- Get acquainted with the use of different media, materials and resources for teaching social sciences
- Get acquainted with different assessment tools for teaching-learning of social sciences

Learning Outcomes:

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

- Use appropriate methods and strategies for teaching of social sciences
- Apply appropriate strategies for transaction of social science curriculum
- Effectively use different media, materials and resources for teaching social
- Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts
- Employ appropriate techniques of curriculum transaction
- Effectively use different media, materials and resources for teaching social sciences

UNIT I: Basics of Social Science

- Philosophical foundation of social Science

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- Nature of social science and scientific inquiry in social sciences;
- Social science as a body of knowledge and method of generating knowledge;
- Correlation of social sciences with other disciplines
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on the latest document

UNIT II: Aspect of Social Science curriculum

- Emergence of social sciences and the history of social science education in schools:
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
- Approaches to planning, formulation and organization of social science curriculum
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes;

UNIT III: Pedagogical aspect and assessment in teaching Social Science

- Critical appreciation of approaches to teaching social sciences – behaviorist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches
- Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies cooperative learning
- Differentiation and continuation between Pedagogy, Andragogy and Heutagogy
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; construction of achievement test
- Alternative assessment: rubrics, portfolios and projects

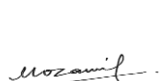
UNIT IV: Contemporary Concerns in Social Science Education

- Marginalization and main streaming through social science curriculum, Critical understanding of Social science curriculum, textbook and hidden curriculum
- Research in social science education and its inter-disciplinary nature: study of key researches undertaken in India and other countries
- Action research in pedagogy of social science

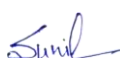
Practicum

The learner may undertake any one of the following activities:

- Presentation of paper related with various methods of teaching Social Sciences.






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- Comparative Analysis of Indian and Western development of social science curriculum
- Writing reflection on evolution of Social Sciences after independence.
- Critical analysis of school social science curriculum, syllabus and textbooks
- Critical analysis of textbook of different board
- Policy analysis related to social science teaching.
- Critical analysis of the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalized world
- Preparation of lessons using different and integrated approach
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science.
- Development of questions and achievement tests in social science subjects
- Planning for organizing goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Basics of Social Science
1-3	Philosophical foundation of social Science
4-5	Nature of social science and scientific inquiry in social sciences
6-7	Social science as a body of knowledge and method of generating knowledge
8-9	Correlation of social sciences with other disciplines
10-11	Epistemological frame proposed in educational policy documents and various national curriculum frameworks with special emphasis on the latest document
12-22	UNIT II: Aspect of Social Science curriculum
12-14	Emergence of social sciences and the history of social science education in schools
15-16	Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
17-19	Approaches to planning, formulation and organization of social science curriculum
20-22	Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes
23-36	UNIT III: Pedagogical concerns in teaching Social Science

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23-25	Critical appreciation of approaches to teaching social sciences – behaviorist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches
26-29	Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies cooperative learning
30	Differentiation and continuation between Pedagogy, Andragogy and Heutagogy
31-34	Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; construction of achievement test
35-36	Alternative assessment: rubrics, portfolios and projects
37-45	UNIT IV: Contemporary concerns in teaching of Social Sciences
37-38	Marginalization and main streaming through social science curriculum
39-41	Critical understanding of Social science curriculum, textbook and hidden curriculum
42-43	Research in social science education and its inter-disciplinary nature: study of key researches undertaken in India and other countries
44-45	Action research in pedagogy of social science
15 Hours	Tutorials

Essential Readings:

- Alan J Singer (2003), Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Arora, GL (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
- Avijit Pathak, (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, Rainbow Publishers, New Delhi.
- Binning and Binning (1952), Teaching Social Studies in Secondary Schools, Mc Graw Hills, New York.
- David Lambert and David Balderstone (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience, Routledge Falmer, London.
- Digumarti Bhaskara Rao (ed.), Techniques of Teaching Social Sciences, Sonali Publications, Delhi.
- Digumarti Bhaskara Rao and Ranga Rao (2007), Techniques of Teaching Economics, Sonali Publications, New Delhi.
- Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
- GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.
- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.

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- Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
- Jack Zevin, (2000) Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- James Hemming (1953), Teaching of Social Studies in Secondary Schools, Longman Green & Co, London.
- Smith (2002), Teaching Geography in Secondary Schools: A Reader, Routledge Falmer, London.
- NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.

Additional/Advance/Further Readings:

- Krishna Kumar, (2002), Prejudice and Pride, Penguin Books India, Delhi. Maggie
- NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.
- Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) School Society and Nation: Popular Essays in Education, Orient Longman, Delhi.
- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) Teaching Economics: More alternatives to chalk and Talk, Edward Elgar Publishing, Northampton, USA. Journals
- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom). Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom) Others
- Encyclopaedia of the Social Sciences.

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- Encyclopaedia Britannica Websites
- www.ncert.nic.in
- <http://www.history.org.uk> (for accessing e-version of teaching history).
- www.epw.in (for accessing e-version of journal of economic and political weekly).
- www.geographyteachingtoday.org.uk
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education).

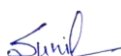
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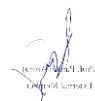
P. K. Singh

Kautilya Singh

Shail

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Teaching & Research Aptitude

Course Code	MED91OE03504	Credits	4
L + T + P	3 + 1	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective/ Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the Learner:

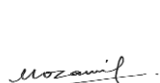
- To acquaint the students with the basic concepts and methods of teaching.
- To make the students aware about fundamentals of communication.
- To help the students in developing research aptitude.
- To make the students acquainted with the fundamentals of ICT.
- To make the students understand the interaction and relation between people and environment.
- To help the students in understanding the system of higher education in India.

Course Learning Outcomes:

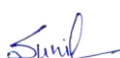
After completion of the course the students will be able to:

- Differentiate among various methods of teaching.
- Identify various factors affecting teaching and plan to deal with them in their classes.
- Use research aptitude in solving various problems.
- Apply mathematical and logical reasoning while dealing with different problems in their day-to-day life.
- Interpret data.
- Exemplify various factors affecting the environment.
- Explain about the system and functioning of higher education in India

Course Contents:



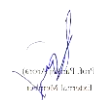



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Unit I. Teaching Aptitude and Use of ICT in Teaching

- Teaching: Nature, Concept, Objectives, Types of Teaching, Levels of Teaching, Characteristics and basic requirements for Teaching; Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids; Evaluation systems and recent trends of evaluation in Teaching
- ICT: Meaning, Advantages, Limitations, and uses; General abbreviations and terminology; Basics of the Internet and E-mail, Computer Virus and its mitigation, Netiquettes, Digital Initiatives in Higher Education

Unit II. Research Aptitude and Communication

- Research: Meaning, Characteristics and Types of Research; Steps of Research; Methods of Research; Sources of Data, Research Ethics; Research writing i.e., Research Paper and Research Article, Workshop, Seminar, Conference and Symposium; Thesis writing: its characteristics and format, Referencing Styles
- Communication: Meaning, types, and characteristics of communication. Effective communication in Classroom, Barriers to effective communication, Role of Mass Media in communication

Unit III. People and Environment

- People and Environment Interaction; Sources of pollution; Pollutants and their impact on Human life, Exploitation of Natural and Energy Resources; Natural hazards and its mitigation, Waste Management
- Role of Indian Knowledge in Sustainable Development, Millennium sustainable goals

Unit IV. Higher Education System: Governance Polity and Administration

- Ancient Indian Knowledge System, Value Education, Indian Logic
- Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education;
- Governance, polity and administration in Higher Education; concept, institutions and their interactions

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-14	Unit 1. Teaching Aptitude and Use of ICT in Teaching
1-2	Teaching: Nature, Concept, Objectives, Types of Teaching
3-4	Levels of Teaching, Characteristics and basic requirements for Teaching

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5-6	Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids
7-8	Evaluation systems and recent trends of evaluation in Teaching
9-11	ICT: Meaning, Advantages, Limitations, and uses;
12	General abbreviations and terminology;
13-14	Basics of the Internet and E-mail, Computer Virus and its mitigation, Netiquettes, Digital Initiatives in Higher Education
15-27	Unit 2. Research Aptitude and Communication
15-18	Research: Meaning, Characteristics and Types of Research; Steps of Research;
18-20	Methods of Research; Sources of Data
20-22	Research Ethics; Research writing i.e., Research Paper and Research Article,
22-23	Workshop, Seminar, Conference and Symposium; Thesis writing: its characteristics and format, Referencing styles
24-25	Communication: Meaning, types, and characteristics of Communication.
25-26	Effective communication in Classroom, Barriers to effective communication,
27	Role of Mass Media in communication
28-37	Unit 3. People and Environment
25-28	People and Environment Interaction; Sources of pollution;
29-31	Pollutants and their impact on Human life
32-34	Exploitation of Natural and Energy Resources; Natural hazards and its mitigation, Waste Management
35-37	Role of Indigenous Knowledge in Sustainable Development, Millennium sustainable goals
38-45	Unit 4. Higher Education System: Governance Polity and Administration
38-39	Ancient Indian Knowledge System, Value Education
40-41	Structure of the institutions for higher learning and research in India;
42-43	formal and distance education; professional/technical and general education;
44-45	Governance, Polity and Administration in Higher Education; Concept, Institutions and their interactions

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15 Hours	Tutorials
Essential Readings: <ul style="list-style-type: none"> ➤ Adair, John. (2003). Effective communication. London: Pan Macmillan Ltd. ➤ Best, J. W., & Kahn, J. V. (2009). Research in education (10th ed.). New Delhi: Prentice Hall ➤ Bonet, Diana. (2004). The business of listening. (3rd ed.) New Delhi: Viva Books. ➤ Chris Abbott. (2001). ICT: Changing Education. Routledge Falmer. ➤ www.mhrd.gov.in ➤ www.ugc.ac.in 	
Additional/Advance/Further Readings: <ul style="list-style-type: none"> ➤ Trueman's UGC NET /SLET General Paper 1, Authors: M. Gagan, Sajit Kumar ➤ UGC NET/JRF/SLET General Paper-1 Teaching & Research Aptitude, Author: Arihant express ➤ CBSE UGC NET/SET/JRF – Paper 1: Teaching and Research Aptitude, Author: KVS Madaan, Publisher: Pearson Education; Second edition (30 May 2016) 	

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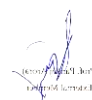
Prashant


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Kaushal Singh

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 (Prof. Sunil Kumar Singh)
 External Member

Signature of External Members

Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Comparative Education

Course Code	MED82DE01604	Credits	4
L + T + P	3 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective Course/ Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students etc.)		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

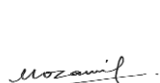
This course will enable the prospective teacher educators:

- To orient the students to the institutions, systems and structures of education in India and world
- To understand the contemporary concerns of education policy and practice
- To develop in-depth understanding of basic concepts related to Comparative Education
- To acquaint students with Theoretical concerns of Comparative education;
- To develop a comparative understanding about different international educational systems with respect to Indian education system
- To provide a comparative understanding of teacher education program across the world

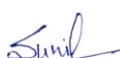
Course Learning Outcomes:

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

- Explain the key concepts related to Comparative Education
- Expound the historical development of Comparative Education



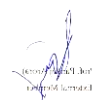



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- Expound the different approaches and methods in comparative education with especial reference to Kandel's Historical Approach, Holmes' Problem-Solving Approach, Bereday's Cross-Disciplinary Approach
- Explain a comparative analysis of educational system of India with UK, USA, Japan, Germany, Australia, and Finland w.r.t. Structure, Administration, Curriculum, Pedagogy, Assessment, and Financing

Course Contents:

Unit I Conceptualising Comparative Education

- Meaning, nature and objective of Comparative Education
- Historical development of Comparative Education
- Factors of educational development of a nation – geographical, social, economic, political, cultural, linguistic, historical
- Fields of Comparative Education
- Comparative Education as a multidisciplinary field of enquiry

Unit II Theoretical and Methodological Concerns in Comparative Education

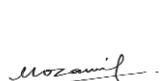
- Comparative perspectives of Kandel's Historical Approach, Holmes' Problem-Solving Approach, Bereday's Cross-disciplinary Approach
- Bray and Thomas Cube-multi level analysis
- Globalisation-Localisation and Macro-Micro levels of comparison
- Perspectives from different theories in Comparative Education: Structural-Functionalist Theory, Modernization Theory and Human Capital Formation Theory.

Unit- III: Comparison of Education System of India and other Countries

- Early Childhood Care and Education in Indian states.
- Primary Education of India, UK, Finland, and Japan,
- Secondary Education of India, Russia, Singapore, and USA
- Higher Education of India, UK, Russia, USA, and Germany
- Distance Education of India, UK, USA, and Australia,
- Teacher Education of India, USA, Singapore and Finland
(Aspects of comparison – Structure, Administration, Curriculum, Pedagogy, Assessment, and Financing)

Unit IV Public Reports and International Agencies and Organisations

- Reports on status of Children and Education-UNESCO, World Bank
- Budget Provisions to Social Sector and Projections in India's Economic Survey
- Schooling in the Government (Public) schools: insights from PROBE, ASER and other reports
- International Agencies of Education- Policy oriented, Country specific, Academic Organisations and Funding



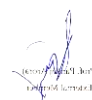



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- WCCES (World Council of Comparative Education Societies) and the Regional Organisations

Term Paper and Seminar Presentation

- Comparative Education-A Discipline, A Field, A Method or A Perspective?
- Comparative study of curriculum policies/documents and curriculum frameworks across Educational Boards
- Comparative analysis of Universalization of Elementary Education (UEE) programme in India, Srilanka, and Bangladesh.
- Status of girl education among any three Asian countries including India.
- A review on the Higher Education in Asian countries by analyzing a recent report of any international agency (like, UNSECO or The World Bank)
- A review on trends of comparative education research on the basis of publications in journals within five years.
- Contemporary trends in Comparative Education

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	Unit I Conceptualising Comparative Education
1-2	Meaning, nature and objective of Comparative Education
3-4	Historical development of Comparative Education
5-7	Factors of educational development of a nation – geographical, social, economic, political, cultural, linguistic, historical
8-9	Fields of Comparative Education
10-11	Comparative Education as a multidisciplinary field of enquiry
12-22	Unit II Theoretical and Methodological Concerns in Comparative Education
12-14	Comparative perspectives of Kandel's Historical Approach, Holmes' Problem Solving Approach, Bereday's Cross-disciplinary Approach
15-16	Bray and Thomas Cube-multi level analysis
17-18	Globalisation-Localisation and Macro-Micro levels of comparison
19-22	Perspectives from different theories in Comparative Education: Structural-Functionalist Theory, Modernization Theory and Human Capital Formation Theory.
23-34	Unit- III: Comparison of Education System of India and other Countries

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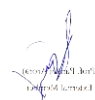
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23-24	Early Childhood Care and Education in Indian states.
25-26	Primary Education of India, UK, Finland, and Japan,
27-28	Secondary Education of India, Russia , Singapore, and USA
29-30	Higher Education of India, UK, Russia, USA, and Germany
32-32	Distance Education of India, UK, USA, and Australia
33-34	Teacher Education of India, USA, Singapore and Finland
35-45	Unit 4. Unit IV Public Reports and International Agencies and Organisations
35-37	Reports on status of Children and Education-UNESCO ,World Bank
38-40	Budget Provisions to Social Sector and Projections in India's Economic Survey
41-42	Schooling in the Government (Public) schools: insights from PROBE ,ASER and other reports
43-44	International Agencies of Education- Policy oriented, Country specific, Academic Organisations and Funding
45	WCCES (World Council of Comparative Education Societies) and the Regional Organisations
15 Hours	Tutorials

Essential Readings:

- Altbach, P. G. (1998). Comparative Higher Education: Knowledge, the University and Development. Springer; Comparative Education Research Centre, University of Hongkong.
- Apple, M.(1978).Ideology, Reproduction and Educational Reform. Comparative Education Review,28(4),550-562.
- Arno, R. P. & Torres, C.A. (ed.). (1999).Comparative Education: The Dialectic of the Global and the Local. Lanham, MD; Rowman & Littlefield.
- Bereday, G. Z. F. (1964). Comparative Method in Education. Holt, Rinehart & Winston; New York.
- Bray, M. & Adamson, B. & Mason, M.(ed.) (2007). Comparative Education Research- Approaches and Methods. Springer; Comparative Education Research Centre, University of Hongkong.
- Choube and Choube (1986). Tulnaatmak shiksha ka adhyayan: Vikas Publishing House, Agra (in Hindi)
- Cowen, R. & Kazamias, A. M.(ed.) (2009). International Handbook of Comparative Education-Part One and Two. London. Springer; New York.
- Crossley, M. (2008).Bridging Cultures and Traditions for Educational and International Development: Comparative Research ,Dialogue and Difference. International Review of Education,54,319-336
- Eckstein, M. (1983). The Comparative Mind. Comparative Education Review,27(3),311-322.
- Giroux, H. (1981). Ideology, Culture and the Process of Schooling. Falmer Press; London.
- Hans, N. (1967). Comparative Education: A Study of Educational Factors and Traditions. Routledge & Kegan Paul; London.
- Husen, T. T. & Postlethwaite, T. N. (eds.) (1994). The International Encyclopedia of Education (2nd edn.). Pergamon; Oxford.

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- Jones, P. E. (1971). Comparative Education: Purpose and Method. University of Queensland Press; St. Lucia, Queensland.
- Kandel, I. L. (1962). The New Era in Education-A Comparative Study. George G. Harrap & Co. Ltd; London.
- Kubow, P. K. & Fossum, P. R. (2003). Comparative Education-Exploring Issues in International Context. Merrill Prentice Hall; New Jersey.

Journals:

- Comparative Education Review, The University of Chicago
- Compare : A Journal of Comparative Education, Routledge
- International Review of Education, Springer, Netherlands
- Comparative Education: Taylor and Francis Online

Additional/Advance/Further Readings:

- Manzon, M. (2011). Comparative Education: Springer; The Construction of a Field. Comparative Education Research Centre, University of Hongkong.
- Masemann, Vandra & Welch, Anthony(ed.) (1997). Tradition, Modernity and Post-Modernity in Comparative Education: UNESCO Institute for Education, Hamburg
- Noah, H. & Eckstein, M.A. (1998). Doing Comparative Education: Three Decades of Collaboration. Springer; Comparative Education Research Centre, University of Hongkong.
- Postlethwaite, T.N. (1999). International Studies of Educational Achievement: Methodological Issues. Springer; Comparative Education Research Centre, University of Hongkong.
- Wulf, Christoph(ed.) (1993). Education in Europe: An Intercultural Task. in European Studies in Education, Vol.7: Waxmann Munster/Berlin, New York.
- Wulf, Christoph (ed.) (1996). Education for the 21st Century: Commonalities and Diversities.in European Studies in Education, Vol.7: Waxmann Munster / Berlin, New York.

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Vocational and Entrepreneurial Skill Education

Course Code	MED82DE01704	Credits	4
L + T + P	3 + 0 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 30 (P)
Course Type	Discipline Based Core Elective/Open Elective		
Nature of the Course	Theory cum Practical (Project/Industrial Training)		
Special Nature/ Category of the Course	Lok Vidya/ Skill Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students, field work Workshop etc</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the trainee teacher educator to:

- Develop understanding of Vocational and Vocationalisation of Education.
- Get acquaint with Indian traditional vocational knowledge.
- Familiar with difference expects of vocational education.
- Get acquaint with employability and vocational skills.
- Understand the role of different agencies in promotion of vocational Skills.
- Develop conceptual understanding about entrepreneurship.
- Get acquaint with role of teachers and educational institute in promotion of entrepreneurial culture.

Learning Outcomes

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

- Describe the concept of Vocational education.
- Differentiate between vocational education and vocationalisation of education.
- Discuss work base education, craft education
- Create activity for bag less days based on the basis Lok Vidhya.

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- Describe vocational and employability skill.
- Summarize the work of different agencies working for vocational education.
- Explain the concept of entrepreneur and entrepreneurship education
- Discover the skills of an entrepreneur through their life sketch.
- Discuss role of school and teacher education institute for promoting entrepreneurship.
- Describe the characteristics of entrepreneurial teacher.
- Create educational entrepreneurial business plan.

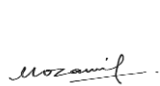
Course Contents:

Unit 1: Conceptual Understanding of Vocational Education


- Concept of Vocational Education, and Vocationalisation of Education
- Objectives and importance of Vocational Education
- Developmental History of Vocational Education in India.
- Gandhian Concept of Basic Education
- Concept of Craft Education, Work education, Socially Useful Productive Work (SUPW)
- Integration of LOKVIDHYA in formal school system: Bagless Day
- Problems and Challenges of Vocational Education in Indian context
- Vocational Educational: National & International Perspectives

Unit 2: Vocational Skills and Agencies

- Vocational Skills: Team building / Coordinating, Team task Role play. Ability to mixing & accommodation, Ability to work together. Motivation Inspiration Interpersonal Skill Development, Mindfulness etc.
- Introduction to Employability Skill
- Application of SWOT Analysis Technique
- National Skill Framework, National Vocational Qualification Framework (NVQF), National Policy on Skill Development
- National Skill Development Agencies & Schemes: National Council for Vocational Education and Training (NCVET), Sector Skill Councils, National Skill Development Corporation, India International Skill Centres, National Skill Development Corporation, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Skill






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Strengthening for Industrial Value Enhancement (STRIVE), Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), National Skill Development Mission, Aspirational Skilling Abhiyan, Skill India and other contemporary schemes.

Unit 3: Conceptual Understanding Entrepreneurship


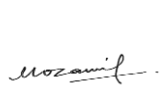
- Entrepreneur & Entrepreneurship: Concept, Nature and Characteristics
- Charms of Being an Entrepreneur, Innovation and Entrepreneurship, Risks Involved with Entrepreneurship
- Attributes of an Entrepreneur: Attitudinal Attributes, Behavioural attributes and Managerial Attributes
- Functions of an Entrepreneur
- Classification of Entrepreneurs on the basis of types of business, types of technology, types of motivation, type of stage of development, entrepreneurial activity etc.
- Concept of Social entrepreneur, Educational and Academic Entrepreneur
- Barriers For Entrepreneurship
- Entrepreneurial Failure

Unit 4: Educational Entrepreneurship

- Concept of Entrepreneurship Education, Edupreneurial Leadership
- Role of Teacher Education in promotion of Entrepreneurial Skills
- Entrepreneurial Teacher: Meaning, Characteristics, Attributes & role of a teacher
- Strategies of Entrepreneurial Teacher to promote entrepreneurial culture
- Pedagogy Used in Classroom for promoting entrepreneurial skills
- Integration of entrepreneurship in school subjects
- Entrepreneurial Schools: Meaning & Role of school

Practicum:

1. 10 Bagless plan across the subjects
2. Workshop based on Second Unit: SWAT analysis, Team Building etc.
3. Workshop on Entrepreneurial Skills
4. Preparation of proposal for Educational Enterprise.
5. Visit of any vocational institute



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6. Interview of any entrepreneur especially educational entrepreneur

7. Any other

Modalities of Practicum: Number of practicum and its weightage in assessment will be fixed by the course coordinator. The practicum session will be comprised of 10 hours face to face session working in workshop mode. 20 hours will be devoted to flipped classroom, in which learners will work in group and/or independently.

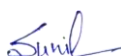
Assessment Plan for Practicum: Assessment of Practicum will be done withing 30% continuous internal assessment

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I: Conceptual Understanding of Vocational Education
1-3	Concept of Vocational Education, and Vocationalisation of Education & Objectives and importance of Vocational Education
4-6	Developmental History of Vocational Education in India & Gandhian Concept of Basic Education
6-7	Concept of Craft Education, Work education, Socially Useful Productive Work (SUPW) & Integration of LOKVIDHYA
8-9	Practicum: Workshop on Vocational Education and Bagless day
10	Major issues related to Vocational Education
11-12	Problems and Challenges of Vocational Education in Indian context Major initiative for Vocational Educational: National & International Perspectives
13-1	UNIT II: Interpersonal Vocational Skills
13-14	Introduction to Employability Skill Application of SWOT Analysis Technique

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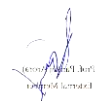
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14-16	Vocational Skills: Team building / Coordinating, Team task Role play. Ability to mixing & accommodation, Ability to work together. Motivation Inspiration Interpersonal Skill Development, Mindfulness
17-18	National Skill Framework, National Vocational Qualification Framework (NVQF), National Policy on Skill Development
19-21	Skill development Agencies & Schemes: National Council for Vocational Education and Training (NCVET), Sector Skill Councils, National Skill Development Corporation, India International Skill Centres, National Skill Development Corporation, Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Skill Strengthening for Industrial Value Enhancement (STRIVE), Skill Acquisition and Knowledge Awareness for Livelihood Promotion (SANKALP), National Skill Development Mission, Aspirational Skilling Abhiyan, Skill India and other contemporary schemes.
22-24	Practicum: Workshop based on Second Unit: SWAT analysis, Team Building etc.
25-	UNIT III: Understanding Entrepreneurship
25-28	The Concept of Entrepreneur & Entrepreneurship, Nature and Characteristics of Entrepreneurship, Charms of Being an Entrepreneur, Innovation and Entrepreneurship, Risks Involved with Entrepreneurship, Attributes of an Entrepreneur
29-33	Classification of Entrepreneurs & Educational and Academic Entrepreneurship
33	Functions of an Entrepreneur
34	Barriers For Entrepreneurship & Entrepreneurial Failure
35-37	Practicum: Focus Group Discussion on Attributes of Entrepreneur in the lesson from journey of Contemporary Entrepreneurs.
37-	UNIT IV: Educational Entrepreneurship

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37-38	Entrepreneurship Education, Entrepreneurial Schools, Edupreneurial Leadership
38-40	Role of Teacher Education in promotion of Entrepreneurial Skills, Entrepreneurial Teacher: Meaning & Concept, new role of a teacher
41-43	Entrepreneurial Attributes of Entrepreneur Teachers, Role of Entrepreneurial Teachers
44-46	Skills that make an Entrepreneurial Mindset Teacher, Strategies of Entrepreneurial Teacher
47-49	Role of school in teaching entrepreneurship, Integration of entrepreneurship across the school subjects
50-53	Pedagogy Used in Classroom for promoting entrepreneurial skills
54-55	Practicum: Preparation of proposal for Educational Enterprise
20 Hours	<i>Practicum</i>

Essential Readings:

- Rashtriya, T, Vocational Education. A.P.H. Publishing corporation, New Delhi
- NCERT: Higher Secondary Education and its Vocationalisation. New Delhi
- Report of the Education Commission (1966), Ministry of Education, GOI, New Delhi.
- Government of India (1986). National Policy on Education (1986), MHRD, New Delhi.
- Government of India, National Vocational Qualification Framework (NVQF), MSDE, New Delhi
- Government of India, National Policy on Skill Development, MSDE, New Delhi
- Thakur. D. & Thakur Vocational and Technical Education, Deep & Deep Publications, New Delhi,
- S. Hiremath, N.R: Socially useful and Productive Work- Principals and Practice, Revanasidha Prakashana, Bangalore.
- National Curriculum Framework for school education NCERT (2005).
- National Curriculum Framework for Teacher Education- NCTE (2010).
- Mays, A-B, Principals and Practices of Vocational Education. McGraw Hill Book co. inc., New York
- RobertS, R.W., Vocational and Practical Arts Education- History, Development and Principals. Harper & Brothers Publishers, New York.
- Sharma, S.R.: Vocational Education and Training. Mittal Publishers, New Delhi.
- Evans, R.N. & Herr, E-L: Foundations of Vocational Education. (2ed.) Macmillan Publishing Co., New York
- Shivarudrappa,I, Vocationalisation of Education, Himalaya Publishing House, Bombay.

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- Kuratko, D. F., & Hodgetts, R.M. (2004). *Entrepreneurship: Theory, process and practice* (6th edition). Mason, OH: Thomson/ South Western Publishing.
- Altan, M. Z. (2015). Entrepreneurial teaching & entrepreneurial teachers. *Journal for Educators, Teachers and Trainers*, 6(2), 35–50.
- Amos, A., & Onifade, C. A. (2013). The perception of students on the need for entrepreneurship education in teacher education programme. *Global Journal of Human-Social Science Research*, 13(3), 75-80.
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- European Commission (2006). *Entrepreneurship education in Europe: Fostering entrepreneurial mindsets through education and learning*. Brussels.
- European Commission (2008). Entrepreneurship in higher education, especially within non-business studies. *Brussels: Final Report of the Expert Group*. Brussels.
- European Commission (2011). *Entrepreneurship education: Enabling teachers as a critical success factor. A Report on Teacher Education and Training to Prepare Teachers for the Challenge of Entrepreneurship Education*. Brussels.
- European Commission (2012). Entrepreneurship education at school in Europe – national strategies, curricula and learning outcomes. Education, Audio-visual and Culture Executive Agency. Brussels.
- European Commission (2013). *Entrepreneurship Education: A Guide for Educators*. Brussels.
- European Commission (2014a). Expert Group on Indicators on Entrepreneurial Learning and Competence: Final Report.
- European Commission (2014b). Thematic Working Group on Entrepreneurship Education: Final Report.
- Government of India (2009). National Policy on Skill Development. New Delhi, India: Ministry of Labour and Employment.
- Government of India (2014). Report on employment & unemployment survey, ministry of labour & employment.
- Government of India (2014). National Youth policy 2014. New Delhi: Ministry of youth affairs and sport.
- Chell, E. (2008). *The Entrepreneurial Personality: A Social Construction*, London: Routledge.
- Greene, P. & Rice, M. (2002). *Entrepreneurship education. The international library of entrepreneurship*. London: EE

Additional/Advance/Further Readings:

- Bakar, A., Pihie, L., Akmaliah, Z., Konting, M. M., & Angking, G. K. (2001). The perceived entrepreneurial characteristics of Malaysian living skill teachers: Implication for teacher preparation programme. *Pertanika Journal of Social Sciences & Humanities*, 9(2), 123-129.
- Bacanak, A. (2013). Teachers' views about science and technology lesson effects on the development of students' entrepreneurship skills. *Educational Sciences: Theory & Practice*, 13(1), 622-629.

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- Clark, Wendal. (2017). Factors Affecting Entrepreneurial Growth.
- Drucker, P.F. (1985). The Practice of Entrepreneurship, Innovation and Entrepreneurship Practice and Principles. New York: Harper & Row,
- Gautam, M.K. & Singh, S. K. (2015). Entrepreneurship Education: Concept, Characteristics and Implications for Teacher Education. Shaikshik Parisamvaad, 5 (1), pp.21-35.
- Jones, C. and English, J. (2004). A contemporary approach to entrepreneurship education. Education + Training, 46 (8/9), pp. 416-23.
- Doyle, A. (2018). List of Skills Entrepreneur Needs. The Balance careers.
- Erkkilä, K. (2000). Entrepreneurial education: mapping the debates in the United States, the United Kingdom and Finland. Abingdon: Taylor & Francis.
- Fayolle, A. & Gailly, B. (2008). From craft to science - Teaching models and learning processes in entrepreneurship education. Journal of European Industrial Training, 32, 569-593.
- Kyrö, P. & Carrier, C. (Eds.) The dynamics of learning entrepreneurship in a cross-cultural university context. Entrepreneurship Education Series 2/2005. University of Tampere, Research Centre for Vocational and Professional Education. Saarijärven Offset.
- GHK. (2011). Mapping of teachers' preparation for entrepreneurship education: Final report. Dg Education and Culture.
- Seikkula-Leino, J., Ruskovaara, E., Ikävalko, M., Mattila J. & Rytölä, T. (2010). Promoting entrepreneurship education: the role of the teacher? Education + Training, 52(2), 117-

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Department of Teacher Education
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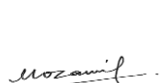
Distance Education and Open Learning

Course Code	MED82DE01804	Credits	4
L + T + P	3+ 1+0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) = 60 Hours
Course Type	Discipline Based Core Elective/Open Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Distance Education and open Learning based Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion, Field work, Self-study, Seminar, Presentations by students, individual and group drills etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		


Course Objectives:

This course will enable the trainee teacher educator:

- To develop an understanding about the concept of distance education and its basic philosophy
- To acquaint the students with various aspects related to growth of distance learning system in India at the level of school education and at higher education
- To enable the students to explore the current status of distance education in India
- To develop in-depth understanding about the roles and responsibilities of Indira Gandhi National Open university
- To develop in-depth understanding about the roles and responsibilities of Distance Education Council (DEC), Distance Education Bureau (DEB) and International Council for Open and Distance Education (ICDE)
- To enable the students to understand issues in distance education as- quantity, quality, relevance and effectiveness with examples
- To enable the students to understand the structure and managing role of distance educational institutions
- To develop basic understanding about different type of distance learners, their characteristics and problems
- To enable the students to differentiate the roles of different distance educators
- To enable the students to understand various types of instructional material used in distance education institutions
- To acquaint the students with various medias used in distance education as print, audio-visual, computer based media, online and web based media



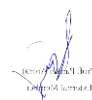



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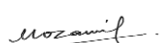
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- To enable the students to differentiate the roles of MOOCs, SWAYAM, Moodle in Distance Education and Open Learning system
- To develop the of Self-Learning Modules
- To develop in-depth understanding about various student support services of a study centre
- To enable the students to reflect their ideas about the management system of student support services
- To develop the understanding about need and importance of counselling services in distance education
- To explore the ideas about evaluation system in distance education
- To give in-depth understanding to students about the evaluation system in traditional learning and distance learning
- To acquaint the students with various tools and techniques of evaluation in distance education
- To develop the understanding about the tutor's comments
- To enable the students to explore their views about evaluation through online modes


Course Learning Outcomes:

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

- Describe the concept of distance education and its basic philosophy
- Identify the various aspects related to growth of distance learning system in India at the level of school education and at higher education
- Explore the present status of distance education in India
- Explain the roles and responsibilities of Indira Gandhi National Open university
- Distinguish among the roles and responsibilities of Distance Education Council (DEC), Distance Education Bureau (DEB) and International Council for Open and Distance Education (ICDE)
- Justify the various issues in distance education as- quantity, quality, relevance and effectiveness with examples
- Discuss the structure and management of distance education and open learning institutions
- Describe different type of distance learners, their characteristics and problems
- Distinguish the roles of different distance educators
- Discuss various types of instructional material used in distance education
- Explore the ideas about medias used in distance education as print, audio-visual, computer based media, online and web based media
- Justify the roles of MOOCs, SWAYAM, Moodle in Distance Education and Open Learning system
- Describe the steps to develop the of Self-Learning Modules
- Identify the various student support services from any study centre and their importance
- Describe the management system of student support services any study centre
- Discuss the need and importance of counselling services in distance education
- Describe the evaluation system in distance education
- Distinguish between evaluation in traditional learning and distance learning
- Explain the importance of comprehensive and continuous evaluation in distance education
- Explain various tools and techniques of evaluation in distance education
- Describe the types of tutor comments and their roles in the evaluation of distance education system



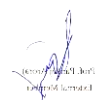



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- Explore the ideas about evaluation through online modes

COURSE CONTENT

UNIT-I: An Introduction to Distance Education

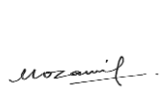
- Distance Education: Concept, Need, Importance and Objectives
- Growth of Distance Learning System in India at the level of School Education and at Higher Education
- Present Status of Distance Education in India
- Indira Gandhi National Open university
- Roles and Responsibilities of Distance Education Council (DEC), Distance Education Bureau (DEB) and International Council for Open and Distance Education (ICDE)
- Issues in Distance Education- quantity, quality, relevance and effectiveness
- Structure and Management of distance education and open learning institutions
- Distance Learners: Nature, characteristics, types and their problems
- Distance Educators: Meaning and their types

UNIT-II: Learning Materials and Media in Distance Education

- Self-Learning Material (SLM): Meaning, Importance, characteristics and types
- Instructional Material in Distance Education: Assignments, audio visual aids, use of ICT
- Media in Distance Education: Print, Audio-Visual, Computer based Media, Online and Web based media
- Role of MOOCs, SWAYAM, Moodle in Distance Education and Open Learning
- Development /Preparation of Self-Learning Modules

UNIT-III: Intervention Strategies in Distance Education

- Student Support Services: Concept, Need and Importance
- Management of Student Support Services
 - Curriculum and Instruction



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- Library and Learning Resources
- Student Services: Information dissemination, help desk, addressing students' grievances, handling queries, personal contact program (PCP) etc.
- Facilities and Finances
- Assessment and Evaluation
- Counselling in Distance Education: Concept, Need and importance
- Academic and Non-academic Counselling

UNIT-IV: Evaluation Procedure in Distance Education

- Meaning, concept and need of evaluation in Distance Education
- Difference between evaluation in traditional learning and distance learning
- Comprehensive and continuous evaluation in Distance Education
- Evaluation in Distance Education: Tools and Techniques
- Tutor Comments: Meaning, types and importance
- Evaluation through Online modes

Practicum (Any one of the following)

- Visit to any study centre of IGNOU and preparation of report
- Prepare a report on any one of the state open universities of India
- Reflections on any book on distance education
- Comparison of a text book and Self Learning Material developed for distant learner
- Assignments on the relevance of print and non print media in distance education.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.
- Any other relevant activity

Plan of Action: Lecture and Demonstration

S. No.	Topic/Sub-topics	No of Hour(s)
01.	Distance Education: Concept, Need, Importance and Objectives	2

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02.	Growth of Distance Learning System in India at the level of School Education and at Higher Education	2
03.	Present Status of Distance Education in India	1
04.	Indira Gandhi National Open University	3
05.	Roles and Responsibilities of Distance Education Council (DEC), Distance Education Bureau (DEB) and International Council for Open and Distance Education (ICDE)	2
06.	Issues in Distance Education- quantity, quality, relevance and effectiveness	1
07.	Structure and Management of distance education and open learning institutions	2
08.	Distance Learners: Nature, characteristics, types and their problems	1
09.	Distance Educators: Meaning and their types	1
10.	Self Learning Material (SLM): Meaning, Importance, characteristics and types	1
11.	Instructional Material in Distance Education: Assignments, audio visual aids, use of ICT	2
12.	Media in Distance Education: Print, Audio-Visual, Computer based Media, Online and Web based media	2
13.	Role of MOOCs, SWAYAM, Moodle in Distance Education and Open Learning	2
14.	Development /Preparation of Self-Learning Modules	2
15.	Student Support Services: Concept, Need and Importance	2
16.	Management of Student Support Services <ul style="list-style-type: none"> - Curriculum and Instruction - Library and Learning Resources - Student Services: Information dissemination, help desk, addressing students' grievances, handling queries, personal contact program (PCP) etc. - Facilities and Finances - Assessment and Evaluation 	3
17.	Counselling in Distance Education: Concept, Need and importance	2

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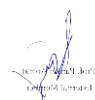
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18.	Academic and Non-academic Counselling	2
19.	Concept and need of evaluation in Distance Education	2
20.	Difference between evaluation in traditional learning and distance learning	1
21.	Comprehensive and continuous evaluation in Distance Education	2
22.	Evaluation in Distance Education: Tools and Techniques	3
23.	Tutor Comments: Meaning, types and importance	2
24.	Evaluation through Online modes	2
	Total Lecture Hours = 45	
	Total Tutorial Hours = 15	

Essential Readings:

- Education Commission Report (1948-1949) Ministry of Education, Government of India.
- ICDE (1995), 17th World Conference for Distance Education, One World, Many voices, Conference Papers, (ed) David Sewart (All references to Eastern Europe are form Vol. 1).

Suggested Readings:

- Bates, A. (1995): Technology, Open Learning and Distance Education. Routledge, London.
- Criscito Pat (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
- Daniel, J.S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
- Gachuhi, D. & Matiru, B. (Eds.) (1989): Handbook for Designing and Writing Distance Education Materials. Zentralstence Far Erziehung, Wissenschaft and Documentation, Bonn, Federal Republic of Germany.
- Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London.
- Hutton, B. (1995): A Manual for Writers of Learning Materials for Distance Learning. Open and Distance Learning Today, Routledge, London, pp. 279-87.
- IGNOU (1988): Distance Teaching: Prerequisites and Practices (Block 1, 2 & 3). IGNOU, New Delhi.
- IGNOU (1988): Reading in Distance Education (Block 1, 2 & 3). IGNOU, New Delhi.
- Jenkins, J. (1990): Course Development: A Manual for Editors of Distance Teaching Materials, International Extension College, UK
- Kaye, A. & Rumble, G. (1981): Distance Teaching for Higher and Adult Education. Croom Helm, USA.
- Keegan, D.J. (1986): The Foundation of Distance Education. Croom Helm, USA.
- Parmaji, S. (Ed.) (1984): Distance Education. Sterling Publishers, New Delhi.
- Pentz, M.J. & Neil M.W. (1981): Education of Adults at a Distance. Kogan Page, London.
- Power et al; (2000): Quality in Distance Education in performance indicator in Higher Education. Aravali, New Delhi.

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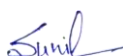
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- Reddy, G.R. (1988): Open Universities: The Ivory Towers Thrown open. Sterling Publishers, New Delhi.
- Rountree, D. (1986): Teaching through Self-Instruction. Kagon Page, London.
- Rumble, G. & Herry, K. (1982): The Distance Teaching Universities. Croom Helm, USA.
- Rumble, G. (1992): The Management of Distance Learning. UNESCO and IIEP. Paris.
- Sewart, D. Keegan D. & Holmberg, B. (Eds.) (1988): Distance Education: International Perspectives. Routledge, Chapman and Hall, London.

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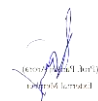
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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Education for Sustainable Development

Course Code	MED82DE01904	Credits	4
L +T+P	3+1+ 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) = 60 Hours
Course Type	Discipline Based Core Elective/ Open Elective		
Nature of Course	Theory/ Practical		
Special Nature/ Category of the Course	Human Value, Indian Knowledge System		
Methods of Content Interaction	Lecture, Discussions, Presentations, Extensive Lectures, Projects and Assignments, Panel Discussion followed by workshops and seminar presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Course Objectives:

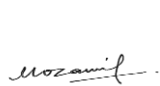
The course will enable the prospective teacher educators to:

- develop an understanding that SDGs address key systematic barriers to sustainable development such as inequality, unsustainable consumption patterns, weak institutional capacity and environmental degradation.
- contribute to sustainable development by promoting societal, economic and political change as well as by transforming their own behaviour.
- develop an understanding that all countries subscribing to the 2030 Agenda are to align their own development efforts with the aim of promoting prosperity while protecting the planet in order to achieve sustainable development.

Course Learning outcomes:

After the completion of the course prospective teacher educators will be able to:

- discuss the concept of Sustainable development and aim of Sustainable Development Goals
- discuss 2030 Agenda for sustainable development






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- analyze policy frameworks at various levels
- enlist health problems of vulnerable groups
- explain strategies to promote health and well-being
- critically analyze case studies related to Education 2030 agenda
- discuss basic skills and competencies needed in the 21st century
- explain the concept of education for sustainable development (ESD)
- discuss India's role in sustainable development goals
- take actions for achieving sustainable development goals

Course Contents:

Unit- 1: Sustainable development goals: Conceptual Understanding

- Concept of sustainable development; Indian Knowledge System for sustainable development
- History of sustainable development goals
- Sustainable development goals: The 17 Goals
- Why the sustainable development goals matter

Unit- 2: Quality Education for Sustainable development

- The concept of education for sustainable development (ESD)
- Learning objectives for achieving the SDGs
- whole- institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies
- The Education 2030 agenda, and innovative and successful case studies from across the globe
- The relevance of inclusive and equitable quality education and lifelong learning opportunities for all and at all levels of improving people lives and sustainable development
- Reasons for a lack of access to education (Poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)
- Basic skills and competencies needed in the 21st century; Knowledge, values, skills and behaviors needed to promote sustainable development
- Youth empowerment and empowerment of marginalized groups

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Unit-3: Good Health and well-being for sustainable development

- Severe communicable and non-communicable diseases
- Overweight and obesity, insufficient physical activity and unhealthy food
- Health problems of vulnerable groups and in the most vulnerable regions, and an understanding of how gender inequalities may affect health and well-being
- Direct strategies to promote health and well-being, e.g., vaccines, healthy food, physical activity, mental health, medical consultation, education, sexual and reproductive health education including education about pregnancy avoidance and safer sex
- Indirect strategies (public health) to promote health and well-being: e.g., political programmes for health insurances, affordable prices of medicine, health services including sexual and reproductive health care services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction
- Discriminatory attitudes towards people living with HIV, other illnesses or mental disorders
- Road traffic accidents
- Chemicals, pollution and contamination of air, water and soil


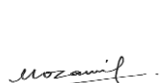
Unit- 4: Issues and Challenges in Sustainable Development: Actions for the Sustainable Development Goals

- Actions to be taken for sustainable development goals
- Campaigns for sustainable development goals
- India's role in sustainable development goals
- Implementation progress of sustainable development goals: SDG Progress Reports

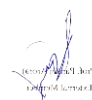
Practicum: At least any one

- Write report on sustainable development goals
- Participate in ethical, reflective essay writing and/ or discussions about what a life of health and well-being means
- Write a report on Health problems of vulnerable
- Develop an enquiry- based project: "Is living longer a good thing?"
- Conduct a case study on the education system and access to education
- Organize Education for sustainable development days at local level
- Develop an enquiry- based project: "What is a sustainable school?"
- Critically analyze progress reports on sustainable development goals

Content Interaction Plan:



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Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-12	UNIT I
1-3	Concept of sustainable development; Indian Knowledge System for sustainable development
4-6	History of sustainable development goals
7-10	Sustainable development goals: The 17 Goals
11-12	Why the sustainable development goals matter
13-28	UNIT II
13-14	The concept of education for sustainable development (ESD), Learning objectives for achieving the SDGs
15-16	whole- institution approach as a key strategy to scale up education for sustainable development, and pedagogy for developing sustainability competencies
17-18	The Education 2030 agenda, and innovative and successful case studies from across the globe
19-21	The relevance of inclusive and equitable quality education and lifelong learning opportunities for all and at all levels of improving people lives and sustainable development
22-24	Reasons for a lack of access to education (Poverty, conflicts, disasters, gender inequality, lack of public financing of education, growing privatization)
25-26	Basic skills and competencies needed in the 21 st century; Knowledge, values, skills and behaviours needed to promote sustainable development
27-28	Youth empowerment and empowerment of marginalized groups
29-39	UNIT III
29	Severe communicable and non-communicable diseases
30-31	Overweight and obesity, insufficient physical activity and unhealthy food
32-33	Health problems of vulnerable groups and in the most vulnerable regions, and an understanding of how gender inequalities may affect health and well-being
34-35	Direct strategies to promote health and well-being, e.g., vaccines, healthy food, physical activity, mental health, medical consultation, education, sexual and reproductive health education including education about pregnancy avoidance and safer sex
36-37	Indirect strategies (public health) to promote health and well-being: e.g., political programmes for health insurances, affordable prices of medicine, health services including sexual and reproductive health care services, drug prevention, transfer of knowledge and technology, reduction of pollution and contamination, early warning and risk reduction

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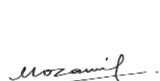
38-39	Discriminatory attitudes towards people living with HIV, other illnesses or mental disorders, Road traffic accidents, Chemicals, pollution and contamination of air, water and soil
40-45	UNIT IV
40-41	Actions to be taken for sustainable development goals
42-43	Campaigns for sustainable development goals
43-44	India's role in sustainable development goals
45	Implementation progress of sustainable development goals: SDG Progress Reports
15 Hours	Tutorials

Essential Readings

- Danilane, L., & Marzano, G. (2014). Consumer Education in Primary School in the Context of Sustainable Development. *Procedia- Social and Behavioral Sciences*, 116, 1068- 1072.
- Education 2030 (2017). *Education for Sustainable Development Goals: Learning Objectives*. France: UNESCO.
- Filho, W. L., & Pace, P. (2016). *Teaching Education for Sustainable Development at University Level*. Germany: Springer.
- Forrant, R., & Silka, L. (2006). *Inside and Out: Universities and Education for Sustainable Development*. London: Routledge.
- Greenland, S., Saleem, M., Misra, R., & Mason, J. (2022). Sustainable management education and an empirical five-pillar model of sustainability. *The International Journal of Management Education*, 20, 100658.
- Kim, M., & Diong, C. H. (2012). *Biology Education for Social and Sustainable Development*. Boston: Sense Publishers
- Leder, S. (2018). *Transformative Pedagogic Practice: Education for Sustainable Development and Water Conflicts in Indian Geography Education*. Singapore: Springer.
- Meadow, M. E. (2020). Geography Education for Sustainable Development. *Geography and Sustainability*, 1, 88-92.
- NEP (2020). *National Education Policy*. New Delhi: MHRD.
- Nikolopoulou, A., Abraham, T., & Mirbagheri, F. (2010). *Education for Sustainable Development- Challenges, Strategies and Practices in a Globalizing World*. New Delhi: SAGE Publications.
- Niti Aayog (2022). *Annual Report (2021-2022)*. New Delhi: Niti Aayog
- Niti Aayog (2022). *Sustainable Development Goals*. Retrieved from <https://www.niti.gov.in/verticals/sustainable-dev-goals>
- Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2008). *An Introduction to Sustainable Development*. USA: Glen Educational Foundation.
- Servaes, J. (2017). *Sustainable Development Goals in the Asian Context*. Thailand: Springer.

Additional Readings:

- United Nations (2015). *Transforming our World: The 2030 Agenda for Sustainable Development*. United Nations.



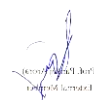



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- United Nations (2020). *SDG Good Practices (First Ed.)- A compilation of success stories and lessons learned in SDG implementation*. United Nations: Department of Economic and Social Affairs (DESA).
- United Nations (2020). *Stakeholder Engagement and the 2030 Agenda- A Practical Guide*. United Nations. Department of Economic and Social Affairs (DESA) and United Nations Institute for Training and Research (Unitar).
- United Nations (2022). *SDG Good Practices (Second Ed.)- A compilation of success stories and lessons learned in SDG implementation*. United Nations: Department of Economic and Social Affairs (DESA).
- Vare, P., Lausset, N., & Rieckmann, M. (2020). *Competences in Education for Sustainable Development: Critical Perspectives*. Switzerland: Springer
- Walker, J., Pekmezovic, A., & Walker, G. (2019). *Sustainable Development Goals- Harnessing Business to Achieve the SDGs through Finance, Technology and Law Reforms*. UK: Wiley.

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Environmental Education

Course Code	MED82OE02004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Open Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Value Based (Human Values /Ethics/ Constitutional Values etc.)/Indian Knowledge System/ Lok Vidya/ Skill Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, Project, seminar, presentations by students, field work etc.</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

- To provide comprehensive understanding about fundamental concepts of Environment
- To develop in-depth understanding of basic concepts related to Environmental Education
- To establish relevant curricular links to Environmental Education
- To analyse various issues related to Environmental Education in schools
- To provide a critical understanding of teacher education program w.r.t. Environmental Education
- To demonstrate an overview of National and Global initiatives for Environmental Education
- To orient about recent environmental issues of national concern
- To develop insight about researches in Environmental Education

Learning Outcomes

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

- To explain the basic concepts related to environment
- To expound the basic concepts of environmental education
- To explicate the various pedagogical aspects of environmental education
- To analyse the school curriculum for environmental education
- To evaluate the contribution of famous environmentalists
- To explain the need of teacher training in environmental education
- To analyse the competencies of an effective Environmental Educators
- To critically analyse teacher education programmes w.r.t. environmental education
- To compare the models for in-service training for Environmental Education

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- To present overview of policies for environmental education at national and international level
- To evaluate ongoing environmental programmes under Government of India
- To analyse the International environmental education programmes
- To analyse the contemporary environmental issues of national concern
- To review the research trends in environmental education

Course Contents

Unit-I: Understanding Environmental Education

- Basics of Environment – concept and components of environment, Environmental degradation (concepts, causes, and consequences), Deforestation (concepts, causes, and consequences), Radioactive pollution, Noise pollution and Light pollution - concepts, causes, and consequences
- Environmental management (concept, characteristics and aspects), Disaster management (concept, phases)
- Sustainable development (concept, goals, UNCSD), Education for sustainable development
- Indian Knowledge System – Indian conception of Environment, Indigenous cultural practices for Environmental conservation
- Famous Environmentalists and their contribution – Sunderlal Bahuguna, Medha Patkar, Dr. Rajendra Singh, Wangari Maathai

Unit-II: Environmental Education in Schools

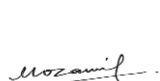
- Historical Development of ‘Environmental Education’
- Environmental Education – Concept, scope, objectives, and principles
- Interdisciplinary and Multidisciplinary Approach in environmental education
- Analysis of existing environmental education curriculum at school level
- Pedagogical practices for environmental education– Project, Field visit, Quiz, Exhibition, Celebration of environment related events/ days

Unit-III: Environmental Education and Teacher Preparation

- Genesis of Environmental Education in Teacher Education
- Need of teacher training in Environmental Education, competencies of an effective Environmental Educators
- Pre-service and In-service Teacher Education and Environmental Education in India – Status and Issues
- Models for in-service training for Environmental Education – Superordinate model, Peer training model, modular training model

Unit-IV: Perspectives, Issues and Research in Environmental Education

- Policy Perspective in environmental education - National Environmental Policy 2006, and National Green Tribunal Act 2010
- National environmental education programmes –Environmental education, awareness and training (EEAT) scheme, Namami Gange, Swachh Bharat Abhiyan, Van Mahotsava, Green Skill Development Programme (GSDP), National Afforestation Programme (NAP)






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- International environmental education programmes (IEEP)
- Tribal Rights and Forest Acts in India
- Research trends in environmental education
- Analysis of curriculum or textbook of environmental education at school level
- Critical analysis of environmental education course prescribed in four year integrated B.A/B.Sc. B.Ed. programme
- A case study on local institution working for environmental awareness
- A report on recent movement on environmental issues – Local or National or International
- Conducting an awareness programme on environmental issue at university campus (Group activity)

Suggested Activity:

Any one of the following -

- Analysis of curriculum or textbook of environmental education at school level
- Critical analysis of environmental education course prescribed in four year integrated B.A/B.Sc. B.Ed. programme
- A case study on local institution working for environmental awareness
- A report on recent movement on environmental issues – Local or National or International
- Conducting an awareness programme on environmental issue at university campus (Group activity)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-16	UNIT I:
1-2	concept and components of environment
3-4	Environmental degradation, Deforestation
5-7	Radioactive pollution, Noise pollution and Light pollution
8-10	Environmental management, Disaster management
10-12	Sustainable development, Education for sustainable development
13-14	Indian conception of Environment, Indigenous cultural practices for Environmental conservation
15-16	Famous Environmentalists and their contribution
17-25	UNIT II:
17	Historical Development of Environmental Education
18-19	Environmental Education – Concept, scope, objectives, and principles

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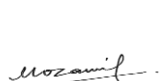
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20-21	Interdisciplinary and Multidisciplinary Approach in environmental education
22	Analysis of existing environmental education curriculum at school level
23-25	Pedagogical practices for environmental education
26-34	UNIT III:
26	Genesis of Environmental Education in Teacher Education
27-29	Need of teacher training in Environmental Education, competencies of an effective Environmental Educators
30-31	Pre-service and In-service Teacher Education and Environmental Education in India – Status and Issues
32-34	Models for in-service training for Environmental Education
35-45	UNIT IV:
35-37	Policy Perspective in environmental education
38-42	National environmental education programmes
43	International environmental education programmes (IEEP)
44	Tribal Rights and Forest Acts in India
45	Research trends in environmental education
15 Hours	Tutorials

Suggested Readings

- Agarwal S.K. (1997) Environmental issues and themes, APH Publishing Corporation, New Delhi
- Joseph , Benny, (2006) Environmental Studies, New Delhi: Tata McGraw Hills
- Kaushik, A. & Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
- Nanda, K.V. (1997), Environmental Education, New Delhi,: APH Publishing.
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
- Pal, B.P. (1981) National Policy on Environment, Department of Environment, Govt. of India.
- Palmer, J. (1998). Theory of Environmental Education. Routledge.
- Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A.(2008). Society and Environmental Ethics, Seema Press, Varanasi.
- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
- Singh, S.K. (2010). Fundamentals of Environmental Education, Sharda Pustak Bhawan , Allahabad.
- UNEP (1994). An Environmental Education Approach to the training of Elementary Teachers: A Teacher Education Program. Environmental Education Series- 27. UNESCO-UNDEP.
- Parasad, JSR (2015). Concept of Environment and Nature in Ancient India. E-QUAL Project.



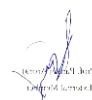



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- Sharma, K.N. (2014). Environment in Ancient India. Encyclopedia of History of Science, Technology and Medicine in Non-Western Cultures. Springer.

Advance/ Further Reading:

- Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.
- Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1, Taylor & Francis Ltd.
- Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20. Taylor & Francis Ltd.
- Powers, A.L. (2004) Teacher Preparation for Environmental Education: Faculty Perspectives on the Infusion of Environmental Education into Preservice Methods Courses. The Journal of Environmental Education. Taylor & Francis Ltd.

Mozamil

Prashant

Kaushal Singh

Shail

Raj

Sunil
(Prof. Sunil Kumar Singh)
External Member

(Prof. Sunil Kumar Singh)
External Member

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Online Course Creation and Management

Course Code	MED82ME02000	Credits	2
L + T + P	0 + 0 + 2	Course Duration	One Semester
Semester	I	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Mandatory Elective Non-Credit Course (<i>Any one</i>)		
Nature of the Course	Practical and Project		
Special Nature/ Category of the Course	Digital Skills		
Methods of Content Interaction	Hands on Experiences		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 100% - Continuous Internal Assessment 		

Course Objectives

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

- Differentiate various LSM and CMS explain
- Realize the need and importance of online courses
- Develop the ability for course development on Moodle
- Develop skills in using Create a New Course in Moodle, Add a Lesson to the Course, Create a Question Page, Create a Content Page, and Add More Content and Question Pages
- Develop skills in using existing e-resources for managing online course

Learning Outcomes:

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

- Develop proficiency in using LSM and CMS
- Develop of ability to create the module
- Develop the ability to creation of online courses
- Develop the ability to management of online courses

Course Contents:

UNIT I: Course Creation

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- Learning Management System (LMS): Features of LMS – Introduction to MOODLE LMS — MOODLE Installation and configuration – Appearance – Front page Settings; Content Management System (CMS)
- Course Creation– Course Category – Course Format – Course study Plan – User Enrolment – User Management – User Accounts – User Actions – User Profile – Upload user Details – User Permissions – User Policies – Define Roles – Roles and Permissions

UNIT II: Course Management

- User Course Resources – e-Book – File Management – Folder Management – Video Content – Audio Content - Page – URL Management - Course Activity – Assignment - Chat – Choice – database - External tool – Forum – Glossary – Lesson – Quiz – SCROM Package – Survey – Wiki – Assessment - Question bank – Questions – Categories – Import and Export functions – Third party SCORM pack questionnaire - MOODLE Plugins Directory
- Report Generation - Grade book setup for course - Block Management – backup – Import and Export of Courses – Site Administration in MOODLE LMS – Server Settings – Admin Tools - MOODLE Security.

Suggested Activities: At least one of the following,

- Hands on experience in setting up LMS and CMS
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources script writing.
- Navigating, searching, selecting, saving and evaluating of internet resources
- Developing a e-content for a topic using software
- Developing a module for any topic/subject which you like
- Developing an assessment for a topic using software
- Any other relevant activity

Web Resources

- AICTE (All India Council for Technical Education) for self-paced and international courses. <https://www.aicte-india.org/>
- CEC (Consortium for Educational Communication) for under-graduate education. <https://cec.nic.in/cec/>
- CIET. <https://ciet.nic.in/pages.php?id=webinar&ln=en>

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- Guidelines for developing Online Courses for SWAYAM – UGC. [https://www.ugc.ac.in/pdfnews/3885329_MOOCs-Guideline-\(Development--Funding\).pdf](https://www.ugc.ac.in/pdfnews/3885329_MOOCs-Guideline-(Development--Funding).pdf)
- IGNOU (Indira Gandhi National Open University) for out-of-school students. <https://www.ugc.ac.in/>
- IIMB (Indian Institute of Management, Bangalore) for management studies. https://www.iimb.ac.in/eep/product/113/Company_Director_Programme_Board_Best_Practices?management=StrategyGeneralManagement&addurl=S00570&Ref=Search&clid=Cj0KCQjwkOqZBhDNARIsAACsbfKgCGkVW4nUDmCQcVwlhX3KytQOTYre1loR4diFeVpfASpK6nByjDcaAvv0EALw_wcB
- Moodle - Open-source learning platform. <https://moodle.org/>
- National Policy on Information and Communication Technology (ICT) In School Education. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/revised_policy%20document%20ofICT.pdf
- NCERT (National Council of Educational Research and Training) for school education. <https://ncert.nic.in/>
- NIOS (National Institute of Open Schooling) for school education. <https://www.nios.ac.in/>
- NITTTR (National Institute of Technical Teachers Training and Research) for Teacher Training programme. <https://www.nitttrc.ac.in/>
- NPTEL (National Programme on Technology Enhanced Learning) for Engineering. <https://nptel.ac.in/>
- SWAYAM online courses. <https://swayam.gov.in/>
- UGC (University Grants Commission) for non technical post-graduation education. <https://www.ugc.ac.in/>

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Psychological Testing

Course Code	MED82ME02100	Credits	Non-credit Course
L + T + P	1+0+1	Course Duration	One Semester
Semester	III	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-credit Course		
Nature of the Course	Theory & Practical		
Methods of Content Interaction	Lecture-cum-demonstration, Collaborative work, Assignments, Projects or practicum, Fieldwork, Data collection & analysis and interpretation, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the prospective teacher educator to:

- develop an understanding of the nature of psychological measurement and assessment and its scope
- acquainted with techniques of psychological measurement and assessment
- develop competency in administration, score, interpretation and report of psychological Tests
- develop skills in testing the psychological constructs
- Understand the social and ethical issues involved in psychological testing

Expected Learning Outcomes

After the completion of the course, prospective teacher-educators will be able to:

- expound nature of psychological testing and its scope
- differentiate between measurement and assessment techniques of psychological constructs
- administer, score, interpret and reporting of different types of intelligence tests
- administer, score, interpret and reporting of different types of personality tests
- attributing social and ethical issues involved in psychological testing

Course Contents

Unit I: Theory: Psychological Testing

- Psychological Testing: Concept, need and applications
- Basics of psychological testing- test, testing, measurement and assessment
- Psychological testing in the educational setting
- Tools and Techniques

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Kaunte Singh *Shail*

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- Tools- Test, scale, schedule, questionnaire and inventory
- Techniques- Observation, self-reporting and projective techniques
- Classification of tests- objective vs subjective, group vs individual, verbal vs non-verbal, performance vs paper-pencil test
- Selection of appropriate test
- Social and ethical issues in psychological testing

Unit II: Testing of Psychological Constructs

- Measurement of Intelligence: Types of tests and their application
- Assessment of personality: Types of tests and their application

Practicum:

Psychological Tests: Administration, Scoring, Interpretation and Reporting Tests

At least one from each category

- Intelligence tests
- Personality test
- Stress and time management questionnaire
- Any other relevant test

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Course Contents: Psychological Testing
1-15 (15 Hours)	Topics/ Sub-topics
1	Psychological Testing: Concept, need and applications
2	Basics of psychological testing- test, testing, measurement and assessment
3	Psychological testing in the educational setting
4	Techniques- observation, self-reporting and projective techniques
5	Tools- Test, scale, schedule, questionnaire and inventory
6	Classification of tests- objective vs subjective, group vs individual, verbal vs non-verbal, performance vs paper-pencil test
7	Selection of appropriate test Social and ethical issues in psychological testing
8-11	Measurement of Intelligence: types of tests and their application
12-15	Assessment of personality: types of tests and their application

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Practical work (Each session of 2 Hours)	Practicum: Psychological Test (Administration, Scoring, Interpretation and Reporting)
1-15(30 Hours)	Activities/Tasks to be Performed
1-6	Intelligence Test
7-12	Personality Test
13-15	Stress and Time management questionnaire (And any other relevant test)
Suggested Readings: <ul style="list-style-type: none"> ➤ Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.).. NJ: Prentice Hall ➤ Guilford, J .P. (1954). Psychometric methods. New York: McGraw-Hill Book Co. ➤ Kaplan, R. M. & Saccuzzo, D. P. (2009). Psychological testing and assessment. New Delhi: Cengage Learning India Pvt. Ltd. Price, ➤ L. R. (2017). Psychometric method: Theory into practice. New York: The Guilford Press. Singh, A. K. (2006). Tests, measurement and research methods in behavioural sciences (5th ed.). Patna: Bharti Bhavan. 	

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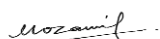
P. Bhatnagar

Kamta Singh

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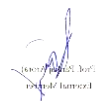
Department of Teacher Education School of Education Central University of South Bihar, Gaya 2 Years Master of Education (M.Ed.)			
Semester-III			Total: 20 Credits
Discipline Based Core Courses			(12 Credits)
1.	MED91DC02304	Inclusive Education	4
2.	MED91DC02404	Technological Foundation of Education	4
3.	MED91DC02504	Internship in Teacher Education Institutions	4
4.	Discipline Based Core Elective Course-III (Any one of the following)		(4 Credits)
	MED91DE02604	1. Internship in Area of Specialization -Language Education	4
	MED91DE02704	2. Internship in Area of Specialization -Mathematics Education	
	MED91DE02804	3. Internship in Area of Specialization – Science Education	
	MED91DE02904	4. Internship in Area of Specialization – Social Science Education	
5.	Discipline Based Core Elective Course-IV [for M.Ed. students] & Open Elective (Interdisciplinary) course [for the other department] (Any one of the following)		(04 Credits)
	MED91DE03004	1. Environment Education	4
	MED91DE03104	2. Guidance and Counselling	
	MED91DE03204	3. Elementary Education	
	MED91DE03304	4. Secondary Education	
	MED91DE03404	5. Gender and Education	
7.	Open (Interdisciplinary) course [For the students of other departments only]		(4Credits)
	MED91OE03504	Teaching and Research Aptitude	4
Mandatory Elective Non-credit course -III (Any one of the following)			
8	MED91ME03400	1. Community Service	2
	MED91ME03600	2. Research Tool Construction Skill	
	MED91ME03700	3. Data handling and Analysis Skill	





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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

INCLUSIVE EDUCATION

Course Code	MED91DC02304	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Constitutional Values		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation, Hands on Experiences.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the student teacher educators to:

- develop a conceptual understanding of diversities and inclusive education.
- orient with different inclusive pedagogical practices in the classroom.
- aware of the different innovative assessment practices for inclusive settings.
- to analyse the various issues to inclusive education.
- demonstrate an overview of policy interventions for inclusive education.
- to develop insight into the research in inclusive education.

Expected Learning Outcomes:

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

- explain the concepts of diversities with reference to culture, language, gender and abilities.
- understand the meaning, need and significance of Inclusive education
- manage students in an inclusive classroom by adapting appropriate strategies.
- analyse the role of teachers in implementing reforms in assessment and evaluation in Inclusive education.
- aware of the key legislations and policy interventions for inclusive education.
- understand the global and national commitments towards the education of learners with diverse needs.
- utilizing the results of existing research for promoting inclusive practice.

Mozamif

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(Prof. Sunil Kumar Singh)
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Kamta Singh

Shakti

Dr. Jyoti

Dr. Jyoti

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Course Contents:

UNIT-I: Understanding Diversities and Inclusion

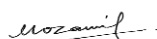
- Concept of Diversity, Factors Affecting Diversities [Culture, Language, Gender, Socio-Economic Status etc]
- Concept, Nature, Objectives and Scope of Inclusive Education
- Significance of Inclusive Education for the Individual and Society, Facts and Myths of Inclusive Education with Special reference to Indian Context
- Shifting Models of disability: The Charity Model, The Bio-centric Model, The Functional Model and the Human Rights Model, Models of Inclusive Education
- Early Identification and Classification of disabilities (International Classification of Functioning Disability and Health (ICF))
- Definition, Types, Causes, Characteristics of Children with Sensory (Hearing & Visual), Intellectual deficiency (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped and Creative & Gifted children


UNIT-II: Educational Provision for Diverse Groups: Policy Perspectives

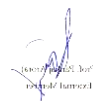
- International Level: The Universal Declaration of Human Rights 1948, the UN Convention on the Rights of the Persons with Disabilities (UNCRPD), Recommendations of the Salamanca Statement and Framework of Action, 1994; UN Conventions
- National Level: Indian Education Commission, Integrated Education for Disabled Children 1974, National Policy on Education (NPE) 1986 and POA (1992). The Rehabilitation Council of India Act 1992 (RCI Act); The Right of Children to Free and Compulsory Education Act 2009 (RTE Act); National Policy on Disability, 2006; National Curriculum Framework (NCF) 2005, The National Trust For Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation And Multiple Disabilities Act, 1999; The Rights of Persons with Disabilities Act 2016., NEP 2020

UNIT-III: Inclusive Practices in Education

- Different Approaches for Inclusive setting - Individualized Education Programme (IEP) & Universal Design for Learning (UDL)
- Pedagogical Practices for Inclusive Classroom (Collaborative Teaching, Activity-Based Learning, Peer-tutoring and Co-operative Learning and Reflective Teaching, Reciprocal Teaching, etc.)
- Use of ICT (Adaptive and Assistive Devices, and other Technologies for Differently Disabilities)
- Identification, Functional Assessment and Assessment and Evaluation for Children with Diverse Needs




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- Developing Support Network [Learner to Learner, Learner and Teacher, Parents and Teachers, Community]

UNIT-IV: Curricular adaptations, Pedagogical Strategies, and Assessment for Children with Diverse Needs

- Adaptation in Instructional Objectives, Curriculum, Pedagogical Strategies, Co-Curricular Activities and Assessment for Meeting Diverse Needs of Children with Sensory (Hearing & Visual), Intellectual (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped, creative and gifted children
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

INTERNAL ASSESSMENT

Test: Best one out of two continuous tests

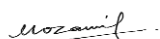
Practicum/Assignments: Assignment on any one of the following:

Field Work/Project/Assignment:

1. Observe the teaching-learning processes, and infrastructure available and assess the nature of inclusive practice during the internship
2. Enlisting the barriers to promoting inclusion in school and suggestion to remove it.
3. Critically analyse the need profile of all children in a classroom to identify relationship between students' needs and their socioeconomic and educational status.
4. Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
5. Visit different types of special schools (Special Schools, Inclusive Schools and Rehabilitation Centres, National Institutes etc.) and write a report about them.
6. Visit of Inclusive school in the local setting.
7. Critical review of policy and practice and panel discussion by a group of students.

Content Transaction Plan:

S. No	Topic/Sub Topic	Contact Hours
UNIT-1 [Understanding Diversities and Inclusion]		15
1.	Diversities, Factor Affecting Diversities [Culture, Language, Gender, Socio-Economic Status etc]	1
2.	Concept, Nature, Objectives and Scope of Inclusive Education, Special Education, Integrated Education and Inclusive Education	2
3.	Significance of Inclusive Education for the Individual and Society, Facts and Myths of Inclusive Education with Special reference to Indian Context	1






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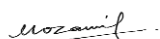






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4.	Shifting Models of Inclusion/Diverse Groups: The Charity Model, The Bio-centric Model, The Functional Model and the Human Rights Model	2
5.	Definition, Types, Causes, Characteristics of Children with Sensory (Hearing & Visual), Intellectual deficiency (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped and Creative & Gifted children	9
UNIT-II [Educational Provision for Diverse Groups: Policy Perspectives]		10
5.	International Level: The Universal Declaration of Human Rights 1948, the UN Convention on the Rights of the Child (CRC), Recommendations of the Salamanca Statement and Framework of Action, 1994;	3
6.	National Level: Indian Education Commission, Integrated Education for Disabled Children 1974, National Policy on Education (NPE) 1986 and POA (1992). The Rehabilitation Council of India Act 1992 (RCI Act); The Right of Children to Free and Compulsory Education Act 2009 (RTE Act); National Policy on Disability, 2006; National Curriculum Framework (NCF, 2005); The National Trust For Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; The Rights of Persons with Disabilities Act 2016; NEP(2020)	7
UNIT-III [Inclusive Practices in Education]		12
7.	Different Approaches for Inclusive setting - Individualized Education Programme (IEP) & Universal Design for Learning (UDL)	3
8.	Pedagogical Practices for Inclusive Classroom (Collaborative Teaching, Activity-Based Learning, Peer-tutoring and Co-operative Learning and Reflective Teaching, Reciprocal Teaching, etc.)	3
9.	Use of ICT (Adaptive and Assistive Devices, Equipments and other Technologies for Different Disabilities)	2
10.	Identification, Functional Assessment and Assessment and Evaluation for Children with Diverse Needs	2
11.	Developing Support Network [Learner to Learner, Learner and Teacher, Parents and Teachers etc.]	2
UNIT-IV [Curricular Adaptations, Pedagogical Strategies, and Assessment for Children with Diverse Needs]		8
13.	Adaptation in Instructional Objectives, Curriculum, Pedagogical Strategies, Co-Curricular Activities and Assessment for Meeting Diverse Needs of Children with Sensory (Hearing & Visual), Intellectual (Mentally Challenged), Developmental Disabilities (Learning Disabilities, Autism), Children belonging to Marginalized Section [SCs, STs etc.], Orthopedically Handicapped, Creative and Gifted Children	4
14.	Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India	4



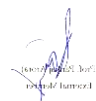



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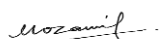






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15.	Tutorials	15
<p>Essential Readings:</p> <ul style="list-style-type: none"> ➤ Hallahan,D, Kauffman J. M. & Pullen,P.C. (2014). <i>Exceptional children: An Introduction to Special Education</i>. NJ: Prentice-Hall. ➤ Loremean, T., Deppeler, J., & Harvey, D. (2016). <i>Inclusive education- Supporting diversity in the classroom</i>. New York: Routledge. ➤ Julka, A. (2015). <i>Including children with special needs: Upper primary stage</i>. NCERT: New Delhi. ➤ Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in India. <i>Economic and Political Weekly</i>, 31(16/17), 1011–1024. http://www.jstor.org/stable/4404063 ➤ NCERT (2006). Position paper: National focus group on National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children. NCERT: New Delhi ➤ NCERT (2006). <i>Position paper: National focus group on education of children with special needs</i>. NCERT: New Delhi <p>Additional/Advance/Further Readings:</p> <ul style="list-style-type: none"> ➤ Ainscow, M., Dyson, A., & Booth, T. (2006). <i>Improving schools, developing inclusion</i>, London: Routledge. ➤ Baker, E. T., Wang, M. C., & Walberg, H. J. (1998). The effect of inclusion on learning. <i>Educational Leadership</i>, 33–35. ➤ Burrello N. C., Lashley C., & Beatty E. E. (2001). <i>Educating all students together. How school leaders create Unified System</i>. Thousand Oaks, CA: Corwin Press. ➤ Chadha, A. (1999). <i>A handbook for primary school teacher of children with learning disabilities</i>. New Delhi: Education consultant of India Limited. ➤ Dolmage,J.M. (2020). <i>Academic Ableism: Disability and Higher Education</i>. University of Michigan Press ➤ Foucault, M. (2006). <i>Madness and Civilization</i>. Vintage Books. ➤ Ghai,A (2015). <i>Rethinking Disability in India</i>. New Delhi: Routledge ➤ Hegarty S., & Mithu Alur (2002). <i>Education and children with special needs</i>. New Delhi: Sage Publication. ➤ Jha, M. (2002). <i>Inclusive education for all: Schools without walls</i>. Chennai: Heinemann Educational publishers. ➤ Julka, A. (2006) “<i>Including students and youth with disabilities in education – A guide for practioners</i>. NCERT, New Delhi ➤ Julka, A. (2012). <i>Index of inclusion</i>. NCERT, New Delhi. ➤ Loreman, T., Deppeler, J., & Harvey, D. (2016). <i>Inclusive education: Supporting diversity in the classroom</i>. New York: Routledge. ➤ MHRD (2009). <i>The right of children to free and compulsory education Act, 2009</i>. Ministry of Human Resource Development, New Delhi. 		



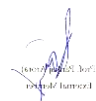



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- Panicker, M.S. (2019). Disability and the Politics of Nomenclature. *Asian Journal of Multidisciplinary Studies*, 7(5).pp:89-92
- Rehabilitation Council of India (2005). *Annual Report, 2003–04*, Rehabilitation Council of India, New Delhi.
- Salvia, J., Yesseldyke, J. E., & Bolt, S. (2010) assessment in special and inclusive education (11th Ed). USA: Wadsworth Cengage Learning.
- UNICEF (2003). *Examples of inclusive education*. UNICEF ROSA, Kathmandu
- United Nations (2022). Disability-Inclusive Communications Guidelines. Retrieved from https://www.un.org/sites/un2.un.org/files/un_disability-inclusive_communication_guidelines.pdf
- White W. F (1971). *Tactics for teaching the disadvantaged*. McGraw – Hill book Company.

Journals:

- International Journal of Inclusive Education – Taylor & Francis
- European Journal of Special needs Education – Taylor & Francis
- International Journal of Disability, Development and Education- Taylor & Francis
- Speech Language and Hearing- Taylor & Francis
- Prospects –Springer
- The Journal of Special Education -SAGE

Websites:

- www.en.unesco.org
- <https://inclusiveschools.org/>
- <https://www.ncld.org/>
- <https://tash.org/>

Mozamif

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Technological Foundation of Education

Course Code	MED91DC02404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core		
Nature of the Course	Theory/Practical/Project/Institutions Training		
Special Nature/Category of the Course (if applicable)	Skill Based, Digital Ethics, Indian Knowledge System (More than one can apply) (Keep this category even if one or more than one unit or some part(s) of a unit are related to these categories)		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation, Hands on Experiences.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

The course will enable the student teacher educators to:

- Define the concepts of educational technology and teaching
- Explain the models of development of instructional design
- Illustrate the different types of technology affecting teaching
- Explain the basic features of different models of teaching
- Explain the different approaches of ICT integration in education
- Explain the different types of proprietary and open sources software
- Plan, design, develop and evaluate the e-content processes.
- Explain the different types of open educational resources (OER).
- Explain the process of module development in MOOC-SWAYAM.
- Develop skills in using various web 2.0 and e-learning tools
- Explain the terms, blended learning and flipped classroom.
- Realize the need and importance of digital behaviour
- Explain the role and competencies of teachers and students in technology-enhanced learning.
- Plan and use various ICTs for project-based/problem-based, constructivist learning environment.
- Discuss the ways of preservation, transmission, and advancement of the Indian Knowledge System.

Learning Outcomes:

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










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- To expound the basic concept of education technology
- To apply the instructional design for creating e-resources
- To expound the basic concepts of ICT in Education
- To explicate the devices for ICT integration in teaching-learning process.
- To critically analyse the steps of design of e-content and e-resources
- To expound the web 2.0 technologies
- To explicate the various aspects of digital behaviour.
- To present an overview of schemes, policies and programmes for ICT in education
- to expound the basic concepts of expository writing
- To review the recent trends in ICT in education.

Course Contents:

UNIT I: Conceptual Framework of Educational Technology

- Educational Technology: Meaning, type, nature, and forms
- Instructional Design; Models of Development of Instructional Design- ADDIE, ASSURE, Dick and Carey Model, and Mason's Model.
- Concept of teaching; Relating teaching with learning; Characteristics, scope, and factors of teaching; Functions of teaching; Maxims of teaching; Phases of teaching; Levels of teaching.
- Models of teaching: Concept, Origin and history, Types and functions of teaching models.

UNIT II: Basics of ICT in Education

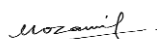
- Concept of Information and Communication Technology: Meaning, nature, and scope; Emergence of new information technology: convergence of computing and telecommunications.
- Application of Computers in Education: Concept: CAI, CAL, CBT, and CML.
- Internet: Concept and importance; locating internet resources- navigating, searching, selecting, evaluating, saving, and bookmarking.
- Use of the Internet: Search engines, online dictionaries, Online Repositories, and Online Libraries, Online tools, and translators
- Internet security: hacking, virus, spyware, misuse, abuse, antivirus, firewall, and safe practices

UNIT III: Integration of ICT in Education


- Approaches to integrating ICT in teaching and learning
- Social learning through ICT: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, and discussion forums.
- Open source software: philosophy, concept, types, and advantages
- ICT tools for e-content development: Open sources and proprietary software.
- E-content: concept, development, standards, learning objects, and reusability
- Changing roles and competencies of a teacher and learner in technology-enhanced learning

UNIT IV: Emerging Trends in ICT

- Use of MOOC (Massive Open Online Courses) in Education, four quadrant approach for SWAYAM & Module development in education.



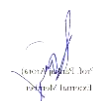



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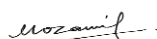
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- Open Education Resources and Creative Commons Licence: concept and application
- **Approaches to e-learning:** Offline, Online, Synchronous, Asynchronous, Blended learning, Flipped classroom, and Mobile learning.
- Online digital behaviour: Ethical Issues for E-Learner and E-Teacher
- Uses of ICT for preservation, transmission and advancement of Indian knowledge system and cultures.


Practicum:

Suggested Activities: At least three of the following-

1. Hands on experiences on computer hardware troubleshooting and diagnosis
2. Practice in installing various system and application software
3. Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
4. Social bookmarking of internet resources using any social bookmarking tools (diigo, delicious, stumbleupon)
5. Comparative study of ICT syllabus of school education and teacher education of various organizations
6. Evaluating eResource using standard criteria and study the eResource evaluation reports available at https://ciet.nic.in/pages.php?id=econtent_evaluation&ln=en
7. Developing a e-content on any selected topic for using open sources and proprietary software
8. Develop a webquest on any selected topic
9. Identify a virtual field trip in your area of specialization and organize a virtual field trip
10. Field visit to the EDUSAT center and take part in teleconferencing
11. Organize web conferencing using Skype, Google Zoom and other conferencing tools
12. Taking part in an ICT integrated online project based or problem based learning activity
13. Visit to local ICT laboratories of educational institutions
14. Review of ICT labs (plans and equipments/resources) in school from internet
15. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
16. Developing wikieducator article on assistive technology
17. Developing an electronic assessment portfolio
18. Developing an electronic teaching portfolio
19. A critical study of some e-learning courses and enrolling and completing some free e-learning courses
20. Creating account in wikispace/wikipedia/mediawiki and adding/editing content
21. Creating account in teachertube/slideshare and sharing your video/powerpoint. View and comment on others contributions
22. Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
23. Downloading, installing and using free and open source antivirus programme
24. Preparation of at least three teaching-learning resources with help of various software.
25. Planning and preparation of an ICT integrated presentation for secondary level
26. Identification and use of an internet resource for learning at the secondary level
27. Critical analysis of learning resource which is existing on webs
28. Critical analysis of National Mission on Education through Information and Communication Technology



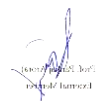



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29. Critical analysis of National Policy on Information and Communication Technology (ICT) in School Education (2012).
30. Exploring and Prepare a project on Indian Govt. ICT initiative - SWAYAM, DIKSHA, NISTHA, SWAYAM-Prabha, ePathashala, ePM Vidhya etc.
31. Any other relevant activity

Content Interaction Plan:

No. of Hour(s)	Unit/Topic/Sub-Topic
UNIT I: Conceptual Framework of Educational Technology	
1-2	Educational Technology: Meaning, type, nature and forms
3-7	Instructional Design; Models of Development of Instructional Design -ADDIE, ASSURE, Dick and Carey Model, and Mason's Model
7-10	Concept of teaching; Relating teaching with learning; Characteristics, scope, and factors of teaching; Functions of teaching; Maxims of teaching; Phases of teaching; Levels of teaching
11-12	Models of teaching: Concept, Origin and history, Types and functions of teaching models.
UNIT II: Basics of ICT in Education	
13-14	Concept of ICT: Meaning, nature, and scope; Emergence of new information technology: convergence of computing and telecommunications.
15-16	Application of Computers in Education: Concept: CAI, CAL, CBT, and CML.
17-19	Internet: Concept and importance; locating internet resources- navigating, searching, selecting, evaluating, saving, and bookmarking.
20-22	Use of the Internet: Search engines, online dictionaries, Online Repositories, and Online Libraries, Online tools and translators
23-24	Internet security: hacking, virus, spyware, misuse, abuse, antivirus, firewall, and safe practices
UNIT III: Integration of ICT in Education	
25	Approaches to integrating ICT in teaching and learning
26-28	Social learning through ICT: concept, use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, and discussion forum
29	Open source software: philosophy, concept, types, and advantages
30-31	ICT tools for e-content development: Open sources and proprietary software.
32-33	E-content: concept, development, standards, learning objects, and reusability
34-35	Changing roles and competencies of a teacher and learner in technology enhanced learning
UNIT IV: Emerging Trends in ICT	
36-38	Use of MOOC (Massive Open Online Courses) in Education, four quadrant approach for SWAYAM & Module development in education.
49-40	Open Education Resources and Creative Commons Licence: concept and application

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Kamta Singh

Shakti

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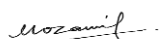
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41-42	Approaches to e-learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Flipped classroom, and Mobile Learning
43-44	Online digital behavior: Ethical Issues for E-Learner and E-Teacher
45	Uses of ICT for preservation, transmission and advancement of Indian knowledge system and cultures.
15 Hours	Tutorials

Essential Readings:

- Bharihok, Deepak. (2000). Fundamentals of Information Technology. Pentagon Press: New Delhi
- Burnett, C., G. Merchant, and B. Parry, eds. 2016. Literacy, Media and Technology: Past, Present and Future. London: Bloomsbury
- COL (2005). Creating Learning Materials for Open and Distance Learning: A Handbook for Authors and Instructional Designers. Commonwealth of Learning available at <http://oasis.col.org/bitstream/handle/11599/43/odlinstdesignHB.pdf?sequence=1&isAllowed=y>
- Conrad, Keri (2001). Instructional Design for Web based Training. HRD Press
- Crumlish, Christian (1999). The Internet No Experience Required. BPB Publications: New Delhi
- Evant, M. (1989). The International Encyclopaedia of Educational Technology.
- Hooker M (2009) Concept Note: The Use of ICT in Teacher Professional Development, Accessed on 16th January 2016 from http://www.gesci.org/old/files/docman/TPD_Workshop-Concept_Note.doc
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Excel for Beginners. NISCOM, CSIR: New delhi
- Jain Amit, Sharma Samart, & Banerji Saurab (2002). Microsoft PowerPoint. NISCOM, CSIR: New Delhi
- Jain Amit; Sharma Samart; & Banerji Saurab (2002). Microsoft Word for Beginners. NISCOM, CSIR: New Delhi
- James, K.L. (2003). The Internet: A User's Guide. Prentice Hall of India Pvt.Ltd: New Delhi
- Lee, William W., Dianna, L. Owens, (2001) Multimedia-based Instructional design: Computer Based Training. Jossey-Bass.
- Longford, Graham. (2005). "Pedagogies of Digital Citizenship and the Politics of Code." Techné: Research in Philosophy and Technology, v9 n1. Retrieved from <http://scholar.lib.vt.edu/ejournals/SPT/v9n1/longford.html>.
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Sarkar, S.K. & Gupta, A.K. (1998). Elements of Computer Science. S.Chand & Company: New Delhi
- Saxena Sanjay. (2000). A First Course in Computers. Vikas Publishing House Pvt.Ltd: New Delhi



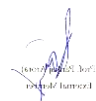



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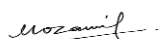




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Web Resources

- Association for Educational Communications and Technology (AECT) at <http://www.aect.org/default.asp>
- British Educational Communications and Technology Agency (BECTA) at <http://www.becta.org.uk/>
- Microsoft Office Online, Word 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061958171033.aspx>
- Microsoft Office Online, Excel 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061831141033.aspx>
- Microsoft Office Online, PowerPoint 2003 Tutorials at <http://office.microsoft.com/en-us/training/CR061832731033.aspx>
- The International Society for Technology in Education (ISTE) at <http://www.iste.org/>
- UNESCO ICT Competencies Standards for Teachers at http://portal.unesco.org/ci/en/ev.php-URL_ID=2929&URL_DO=DO_TOPIC&URL_SECTION=201.html
- UNESCO Bangkok ICT in Education at <http://www.unescobkk.org/index.php?id=76>
- UNESCO Documents and Publications (about 350 pdf documents on ICT in Education) at http://unesdoc.unesco.org/ulis/cgi-bin/ulis.pl?req=2&mt=100&mt_p=%3C&by=2&sc1=1&look=new&sc2=1&lin=1&mode=e&utf8=1&gp=1&gp=1&text=ict+in+education&text_p=inc
- <http://epathshala.nic.in/>
- <http://nroer.gov.in/home/e-library/>
- <http://www.arvindguptatoys.com/films.html>
- <http://www.arvindguptatoys.com/films.html>
- <http://www.riemysore.ac.in/ict/>
- <https://h5p.org/node/add/h5p-content>
- <https://moodlecloud.com/>
- <https://www.rcampus.com/login.cfm?&flttoken=1525262835805&>



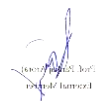



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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Internship in Teacher Education

Course Code	MED91DC02504	Credits	4
L+T+P	0+0+4	Course Duration	One Semester
Semester	III	Contact Hours	120 Hours (P)
Course Type	Discipline Based Core		
Nature of the Course	Practical cum Industrial Training		
Methods of Content Interaction	Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation, Hands on Experiences.		
Assessment and Evaluation	Continuous Assessment & Entire activities shall be evaluated by giving the equal weightage to each activity.		

Internship in Teacher Education (field based practical work) shall be mandatory part of the completion of M. Ed. programme. In order to give practical exposure to the trainee teacher educators regarding day-to-day activities of Teacher Education Institutions, a four-credit course on ***Internship in Teacher Education*** has been included in M. Ed. programme. To carry out this four-credit course on Internship in Teacher Education, the trainee teacher educators shall involve themselves in work and activities of teacher education institutions (In-house and external internship) for 120 hours/four weeks. This Internship in Teacher Education shall be conducted in the teacher education institutions which are recognized by NCTE and/or affiliated to a university. The tasks under the Internship in Teacher Education shall be coordinated by one teacher educator of the Department of Teacher Education, School of Education, Central University of South Bihar. Entire duration and credit shall be dividing into following manner-

Part A (02 Credit/ 60 hours/ two weeks) - In-house Internship- In this part trainee teacher educator shall be work within the institution i.e., Central University of South Bihar in order to give them the practical exposure about the working of teacher education institution. Following activities shall be done by each trainee teacher educator.




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- Observation & Supervision of 10 classes of regular teachers of the institution
- Assisting B.Ed. students in lesson plan preparation, TLM preparation, SUPW Activities etc.
- Observation of Institutional setup working i.e., Library, Office, Different Labs etc. and submit a report
- Conduction of Action Research and submit the report

Part A (02 Credit/ 60 Hours/ two weeks) - Outside Internship- In this part trainee teacher educator shall involve their self in any teacher education institution other than Central University of South Bihar in order to give them the practical experience as a teacher educator. Following activities shall be done by each trainee teacher educator.

- Teaching work (10 periods in any one compulsory paper of B.Ed.)
- Observation & Supervision of 10 classes of regular teachers of the institution
- Presentation of a seminar in teacher education institutions on a topic relating to emerging areas of teacher education.
- Participation in day-to-day activities of the teacher education institution and submission of the report of the same.
- Involvement in any other tasks of teacher education institutions as decided by the Department of Teacher Education, CUSB from time to time.

Evaluation Pattern-

Entire activities (including both parts) shall be evaluated by giving the equal weightage to each activity.



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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Internship in the Area of Specialization

Course Code	Course Name		
MED91DE02604	1. Internship in Area of Specialization -Language Education		
MED91DE02704	2. Internship in Area of Specialization -Mathematics Education		
MED91DE02804	3. Internship in Area of Specialization – Science Education		
MED91DE02904	4. Internship in Area of Specialization –Social Science Education		
L+T+P	0+0+4	Course Duration	One Semester
Semester	III	Contact Hours	120 Hours (P)
Course Type	Discipline Based Core Elective		
Nature of the Course	Practical cum Industrial Training		
Methods of Content Interaction	Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation, Hands on Experiences.		
Assessment and Evaluation	Continuous Assessment & Entire activities shall be evaluated by giving the equal weightage to each activity.		

Internship in the Area of Specialization shall be mandatory part of the completion of M. Ed. Programme. In order to give practical exposure to the trainee teacher educators regarding day-to-day activities of a trainee teacher during School Internship Programme in practicing school, a four-credit course on ***Internship in the Area of Specialization*** has been included in M. Ed. Programme. To carry out this four-credit course on Internship in the Area of Specialization, the trainee teacher educators shall involve themselves in work and activities of practicing schools of the trainee teachers (120 hours/four weeks). This internship in the Area of Specialization can be conducted preferably in the practicing school during School Internship Programme for trainee


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teachers. The tasks under the Internship in the Area of Specialization shall be coordinated by the teacher educator (Area of Specialization) of the Department of Teacher Education, School of Education, Central University of South Bihar. The following tasks shall be performed by the trainee teacher educators in the practicing school for the completion of the course:

- Observation of activities conducted by the trainee teachers during School Internship Programme in the school, such as: 10 teaching plan (Area of Specialization) preparation and correction; guiding for teaching aids' arrangement/preparation; taking of classes; recording and performing various school activities.
- Ten teaching plan (Area of Specialization) preparation and correction; guiding the teacher trainees for teaching aids' arrangement/preparation; guiding for teaching; supervision, mentoring and directing the trainee teachers for recording and performing various school activities in the practicing school.
- Observation of day-to-day activities of the practicing school and submission of the report of the same.
- Conducting a survey in the practicing school for exploring the issue/concern related to teaching learning process and submission of the report.
- Assisting B.Ed. trainee teachers in organizing different co-curricular activities in the school
- Involvement in any other tasks of the practicing school as decided by Department of Teacher Education, Central University of South Bihar from time to time.

Evaluation Pattern- Entire activities shall be evaluated by giving the equal weightage to each activity.






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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Environmental Education

Course Code	MED91DE03004	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline Based Core Elective/Open Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Value Based (Human Values /Ethics/ Constitutional Values etc.)/Indian Knowledge System/ Lok Vidya/ Skill Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, Project, seminar, presentations by students, field work etc.</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

- To provide comprehensive understanding about fundamental concepts of Environment
- To develop in-depth understanding of basic concepts related to Environmental Education
- To establish relevant curricular links to Environmental Education
- To analyse various issues related to Environmental Education in schools
- To provide a critical understanding of teacher education program w.r.t. Environmental Education
- To demonstrate an overview of National and Global initiatives for Environmental Education
- To orient about recent environmental issues of national concern
- To develop insight about researches in Environmental Education

Learning Outcomes

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

- To explain the basic concepts related to environment
- To expound the basic concepts of environmental education
- To explicate the various pedagogical aspects of environmental education
- To analyse the school curriculum for environmental education
- To evaluate the contribution of famous environmentalists
- To explain the need of teacher training in environmental education
- To analyse the competencies of an effective Environmental Educators
- To critically analyse teacher education programmes w.r.t. environmental education

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Kamta Singh

Shakti

Dr. Jyoti

Dr. Jyoti

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- To compare the models for in-service training for Environmental Education
- To present overview of policies for environmental education at national and international level
- To evaluate ongoing environmental programmes under Government of India
- To analyse the International environmental education programmes
- To analyse the contemporary environmental issues of national concern
- To review the research trends in environmental education

Course Contents

Unit-I: Understanding Environmental Education

- Basics of Environment – concept and components of environment, Environmental degradation (concepts, causes, and consequences), Deforestation (concepts, causes, and consequences), Radioactive pollution, Noise pollution and Light pollution - concepts, causes, and consequences
- Environmental management (concept, characteristics and aspects), Disaster management (concept, phases)
- Sustainable development (concept, goals, UNCSD), Education for sustainable development
- Indian Knowledge System – Indian conception of Environment, Indigenous cultural practices for Environmental conservation
- Famous Environmentalists and their contribution – Sunderlal Bahuguna, Medha Patkar, Dr. Rajendra Singh, Wangari Maathai

Unit-II: Environmental Education in Schools

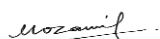
- Historical Development of ‘Environmental Education’
- Environmental Education – Concept, scope, objectives, and principles
- Interdisciplinary and Multidisciplinary Approach in environmental education
- Analysis of existing environmental education curriculum at school level
- Pedagogical practices for environmental education– Project, Field visit, Quiz, Exhibition, Celebration of environment related events/ days

Unit-III: Environmental Education and Teacher Preparation


- Genesis of Environmental Education in Teacher Education
- Need of teacher training in Environmental Education, competencies of an effective Environmental Educators
- Pre-service and In-service Teacher Education and Environmental Education in India – Status and Issues
- Models for in-service training for Environmental Education – Superordinate model, Peer training model, modular training model

Unit-IV: Perspectives, Issues and Research in Environmental Education

- Policy Perspective in environmental education - National Environmental Policy 2006, and National Green Tribunal Act 2010



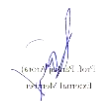



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- National environmental education programmes –Environmental education, awareness and training (EEAT) scheme, Namami Gange, Swachh Bharat Abhiyan, Van Mahotsava, Green Skill Development Programme (GSDP), National Afforestation Programme (NAP)
- International environmental education programmes (IEEP)
- Tribal Rights and Forest Acts in India
- Research trends in environmental education
- Analysis of curriculum or textbook of environmental education at school level
- Critical analysis of environmental education course prescribed in four year integrated B.A/B.Sc. B.Ed. programme
- A case study on local institution working for environmental awareness
- A report on recent movement on environmental issues – Local or National or International
- Conducting an awareness programme on environmental issue at university campus (Group activity)

Suggested Activity:

Any one of the following -

- Analysis of curriculum or textbook of environmental education at school level
- Critical analysis of environmental education course prescribed in four year integrated B.A/B.Sc. B.Ed. programme
- A case study on local institution working for environmental awareness
- A report on recent movement on environmental issues – Local or National or International
- Conducting an awareness programme on environmental issue at university campus (Group activity)

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-16	UNIT I:
1-2	concept and components of environment
3-4	Environmental degradation, Deforestation
5-7	Radioactive pollution, Noise pollution and Light pollution
8-10	Environmental management, Disaster management
10-12	Sustainable development, Education for sustainable development
13-14	Indian conception of Environment, Indigenous cultural practices for

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	Environmental conservation
15-16	Famous Environmentalists and their contribution
17-25	UNIT II:
17	Historical Development of Environmental Education
18-19	Environmental Education – Concept, scope, objectives, and principles
20-21	Interdisciplinary and Multidisciplinary Approach in environmental education
22	Analysis of existing environmental education curriculum at school level
23-25	Pedagogical practices for environmental education
26-34	UNIT III:
26	Genesis of Environmental Education in Teacher Education
27-29	Need of teacher training in Environmental Education, competencies of an effective Environmental Educators
30-31	Pre-service and In-service Teacher Education and Environmental Education in India – Status and Issues
32-34	Models for in-service training for Environmental Education
35-45	UNIT IV:
35-37	Policy Perspective in environmental education
38-42	National environmental education programmes
43	International environmental education programmes (IEEP)
44	Tribal Rights and Forest Acts in India
45	Research trends in environmental education
15 Hours	Tutorials

Suggested Readings

- Agarwal S.K. (1997) Environmental issues and themes, APH Publishing Corporation, New Delhi
- Joseph , Benny, (2006) Environmental Studies, New Delhi: Tata McGraw Hills
- Kaushik, A. & Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
- Nanda, K.V. (1997), Environmental Education, New Delhi,: APH Publishing.
- NCERT (2004). Environmental Education in Schools, NCERT, New Delhi.
- NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
- Pal, B.P. (1981) National Policy on Environment, Department of Environment, Govt. of India.
- Palmer, J. (1998). Theory of Environmental Education. Routledge.

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Joseph

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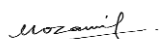
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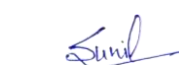
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- Sharma, R.C., Mahajan, B., Premi, K.K., Nuna, S.C., Menon, P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.
- Singh, S.K. (2010). Fundamentals of Environmental Education, Sharda Pustak Bhawan , Allahabad.
- UNEP (1994). An Environmental Education Approach to the training of Elementary Teachers: A Teacher Education Program. Environmental Education Series- 27. UNESCO-UNDEP.
- Parasad, JSR (2015). Concept of Environment and Nature in Ancient India. E-QUAL Project.
- Sharma, K.N. (2014). Environment in Ancient India. Encyclopedia of History of Science, Technology and Medicine in Non-Western Cultures. Springer.

Advance/ Further Reading:

- Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.
- Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1, Taylor & Francis Ltd.
- Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20. Taylor & Francis Ltd.
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(Prof. Sunil Kumar Singh)
External Member









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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Guidance and Counselling

Course Code	MED91DE03104	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core Elective/ Interdisciplinary Open Elective		
Nature of the Course	Theory		
Special Nature/ Category of the Course	Lok Vidya & Skill Based		
Methods of Content Interaction	<i>Lecture, Tutorials, Group discussion, primary data collection & analysis, role playing, seminar, presentations by students, field work etc.</i>		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives

This course will enable the trainee teacher educator:

- To develop in-depth understanding of the concept and techniques of guidance and counselling.
- To develop in-depth understanding of the process involved in guidance and counselling.
- To be acquainted with the uses of different testing and non-testing techniques in Guidance and Counselling.
- To develop counselling skills in conducting counselling Sessions
- To understand the different theories of Career development
- To be acquainted with the concepts of career maturity, career choice and career decision making
- To enable to apply the techniques of guidance and counseling in real situations.
- To be acquainted with recent trends of guidance and counseling in India.
- To be familiarized with different policies, agencies and institutions related to guidance and counselling.

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- To be acquainted with different issues in guidance and counselling

Learning Outcomes

After completing the course trainee teacher educators will be able to:

- Explain the basic concepts in Guidance & Counselling.
- Describe the process of Educational, Vocational, Avocational and Personal Guidance.
- Describe the process of guidance and counselling.
- Describe the uses of testing and non-testing devices in guidance and counselling.
- Analyze the problems faced by students in the contemporary world.
- Discuss the problems faced by gifted children and children with disabilities.
- Provide effective guidance and counselling services to students according to their needs.
- Discuss various policies and guidelines related to guidance and counselling
- Describe the role of various national and international agencies in the field of guidance and counselling
- Analyze various issues and challenges emerged in the field of guidance and counselling.
- Discuss new trends in the field of guidance and counselling

Course Outline

Unit-I: Fundamentals of Guidance and Counselling

- Guidance: Concept, Principles, Objectives, Need and Types (Individual and Group ; Personal, Educational, Vocational and Avocational Guidance)
- Counselling: Concept, Principles, Objectives, Need, Process and Types (Directive Counselling, Non directive Counselling, Eclectic Counselling)
- Relationship among Guidance, Counselling and Psychotherapy
- Approaches of Counselling: Psychoanalytical, Behaviorist, Cognitivist and Humanist
- Organization of Guidance services in Schools & Colleges/Universities: Orientation services, Individual Inventory Services, Informative services, Placement services, Follow-up Services

Unit II: Career Development

- Concept and factors influencing career development
- Theories of Career Development: Holland's theory of Career Development, Donald Super's theory of Career Development, Roe's theory of Career Choice, Social Cognitive Career Theory (SCCT) of Lent and Brown
- Concept and factors influencing Career choice, Career decision making and Career

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maturity.

- Importance of Lok Vidya in career choice and career development
- National Vocational Education Qualification Framework (NVEQF)

Unit III: Guidance and Counselling of Students with Special need

- Guidance and Counselling for students with special needs: Learning disable, Under Achiever, Over achiever, Gifted, Slow learner, Students of Marginalized sections
- Counselling in focused areas of Life skills- self-control, relationship, health, HIV/AIDS prevention , Suicide prevention, , Stress management, Conflict resolutions
- Uses of Testing and Non Testing Techniques in Guidance and Counselling: Intelligence, Aptitude, Achievement, Interest, attitude, Adjustment, Personality, Sociometry, Interview, Case study, observation, Diary, Anecdotal and Cumulative record.

Unit IV: Recent Trends and issues in Guidance and Counselling

- Recent Trends in the field of Guidance and Counselling
- Issues and Challenges in the Field of Guidance and Counselling
- Recent policies and guidelines related to Guidance and Counselling
- Institutes and agencies related to Guidance and Counselling: IAVEG, Cedefop, FEDORA, IAC, ICCDPP, Nordic Association of Educational and Vocational Guidance, ILO, DEPF-NCERT, PSSCIV, CIRTES, SEGC, SCERT
- Scope and importance of Research in Guidance and Counselling

Practicum: At least any one of the followings

1. Study the problems of school children and probable guidance intervention
2. Explore the possibilities for peer counselling in the institutions
3. Working with the counsellor, clients and writing a report on the process of counselling
4. Conduct a survey of the problems that are most prevalent in schools and colleges, which need immediate attention of a guidance worker and counsellor and prepare a brief report
5. Plan a minimum guidance programme for a school at the secondary stage
6. Prepare a detailed outline of the cumulative record card

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7. Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages
8. Identify and prepare a list of problems of students in schools and colleges/universities that can be addressed through a teacher counsellor
9. Any other relevant activity

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-15	UNIT I: Fundamentals of Guidance and counselling
1-3	Guidance: Concept, Principles, Objectives, Need and Types (Individual and Group, Personal, Educational, Vocational and Avocational Guidance)
4-7	Counselling: Concept, Principles, Objectives, Need, Process and Types (Directive Counselling, non-directive Counselling, Eclectic Counselling)
8	Relationship among Guidance, Counselling and Psychotherapy
9-12	Approaches of Counselling: Psychoanalytical, Behaviorist, Cognitive and Humanist
13-15	Organization of Guidance services in Schools & Colleges/Universities: Orientation services, Individual Inventory Services, Informative services, Placement services, Follow-up Services
16-23	UNIT II: Career Development
16	Concept and factors influencing career development
17-20	Theories of Career Development: Holland 's theory of Career Development, Donald Super's theory of Self-Actualization, Roe's theory of career choice, Social Cognitive Career Theory (SCCT) of Lent and Brown
21-22	Concept and factors influencing Career choice, career decision making and Career maturity

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23	Importance of Lok Vidya in career choice and career development
24	National Vocational Education Qualification Framework (NVEQF)
25-36	Unit III: Guidance and Counselling of Students with Special need
25-30	Guidance and Counselling for children with special needs: Behavioural problems, Learning disable, Under Achiever, over achiever, Gifted and creative, Students of Marginalised sections
31-34	Counselling in focused areas of Life skills- self-control, relationship, health, HIV/AIDS prevention, Suicide prevention, stress management, conflict resolutions
35-36	Uses of Testing and Non-Testing Techniques for Guidance and Counselling: Intelligence, Aptitude, Achievement, Interest, attitude, Adjustment, Personality, Sociometry, Interview, Case study, observation, Diary, Anecdotal and Cumulative record
37-45	UNIT IV: Recent Trends and issues in Guidance and Counselling
37	Recent Trends in the field of Guidance and Counselling
38	Issues and Challenges in the Field of Guidance and Counselling
39-40	Recent Policies and guidelines related to guidance and counselling
41-44	Institutes and agencies related to guidance and counselling: IAVEG, Cedefop, FEDORA, IAC, ICCDPP, Nordic Association of Educational and Vocational Guidance, ILO, DEPF-NCERT, PSSCIV, CIRTES, SEGC, SCERT
45	Scope and importance of Research in Guidance and Counselling
15 Hours	Tutorials

Essential Readings

- Aggarwal R. (2010). Elementary Guidance and counselling, Shipra Publication, New Delhi:
- Aggarwal R. (2006). Educational Vocational Guidance and counselling, Shipra Publication, Delhi.
- Kinra A. (2008). Dorling Kindersley (India) Pvt. Ltd, Guidance and counselling, South Asia
- Kochhar S K. (2006). Educational and vocational guidance in secondary education, Sterling Publications, Delhi.

Suggested Readings

- Chandra R. (2009). Career Information and Guidance & Counselling, Isha Books, Desr

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Delhi

- Chauhan S.S. (2007). Principle and Techniques of Guidance: Vikas Publishing House, New Delhi
- David A. (2009) Guidance and counseling. Commonwealth Publisher. Delhi
- Gibson R. L. & Marianne M. H. (2008)., Introduction to Counseling and Guidance. Prentice Hall of India Ltd.: New Delhi.
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- Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi
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- Rogers, C. R. (1951). Client-Centred Therapy. Constable and Robinson Ltd, UK
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- Welfel E R. & Lewis P.E. (2008)., The Counseling Process Cenage Learning

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Elementary Education

Course Code	MED91DE03204	Credits	4
L + T + P	3 + 0 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15/30 (T/P) Hours
Course Type	Discipline-Based Core Elective/ Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical/Project		
Special Nature/ Category of the Course	History of Indian Educational Heritage of Elementary Education etc.		
Methods of Content Interaction	Lecture-cum-discussion, Tutorials, Field study, seminar, case study etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educator:

- To develop the conceptual understanding of elementary education in India
- To acquaint with the recommendations and provisions of various commissions, policies and programmes related to elementary education.
- To acquaint with ancient, medieval and modern system of elementary education.
- To make understand the roles of various organizations, institutions and agencies for promotion of elementary education in India
- To develop the analytical ability among students about the issues and concerns related to elementary education in India.
- To acquaint with the various kinds of support services provided in elementary schools.
- To acquaint with the philosophical, sociological and psychological perspective of education with special reference to elementary education
- To acquaint with the nature, structure and practice of elementary education as advocated by eminent Philosophers/Academicians/Practitioners

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- To acquaint with the constitutional and legal bases and Human Rights perspective for elementary education
- To develop understanding of alternative perspective of elementary education
- To develop understanding about role of community, NGOs, civil societies etc with special reference to elementary education

Course Learning Outcomes:

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

- Explain the Nature, scope functions and structure of elementary education in India.
- Present a brief overview of the growth and development of elementary education in India.
- Discuss the relevance of elementary education in India in current scenario.
- Compare the provisions and recommendations made in various reports of commissions, policies and five-year plans related to elementary education in India.
- Reflect on the programmes and implementation strategies to achieve universalisation of elementary education
- Critically examine policies related to elementary education and discuss its implication in the politico-economic context of emerging education
- Discuss organizational structure and functions of institutions in administration and management of elementary education at various levels
- Critically examine the present status of elementary education in India
- Reflect on various issues and concerns of elementary education in India
- Suggest interventional strategies in order to raise quality of elementary education in India
- Discuss the functioning of various national and international agencies at elementary level
- Discuss philosophical, sociological and psychological perspective of education with special reference to elementary education
- Critically examines the contribution of eminent Philosophers/Academicians/Practitioners with special reference to elementary education.
- Explain the constitutional and legal bases and human rights perspective for elementary education
- Discuss the alternative perspective of elementary education
- Discuss the role of community, NGOs, civil societies etc with special reference to elementary education
- Discuss the role of international agencies for promotion of elementary education
- Critically examines central and state sponsored schemes of elementary education.
- Discuss the role of national and state level agencies/ apex bodies of elementary education
- Critically examines the reports of NGOs and international bodies with special reference to elementary education.

Course Contents:

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UNIT I: Evolution of Elementary Education in India

- Concept and Structure of Elementary Education
- Brief History of Elementary Education in India: Ancient, Medieval, Colonial Period up to 1947.
- Recommendations of Commissions, Committees and Frameworks on elementary education in the post-Independence India i.e., Kothari Education Commission (1964-66), The Curriculum for the ten-year School 1975, National Policy on Education (1986,1992), Yashpal Committee Report (1993), National Curriculum for Elementary and Secondary Education-1988, NCFSE-2000, NCF-2005, National Knowledge Commission (2007), National Education Policy -2020, proposed NCFSC

UNIT II: Perspective and Development of Elementary Education (25 % Weightage)

- Philosophical, Sociological and Psychological Perspective of Education with special reference to Elementary Education
- Nature, Structure and Practice of Elementary Education as advocated by eminent Philosophers/Academicians/Practitioners
- Constitutional and legal bases and Human Rights Perspective for Elementary Education
- Alternative Perspective of Elementary Education; Open Universities and School, Role of Community, NGOs, Civil Societies etc with special reference to Elementary Education

UNIT III: Plan, Programmes and Schemes of Elementary Education (25 % Weightage)

- Elementary Education in five-year plans
- Governments (National & State), ASER, EFA, PISA reports.
- Centrally sponsored schemes – Integrated Education for Disabled Children (IEDC), Special Orientation of Primary Teachers, (SOPT), Programme for Mass Orientation of School Teachers (PMOST), Operation Black Board (OBB), Minimum Level of Learning (MLL), District Primary Education Programme (DPEP), Education Guarantee Scheme, (EGS) and Alternative and Innovative Education (AIE), Kasturba Gandhi Balika Vidyalaya (KGBV) etc.
- State sponsored schemes – Bihar Education Project (BEP), Andhra Pradesh Education Project (APEP), Uttar Pradesh Basic Education Project (UPBEP), Activity Based Learning (ABL), Lok Jumbhish, Mahila Samakhya, Shiksha Karmi, Area Intensive Education Project (AIEP) etc.

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- Sarva Shiksha Abhiyan (SSA), Mid-Day Meal Scheme (MDMS), Samagra Shiksha Abhiyan- objectives, implementation and impact on quality

UNIT IV: National and International agencies of Elementary Education (25 % Weightage)

- Role of National, State and District level Agencies for promotion of elementary education: CAGE, NIEPA, NCERT, RCI, Directorates, SCERTs, SIETs, SIEMAT, DIET, BRC, CRC, etc.
- Role of International Agencies for promotion of elementary education: World Bank, OECD, UNICEF, UNESCO, WHO, IBE
- Recent concerns and issues of Elementary Education
- Decentralization of governance and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA

Practicum

The learner may undertake any one of the following activities:

1. Prepare a status report on Elementary education in a district with reference to access, enrolment, participation and learning achievement
2. Visits of different types of elementary schools and preparation of school profiles
3. Conduct interview with stake holders (teachers/students/parents etc.) of different schools and prepare a report on issues and problems of elementary education.
4. Observe and report on the implementation of any one of the programmes to improve elementary education
5. Case study on the sustainability of any one of the programmes of improving Elementary Education
6. Case study of any good elementary school of Government/Government Added/Private
7. Conducting a survey of elementary schools on the chosen area on the causes of under achievement and suggest measures to improve
8. Survey of educational needs of variety of students at elementary level
9. Visit an NGO and report on the innovative practices to bring quality into elementary education / collect success stories on movement by civil society groups working for elementary education
10. Arrange for a meeting with any civil society group supporting elementary education of children
11. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government

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12. Debate on ‘social category specific programmes – is it leading to universalisation of elementary education’
13. Collect one research article in any of the areas mentioned in the unit and discuss its implications for elementary education
14. View films / videos on issues related to elementary education and prepare a review report
15. Any other relevant activity

Tentative Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-11	UNIT I: Evolution of Elementary Education in India
1-2	Concept and Structure of Elementary Education
3-4	Brief History of Elementary Education in India: Vedic, Medieval, Colonial Period up to 1947.
5-6	Recommendations of Commissions, Committees
7-11	Recommendations of NPEs, NEP-2020 and Frameworks
12-23	UNIT II: Perspective and Development of Elementary Education
12-14	Philosophical, Sociological and Psychological Perspective of Education with special reference to Elementary Education
15-16	Nature, Structure and Practice of Elementary Education as advocated by eminent Philosophers/Academicians/Practitioners
17-20	Constitutional and legal bases and Human Rights Perspective for Elementary Education
21-23	Alternative Perspective of Elementary Education; Role of Community, NGOs, Civil Societies etc with special reference to Elementary Education
24-34	UNIT III: Plan, Programmes and Schemes of Elementary Education
24	Elementary Education in five-year plans
25-28	Governments narrative versus ASER, EFA, PISA reports.
29-30	Centre Sponsored Schemes for Elementary Education
31-32	State sponsored schemes for Elementary education
32-34	Sarva Shiksha Abhiyan (SSA), Mid-Day Meal Scheme (MDMS), Samagra Shiksha Abhiyan- objectives, implementation and impact on quality

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35-45	UNIT IV: National and International agencies of Elementary Education
35-37	Role of National, State and District level Agencies for promotion of elementary education: CABE, NIEPA, NCERT, RCI, Directorates, SCERTs, SIETs, SIEMAT, DIET, BRC, CRC, etc.
38-40	Role of International Agencies for promotion of elementary education: World Bank, OECD, UNICEF, UNESCO, WHO, IBE
41-42	Recent concerns and issues of Elementary Education
43-45	Decentralization of governance and financing: role of Panchayati Raj Institutions (PRIs), Urban Local Bodies, SMC, PTA/MTA
15/30 Hours	<i>Tutorials/ Practicum</i>

Essential Readings:

- Apple, Michael (2006) Educating the Right Way- Markets, Standards, God &
- Dearden, R.F. (1968) Philosophy of Primary Education. London, Routledge. Inequality. Routledge.
- Kumar, Krishna (2005) Political Agenda of education A Study of Colonial and Nationalist Idea. Sage, New Delhi.
- NEUPA (2014) India: Education for All – Towards Quality with Equity. NEUPA, MHRD, New Delhi
- Rao, D. J. Elementary Education in India: Status, Issues and Concerns, viva books private limited, New Delhi.

Additional/Advance/Further Readings:

- Bhatnagar, S.; Saxena, A. & Kumar, S. (2005). Development of Educational System in India. R. Lal Book Depot, Meerut
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- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.
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- Kurrien, J. (1983). Elementary Education in India. New Delhi: Vikas.
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- MHRD (2000). Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation. New Delhi: Author.
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- MHRD (2009): The Right of Children to Free and Compulsory Education Act 2009. New Delhi.
- Mohanty, J. N. (2002). Primary and Elementary Education. Deep & Deep Publications, New Delhi
- Nanda, S. K. (2003). Indian Education and Its Problems Today", Kalyani Publishers, Ludhiana.
- National Policy of Education (1992). Modification and their POAs, MHRD, Dept. of Education
- NCERT (1997). Code of Professional Ethics for Teachers.
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- NCERT (1996). Education and National Development: Report of the Education Commission
- Pathak, Avijit (2002). Social Implications of Schooling, Rainbow Publishers, Delhi
- R, Sen (2009) Higher Education and Administration. Crescent Publishing Corporation, New Delhi
- R.C. Mishra (2007). Encyclopedia of Education Administration. APH Publishing, New Delhi.

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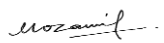



- R.C. Mishra (2009). History of Education Administration. APH Publishing, New Delhi.
- Ram Nath Sharma (2002): Indian Education at the cross road. Shubhi Publications.
- Rao, V. K. (2005). Principles of Curriculum. A. P. H. Publishing Corporation, New Delhi, (2005)
- Rao, V.K. (2007). Universatisation of Elementary Education. Indian Publishers, New Delhi.
- Sharma, R. N. (2000), "Education in Emerging Indian Society", Surjeet Publications.
- Tilak, J.B. (1992) Educational planning at gross roots, New Delhi.
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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

SECONDARY EDUCATION

Course Code	MED91DE03304	Credits	4
L + T + P	3 + 0 + 1	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15/30 (T/P) Hours
Course Type	Discipline-Based Core Elective/ Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical/Project		
Special Nature/ Category of the Course	Indian Knowledge System, Constitutional values		
Methods of Content Interaction	Lecture-cum-discussion, Tutorials, Field study, seminar, case study etc.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

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- To develop among the learners the conceptual understanding of secondary education in India
- To acquaint the learners with the recommendations and provisions of various commissions, policies and programmes related to secondary education.
- To make the students understand the roles of various organizations, institutions and agencies for promotion of secondary Education in India
- To develop the analytical ability among students about the issues and concerns related to secondary education in India.
- To acquaint the students with the various kinds of support services provided in secondary schools.

Learning Outcomes

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

- Explain the Nature, scope and structure of Secondary Education in India.
- Present a brief overview of the Growth and Development of Secondary Education in India.
- Discuss the relevance of secondary education in India in Current scenario.
- Compare the provisions and recommendations made in various reports of commissions, policies and five-year plans related to secondary education in India.
- Reflect on the programmes and implementation strategies to achieve Universalization of Secondary education
- Critically examine policies related to secondary education and discuss its implication in the politico-economic context of emerging education
- Discuss organizational structure and functions of institutions in administration and management of secondary education at various levels
- Critically examine the present status of secondary education in India
- Reflect on various issues and concerns of secondary education in India
- Suggest interventional strategies in order to raise quality of secondary education in India
- Discuss the functioning of various student support services at Secondary Level

Course Content:

Unit-I: Secondary Education in India: An Introduction

- Nature and Scope of Secondary Education
- Rationale of Universalization of Secondary Education

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- Overview of growth and development of Secondary Education
- Educational Structure and organization of secondary education
- Secondary Education as a bridge between elementary and higher education
- Types of schools

Unit II: Commissions, Policies and Programmes

- Secondary Education Commission (1952-53), The Education Commission (1964-66), National Policy on Education (1986 As modified in 1992), NEP 2020
- Overview of five years plans with special reference to secondary education
- Samagra Shiksha Abhiyan (with special reference to Secondary Education), Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-2009, ICT@ School Scheme-2004
- Kishori Shakti Yojana (KSY), Udaan, Construction and Running of Girls' Hostel for students of secondary and higher secondary schools
- Existing Curriculum Framework
- National Vocational Education Qualification Framework (NVEQF)

Unit-III: Organizations, Institutions and Agencies in Secondary Education

- Roles of various bodies for development and promotion of secondary education
 - at national level
 - at state level
 - at school level
- Role of NGOs and Civil Society for promotion of Secondary education
- Role of International Agencies for promotion of Secondary Education

Unit-IV: Issues, Concerns and Support Services in Secondary Education

- Challenges related to universalization of Secondary Education: access, enrolment, retention, achievement and equity
- Quality concerns in secondary education – infrastructure, classroom processes, assessment, teacher profile and teacher preparation
- Classroom problems - discipline, under achievement, lack of motivation, delinquency and maladjustment
- Problems and challenges related to Vocationalization of Secondary Education
- Support Services in Secondary Education: Guidance and Counselling Cell, Co-curricular Platforms, Health Services
- Function of Students' clubs as support mechanism to students' abilities

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Suggested Activities:

1. Prepare a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement
2. Visits of different types of secondary schools and preparation of school profiles
3. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
4. Observe and report on the implementation of any one of the programmes to improve secondary education
5. Case study on the sustainability of any one of the programmes of improving Secondary Education
6. Case study of any good secondary school
7. Analyse RMSA against the backdrop of CABE committee on USE
8. Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
9. Survey of educational needs of variety of students
10. Visit and report on any of the innovative NGOs / collect success stories on movement by civil society groups working for secondary education
11. Visit a nearby school and talk to the head teacher, teachers, students and parents collect their perspectives on any one programme or schemes of the government for improving secondary education
12. Analyse and compare U- DISE data of any two states available at the NIEPA website
13. Analyse and compare quality monitoring data for any two states available on QMT portal (www.ciet.nic.in/QMTs/index.php#)
14. View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, Kailash Satyarthi, Malala and many other who speak for education)
15. Any other relevant activity

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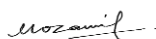
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Content Interaction Plan:

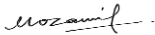



<u>Lecture cum Discussion (Each session of 1 Hour)</u>	<u>Unit/Topic/Sub-Topic</u>
1-2	Nature and Scope of Secondary Education
3-4	Overview of Growth and Development of Secondary Education
5-6	Rationale of Universalization of Secondary Education Secondary Education as a bridge between elementary and higher education Types of secondary schools
7-20	Recommendations of the following Commissions and Policies on Secondary Education: Secondary Education Commission (1952-53), The Education Commission (1964-66), National Policy on Education (1986 As modified in 1992), National Curriculum Framework (2005), National Knowledge Commission. Role of CAGE in the Universalization of Secondary Education. Secondary Education in Five Year Plan
21 -23	Programmes and Schemes for Secondary Education: Rashtriya Madhyamik Shiksha Abhiyan (RMSA)-2009, ICT@ School Scheme-2004 Girl Child Development Programme at Secondary Stage: Kishori Shakti Yojana (KSY), Ladli scheme, Udaan, Construction and Running of Girls' Hostel for students of secondary and higher secondary schools National Vocational Education Qualification Framework (NVEQF)
24-29	Roles of various bodies for development and promotion of secondary education -at national level -at state level - at school level
30-33	Role of NGOs and Civil Society for promotion of Secondary education Role of International Agencies for promotion of Secondary Education:
34-42	Problems and challenges related to universalisation of Secondary Education: access, enrolment, retention, achievement and equity Quality concerns in secondary education – infrastructure, classroom processes, teacher profile and teacher preparation,
43-45	Guidance and Counselling, Co-curricular Platforms, health service
15 Hours	Tutorials

Suggested Reading





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- Report of the Delors Commission, UNESCO, 1996
- National Curriculum Framework on school education, 2005.
- Govt. of India, MHRD (2005). Universalisation of Secondary Education: Report of the CABE Committee, New Delhi
- MacBeth, J (1999). Schools must speak for themselves. Routledge, UK
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
- Govt. of India (1966) The Education Commission (1964-66) Report. New Delhi.
- Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Dept. of Education.
- Malhotra, P.L. (1986) School Education in India: Present status and Future Needs, NCERT, New Delhi.
- NCERT (1997) Code of Professional Ethics for Teachers.
- Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi
- Kumar K (2004), What is Worth Teaching? 3rd edition, Orient Longman
- Mudhopadhyay, S and Kumar, A. (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Chopra, R.K. (1993) Status of Teachers in India
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- Govinda, R (2011). Who goes to school? Exploring exclusion in Indian Education
- Sujatha, K & Ravi G (2011) Management of secondary education in India: quality, programme and administration. Shipra Publication, New Delhi
- Sujatha, K & Ravi G (2011) Development of secondary education in India. Shipra Publication, New Delhi
- Tilak, J B G (2008). Financing and secondary education in India. Shipra Publications, New Delhi
- Sood, N (2003). Management of school education in India, APH Publishing corporation, New Delhi
- Various reports and documents available under 'school education' on the Ministry of Education

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Gender and Education

Course Code	MED91DE03404	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	III	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core Elective/ Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Constitutional Value, Gender Inclusion		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, workshop, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	<ul style="list-style-type: none"> ● 30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) ● 70% - End Term External Examination (University Examination) 		

Course Objectives:

- To acquaint the students with the basic concepts related to gender
- To make the students understand the process of construction of gender
- To help the students understand gender and its relationship with different kinds of works
- To acquaint the students with different laws and policies framed to support women and transgender people
- To make the students understand the intersectionality of gender with other constructs.
- To help the students in understanding the gendered nature of education.
- To help the students develop a Gender Perspective

Course Learning Outcomes:

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

- Explain different concepts related to gender
- Differentiate among different types of feminist theories
- Explain the process of the social construction of gender

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- Analyse the intersectionality of gender with poverty, caste, class, religion, disability, and region
- Explain the concept of gender division of labour
- Identify the invisible systemic barrier that prevents women from rising to senior-level positions within an organization.
- Evaluate the position of India on different composite measures related to gender.
- Appraise the milestones of women's education in History
- Critically analyse the educational policies and reports with a gender lens.
- Examine the status of enrolment, dropout, and pushout factors of girls and transgender students at every level of schooling
- Discuss the effect of online education and the digital divide on the education of girls and transgender students
- Explain the relationship between power, ideology and curriculum
- Estimate the effect of the hidden curriculum, teachers' attitude, peers' attitude etc on children's gender socialization
- Critically analyse the textbooks, media, and other resource materials with the gender lens

Course Contents:

Unit I: Key Concepts in Gender

- Gender Glossary: Sex, Gender, Sexuality, Gender Identity, LGBTQIA+, Queer, Patriarchy, Gender Stereotypes, Gender Bias, Gender Norms, Gender Roles, Gender Base Violence, Gender Blind, Gender Balance, Empowerment vs Power, Redefining Masculinity and femineity.
- Feminism, Waves of Feminism, A brief introduction to feminist theories: Radical, Liberal, Psychoanalyst, Socialist, Marxist, Indian, Black, Eco-feminism.

Unit II: Construction and Deconstruction of Gender

- Social Construction: Socialization in Family and School, Gender Stereotypes in Society, Religion, Media, Judiciary, Science and literature.
- Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas).

Unit III: Gender, Labour, Development and Laws

- Gender Division of Labour, Concept of Work – Productive, and non – productive(reproductive) work – Use value and market value, Gender-based glass ceiling
- Gender Mainstreaming, Gender Budgeting, Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI) etc.

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- National and International Provision and Laws for Women and Transgender People

Unit IV: Gender and Education

- History of Women Education, Critical Analysis of the educational policies and reports with a gender lens.
- Female and Transgender People: Status of Enrolment, dropout, and push out at every level, Online education and the Digital Divide
- Power, Ideology, and Curriculum, Girls and transgender as learners, hidden curriculum (teacher attitudes, expectations, subject choices and peer culture)
- Content Analysis of Textbooks and other resource materials.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-5	Gender Glossary: Sex, Gender, Sexuality, Gender Identity, LGBTQIA+, Queer, Patriarchy, Gender Stereotypes, Gender Bias, Gender Norms, Gender Roles, Gender Base Violence, Gender Blind, Gender Balance, Empowerment, Redefining Masculinity and femineity.
6-9	Feminism, Waves of Feminism, A brief introduction to feminist theories: Radical, Liberal, Psychoanalyst, Socialist, Marxist, Indian, Black, Eco-feminism.
10-13	Social Construction: Socialization in Family and School, Gender Stereotypes in Society, Religion, Media, Judiciary, Science and literature.
14-16	Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas).
17-19	Gender Division of Labour, Concept of Work – Productive, and non – productive(reproductive) work – Use value and market value, Gender-

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	based glass ceiling
20-22	Gender Mainstreaming, Gender Budgeting, Gender Development Index (GDI), Gender Inequality Index (GII), Global Gender Gap Index (GGGI) etc.
23-27	National and International Provision and Laws for Women and Transgender People
28-32	History of Women Education, Critical Analysis of the educational policies and reports with a gender lens.
33-36	Female and Transgender People: Status of Enrolment, dropout, and push out at every level, Online education and the Digital Divide
37-41	Power, Ideology, and Curriculum, Girls, and transgender as learners, hidden curriculum (teacher attitudes, expectations, subject choices and peer culture)
42-45	Content Analysis of textbooks, media, and other resource materials.
15 Hours	Tutorials
Suggested Activities <ol style="list-style-type: none"> 1. Screening of films; The Great Indian Kitchen, Desert Flower, Admitted https://youtu.be/V_QNg3jkhY, Satyamev Jayate Season 3 Episode 3 Accepting Alternative Sexualities https://youtu.be/UIUQJN1B0aQ 2. Analysis of films, songs, folk songs, and advertisements in print and electronic media. 3. Content analysis of textbooks published by different states, private publishers and NCERT. 4. A critical study of schemes such as KGBV, NPEGEL, Ladli, Beti Bachao, Beti Padhao, Sukanya Samriddhi Yojana, and so on. 5. A comparative study of the daily routine of a male and female from the same family. 	
Suggested Readings and Resource Material:	
UNIT I <ul style="list-style-type: none"> ➤ Bhasin, Kamla (1994). Understanding Gender. Kali for Women, New Delhi ➤ Bhasin, Kamla (1994). What is Patriarchy? Kali for Women, New Delhi ➤ Geetha, V. (2002). Gender: Stree; Kolkata. ➤ Gender equality: GLOSSARY OF TERMS AND CONCEPTS. UNICEF Regional Office for South Asia November 2017. Retrieved from 	

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<https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

- Sahani, Parmesh. 2020. The Queer Alphabet Soup and Why It Matters. Chapter 5 in Queeristan: LGBTQ inclusion in the Indian Workplace. pp: 77-89
- Menon, Nivedita (2012). Body, in idem Seeing Like a Feminist. New Delhi: Zubaan, pp: 53-90.
- Ted Talk: A call to men | Tony Porter <https://youtu.be/td1PbsV6B80>
- Ted Talk: Why I'm done trying to be "man enough" | Justin Baldoni <https://youtu.be/Cetg4gu0oQQ>
- Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
- Burkett, E. and Brunell, . Laura (2021, August 27). feminism. Encyclopedia Britannica. <https://www.britannica.com/topic/feminism>

UNIT II

- Chanana, Karuna. 1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi
- Dube, Leela (1988). On the Construction of Gender Hindu Girls in Patrilineal India. Economic and Political Weekly
- Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24
- Berger, P. L., & Luckmann, T. (1991). The social construction of reality. Penguin Books.
- Menon, Nivedita (2012). Family, in idem Seeing Like a Feminist. New Delhi: Zubaan, pp: 1-50.
- Paik, Shailaja (2009). 'Chhadi Lage Chham Chham, Vidya Yeyi Gham Gham (The Harder the Stick Beats, the Faster the Flow of Knowledge): Dalit Women's Struggle for Education', Indian Journal of Gender Studies, Vol. 16, No. 2, pp: 175-204.
- Hasan, Zoya and Menon, Ritu (2005). Chapter 2, Educating Muslim Girls: A Comparison of Five Indian Cities. New Delhi: Women Unlimited. (Selection from Mary John)
- Engineer, Asghar Ali. 1994. 'Status of Muslim Women', Economic and Political Weekly, Vol. 29, No. 6 (Feb.): 297-300
- Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. Hypatia Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66
- Uma Chakravarti, 1993. Conceptualising Brahminical Patriarchy in Early India: Gender, Caste, Class and State, Economic and Political Weekly. Apr. 3, 1993, Vol. 28, No. 14 (Apr. 3, 1993), pp. 579-585

UNIT III

- Menon, Nivedita (2012). Family, in idem Seeing Like a Feminist. New

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Delhi:Zubaan, pp: 10-21.

- Cotter, D. A., Hermesen, J. M., Ovadia, S., & Vanneman, R. (2001). The Glass Ceiling Effect. Social Forces, 80(2), 655–681. <http://www.jstor.org/stable/2675593>
- Gender mainstreaming case studies: India. Mandaluyong City, Philippines: Asian Development Bank, 2011.
- NALSA Judgment 2014
- THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS)ACT, 2019

UNIT IV

- Centre for Catalyzing Change (2021). Bridging the Digital Divide for Girls in India. Retrieved from [https://www.c3india.org/uploads/news/Bridging_the_Digital_Divide-Policy_Brief_2021_\(website\)1.pdf](https://www.c3india.org/uploads/news/Bridging_the_Digital_Divide-Policy_Brief_2021_(website)1.pdf)
- Chakravarti, U. (2012). Re-thinking the Goals of Education: Some Thoughts on Women's Education and Women's Development. Contemporary Education Dialogue, 9(2), 223–243. <https://doi.org/10.1177/097318491200900205>
- Chanana, K. (1990). The dialectics of tradition and modernity and women's education in India. Sociological Bulletin, 39(1/2), 75–91. <http://www.jstor.org/stable/23634527>
- Pande, B. (1985). Women's Education. Social Scientist, 13(10/11), 11–19. <https://doi.org/10.2307/3517216>
- Pande, R. (2018). The History of Feminism and Doing Gender in India.Semantic Scholar. <https://www.semanticscholar.org/paper/The-History-of-Feminism-and-Doing-Gender-in-India-Pande/c52e39cfd012186f61afed7797deb67d927dd89e>
- Patel, I.(1998). The Contemporary Women's Movement and Women's Education in India. International Review of Education 44, 155–175. <https://doi.org/10.1023/A:1003125808644>
- Srivastava, G.(2003). Zenana system of education-Its impact on women's education in Western India in the 19th century. Social Change, 32(1-2),39-45. doi:10.1177/004908570203200203
- Srivastva, G. (1991). The christian missionaries : the evolution of female education in western India, 1857-1921. Proceedings of the Indian History Congress, 52, 737–743. <http://www.jstor.org/stable/44142695>
- Apple, Michael (1990) Ideology and Curriculum, 2nd edn. New York: Routledge.
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London
- Bhog,Dipta (2002),Gender and Curriculum,Review of Women Studies,Economic and Political Weekly,37(17):1638-1642
- Day, J. K., Perez-Brumer, A., & Russell, S. T. (2018). Safe Schools? Transgender Youth's School Experiences and Perceptions of School Climate. Journal of youth and adolescence, 47(8), 1731–1742. <https://doi.org/10.1007/s10964-018-0866-x>

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- NCERT (2012). Training Material for Teacher Educators on Gender Equality and Empowerment: Perspective on Gender and Society, Vol.1
- NCERT (2012). Training Material for Teacher Educators on Gender Equality and Empowerment: Gender and Schooling Process, Vol. 2
- NCERT (2012). Training Material for Teacher Educators on Gender Equality and Empowerment: Gender and Women's Empowerment, Vol.3
- NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi

Additional/Advance/Further Readings:

- Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)
- Patel, S. (1988). Construction and Reconstruction of Woman in Gandhi. Economic and Political Weekly, 23(8), 377–387. <http://www.jstor.org/stable/4378142>
- Chakravarti, U. (1988). Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History. Social Scientist, 16(8), 44–52. <https://doi.org/10.2307/3517507>
- Kumar, R. (1993). The History of Doing: An Illustrated Account of. Movements for Women's Rights and Feminism in India 1800-1990. New Delhi. Kali for Women.

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Teaching & Research Aptitude

Course Code	MED82OE01504	Credits	4
L + T + P	3 + 1	Course Duration	One Semester
Semester	II	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Interdisciplinary Open Elective		
Nature of the Course	Theory/Practical		
Special Nature/ Category of the Course	Human Values, Indian Knowledge System		
Methods of Content Interaction	(Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills etc.)		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

This course will enable the Learner:

- To acquaint the students with the basic concepts and methods of teaching.
- To make the students aware about fundamentals of communication.
- To help the students in developing research aptitude.
- To make the students acquainted with the fundamentals of ICT.
- To make the students understand the interaction and relation between people and environment.
- To help the students in understanding the system of higher education in India.

Course Learning Outcomes:

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

- Differentiate among various methods of teaching.
- Identify various factors affecting teaching and plan to deal with them in their classes.
- Use research aptitude in solving various problems.

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- Apply mathematical and logical reasoning while dealing with different problems in their day to day life.
- Interpret data.
- Exemplify various factors affecting the environment.
- Explain about the system and functioning of higher education in India

Course Contents:

Unit I. Teaching Aptitude and Use of ICT in Teaching

- Teaching: Nature, Concept, Objectives, Types of Teaching, Levels of Teaching, Characteristics and basic requirements for Teaching; Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids; Evaluation systems and recent trends of evaluation in Teaching
- ICT: Meaning, Advantages, Limitations, and uses; General abbreviations and terminology; Basics of the Internet and E-mail, Computer Virus and its mitigation, Netiquettes, Digital Initiatives in Higher Education

Unit II. Research Aptitude and Communication

- Research: Meaning, Characteristics and Types of Research; Steps of Research; Methods of Research; Sources of Data, Research Ethics; Research writing i.e. Research Paper and Research Article, Workshop, Seminar, Conference and Symposium; Thesis writing: its characteristics and format, Referencing Styles
- Communication: Meaning, types, and characteristics of communication. Effective communication in Classroom, Barriers to effective communication, Role of Mass Media in communication

Unit III. People and Environment

- People and Environment Interaction; Sources of pollution; Pollutants and their impact on Human life, Exploitation of Natural and Energy Resources; Natural hazards and its mitigation, Waste Management
- Role of Indian Knowledge in Sustainable Development, Millennium sustainable goals

Unit IV. Higher Education System: Governance Polity and Administration

- Ancient Indian Knowledge System, Value Education, Indian Logic

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- Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education;
- Governance, polity and administration in Higher Education; concept, institutions and their interactions

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-14	Unit 1. Teaching Aptitude and Use of ICT in Teaching
1-2	Teaching: Nature, Concept, Objectives, Types of Teaching
3-4	Levels of Teaching, Characteristics and basic requirements for Teaching
5-6	Learner's characteristics; Factors affecting teaching; Methods of teaching; Teaching aids
7-8	Evaluation systems and recent trends of evaluation in Teaching
9-11	ICT: Meaning, Advantages, Limitations, and uses;
12	General abbreviations and terminology;
13-14	Basics of the Internet and E-mail, Computer Virus and its mitigation, Netiquettes, Digital Initiatives in Higher Education
15-27	Unit 2. Research Aptitude and Communication
15-18	Research: Meaning, Characteristics and Types of Research; Steps of Research;
18-20	Methods of Research; Sources of Data
20-22	Research Ethics; Research writing i.e. Research Paper and Research Article,
22-23	Workshop, Seminar, Conference and Symposium; Thesis writing: its characteristics and format, Referencing styles
24-25	Communication: Meaning, types, and characteristics of Communication.
25-26	Effective communication in Classroom, Barriers to effective communication,

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27	Role of Mass Media in communication
28-37	Unit 3. People and Environment
25-28	People and Environment Interaction; Sources of pollution;
29-31	Pollutants and their impact on Human life
32-34	Exploitation of Natural and Energy Resources; Natural hazards and its mitigation, Waste Management
35-37	Role of Indigenous Knowledge in Sustainable Development, Millennium sustainable goals
38-45	Unit 4. Higher Education System: Governance Polity and Administration
38-39	Ancient Indian Knowledge System, Value Education
40-41	Structure of the institutions for higher learning and research in India;
42-43	formal and distance education; professional/technical and general education;
44-45	Governance, Polity and Administration in Higher Education; Concept, Institutions and their interactions
15 Hours	Tutorials
Essential Readings: <ul style="list-style-type: none"> ➤ Adair, John. (2003).Effective communication. London: Pan Macmillan Ltd. ➤ Best, J. W., & Kahn, J. V. (2009). Research in education(10th ed.). New Delhi :Prentice Hall ➤ Bonet, Diana. (2004). The business of listening.(3rd ed.) New Delhi: Viva Books. ➤ Chris Abbott. (2001). ICT: Changing Education. Routledge Falmer. ➤ www.mhrd.gov.in ➤ www.ugc.ac.in Additional/Advance/Further Readings: <ul style="list-style-type: none"> ➤ Trueman's UGC NET /SLET General Paper 1, Authors: M. Gagan, Sajit Kumar ➤ UGC NET/JRF/SLET General Paper-1 Teaching & Research Aptitude, Author: Arihant express ➤ CBSE UGC NET/SET/JRF – Paper 1: Teaching and Research Aptitude, Author: KVS Madaan, Publisher: Pearson Education; Second edition (30 May 2016) 	

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

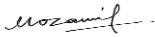



COMMUNITY SERVICE

Course Code	MED91ME03400	Credits	0
L + T + P	0 + 0 + 2	Course Duration	One Semester
Semester	III	Contact Hours	60 Hours
Course Type	Mandatory Elective Non- Credit Course		
Nature of the Course	Practical/Project		
Special Nature/ Category of the Course	Value Based		
Methods of Content Interaction	Working in the Field		
Assessment and Evaluation	100% Continuous Internal Assessment		

Community Service (Field based practical work)

The students opting for this course would be required to devote at least 60 hours in the field for providing their services to the community. The tasks under the community services shall be coordinated by one teacher educator of the Department of Teacher Education, School of Education, Central University of South Bihar. The tasks may be carried out in collaboration of the various units of the University and the departments. The following tasks may be carried by the students under supervision of the course instructor –

- Providing welfare services to the villages adopted by the University
- Providing welfare services to the schools located in these villages
- Any other welfare activity decided by the department of teacher education, CUSB
- Any other relevant activity

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Research Tool Construction Skill

Course Code	MED91ME03400	Credits	Non-credit Course
L + T + P	1+0+1	Course Duration	One Semester
Semester	III	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-credit Course		
Nature of the Course	Theory & Practical		
Methods of Content Interaction	Lecture, Group discussion, Self-study, Collaborative work, Seminars, Assignments, Projects or practicum, Fieldwork, Data collection & analysis		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the prospective teacher educator to:

- Develop competency to develop research tools.
- Differentiate among different types of tools- standardized and non-standardized tools.
- Develop the research tool as per the requirement of academic as well as research purposes.
- Aware/familiar with different tools for research.

Expected Learning Outcomes

After the completion of the course, prospective teacher-educators will be able to:

- Differentiate between tools and techniques.
- Explain the steps for construction of the research tool
- Develop proficiency in collecting, organizing and writing items for developing a tool.
- Establish the reliability and validity of a research tool.
- Develop norms for interpreting the score on a tool.
- Perform item analysis for developing a tool.
- Select the appropriate research tool to collect the data from the participants.

Course Contents

Unit I: Theory: Research Tool and Its Construction

- Fundamentals of Research Tool: Variable/Construct, Items
- Research Tool: Meaning, types, and characteristics
- Adopted version and adapted version of research tool
- Characteristics of a research tool- reliability, validity, norms, and practicability
- Explain the steps of Tool Construction (Attitude Scale)- Planning, writing items, trying out, and evaluation
- Item analysis- Meaning and its significance

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- Establishing reliability and validity of the research tool
- Developing norms of research tool
- Developing manual of research tool
- Criteria for selecting a research tool
- Administration of research tool on the sample

Unit II: Practicum: Research Tool Construction Skill

- Construction of a non-standardized research tool for assessing any psychological traits/constructs relating to education/others
- Construction of standardized research tool for assessing any psychological traits/constructs relating to education/others

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Course Contents: Research Tool Construction Skill
1-15	Topics/ Sub-topics
1	Fundamentals of Research Tool: Variable/Construct, Items
2	Research Tool: Meaning, types and characteristics
3	Differentiate among standardized, validated and non-standardized research tools
4-5	Characteristics of a research tool- reliability, validity, norms and practicability
6-7	Explain the steps of Tool Construction (Attitude Scale)- Planning, writing items, trying out, and evaluation
8-9	Item analysis- meaning, significance, difficulty value, discriminative power and distractor analysis
10-11	Establishing reliability and validity of the research tool
12	Developing norms of research tool
13-14	Developing manual of research tool
15	Procedure for selecting and administering a research tool
Practical work (Each session of 2 Hours)	Practicum: Research Tool Construction Skill
1-15(30 Hours)	Activities/Tasks to be Performed
1-6	Construction of research tool for assessing any psychological traits/constructs relating to education/others
7-12	Validating a research tool
13-15	Construction of standardized research tool for assessing any psychological traits/constructs relating to education/others
Suggested Readings:	
➤ Anastasi, A., & Urbina, S. (1997). Psychological testing (7th ed.).. NJ: Prentice Hall	

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- Conrad, H. S. (1948). Characteristics and uses of item-analysis data. Psychol. Monogr. 62, No. 295.
- Gronlund, N. E. (1977). Constructing achievement tests (2nd ed.). N J: Prentice Hall
- Guilford, J .P. (1954). Psychometric methods. New York: McGraw-Hill Book Co.
- Haladyna, T. M. (2004). Developing and validating multiple-choice test items. Mahwah, NJ: Erlbaum.
- Price, L. R. (2017). Psychometric method: Theory into practice. New York: The Guilford Press
- Cronbach, L. J. (1970). Essentials of psychological testing. New York: Harper and Row
- Kaplan, R. M. & Saccuzzo, D. P. (2009). Psychological testing and assessment. New Delhi: Cengage Learning India Pvt. Ltd. Price,
- L. R. (2017). Psychometric method: Theory into practice. New York: The Guilford Press. Singh, A. K. (2006). Tests, measurement and research methods in behavioural sciences (5th ed.). Patna: Bharti Bhavan.

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Department of Teacher Education School of Education Central University of South Bihar, Gaya 2 Years Master of Education (M.Ed.)			
Semester-IV			Total: 20 Credits
Discipline Based Core Courses (16 Credits)			
1.	MED92DC03804	Teacher Education	4
2.	MED92DC03904	Educational Management, Administration and Leadership	4
3.	MED92DC04004	Dissertation	8
4	Open Elective (Interdisciplinary) Course (4 Credits)		
		<ul style="list-style-type: none"> To be taken from any other department of CUSB and/or SWAYAM course(s) [recommended/approved by the department] 	4
5.	Mandatory Elective Non-credit Course -IV (Any one of the following)		
	MED92ME04100 MED92ME04200 MED92ME04300	1. Statistical analysis Skill through SPSS 2. Research Paper writing Skills 3. Soft-Skills	2

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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

TEACHER EDUCATION

Course Code	MED92DC03804	Credits	4
L + T + P	3 + 1 + 0	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Discipline-Based Core Course		
Nature of the Course	Theory/ Practicum		
Special Nature/ Category of the Course	Constitutional Value, Indian Knowledge System		
Methods of Content Interaction	Lecture, Tutorials, Group discussion; self-study, seminar, presentations by students, individual and group drills, group and individual field-based assignments followed by workshops and seminar presentation.		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative in nature but also contributing to the final grades) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the student to:

- understand the historical perspective of teacher education in India
- discuss the nature and scope of pre-service and in-service teacher education.
- critically analyze the needs and relevance of pre-service and in-service teacher education program
- get acquaint themselves with teaching as profession and roles of organizations in teacher education.
- comprehend the dynamics of various schemes and programs meant for professional development of in-service teachers
- understand the issues of initial teacher preparation and continuous professional development of teachers
- get acquaint with research, problems, innovations and issues in teacher education

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- critically examine the policy initiatives in teacher education and the role of agencies in the field of teacher education

Learning Outcomes:-

After completing the course, students will be able –

- to explain the basic concepts of teacher education and its types
- to know the historical aspects of teacher education in India
- to explicate the various pedagogical and practical aspects of teacher education
- to analyze the different programs designed for teacher education
- to critically analyze the role of different agencies responsible for teacher education program
- to identify the role of teachers and teacher educators in the present scenario
- to critically examine the policy initiatives in teacher education and the role of agencies in the field of teacher education
- to get acquainted with research, problems, innovations and issues in teacher education

Course Content

Unit I: Teacher Education in India: Historical Perspectives

- Teacher Education –Concept, Need and Scope
- Brief History of Teacher Education in India (Ancient period, pre-independence and post-independence period)
- Teacher education as perceived in University Education Commission 1946-48, Secondary Education Commission 1952-53, National Education Commission 1964-66, National commission on teachers 1983-85, National Policy on Education 1986, Justice Verma Committee 2102, RTE Act 2009 and National Education Policy 2020
- Teacher Development- Concept, Factors influencing teacher development, approaches to teacher development
- Teaching as a Profession, Role and responsibilities of teachers and teacher educators
- Teacher Effectiveness- presage, process and product criteria

Unit II: Pre-Service and In-Service Teacher Education

A. Pre-service teacher education

- Pre-service teacher education-Concept, nature, objectives and need

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- Structure of pre-service teacher education system in India
- Components of pre-service teacher education- foundation courses, subject specialization, pedagogy and internship
- Activities and experiences in pre-internship, internship and post-internship
- Modes of pre-service teacher education- Face-to-face (consecutive and integrated) mode and open, distance and online learning mode.

B. In-service teacher education

- In-service teacher education- Concept, nature, objectives and need
- Structure of in-service teacher education system in India
- Continuous professional development of teachers: Need and approaches
- Types of in-service teacher education program- orientation, induction, refresher, workshop, seminar and conference
- Modes of in-service teacher education- Face-to-face, cascade mode, distant education mode, open education resource

Unit III: Preparation of Teachers and Teacher Educators

- Vision of teacher education in India
- Organization patterns/structure of teacher education- non-integrated and integrated (B.A./B.Sc. B.Ed., M.Sc. M.Ed. M.Sc. B.Ed.,etc)
- Institute of teacher education in India-IASEs, CTEs, RIEs, DIETs, University, etc.
- Role and functions of agencies in quality assurance of teacher development –UNESCO, UGC, NAAC, NIOS, NCERT
- National Council for Teacher Education (NCTE)-Role, functions, norms and guidelines for teacher education
- National Professional Standards for Teachers 2022 (NPST-NCTE)
- National Curriculum Framework for Teacher Education(NCFTE)2009
- National Council for Research and Training (NCERT)
- National Curriculum Framework (NCF) 2005
- Level-specific teacher education- pre-primary, primary, upper primary and secondary
- Reforms in teacher education- Transforming the regulatory system of higher education, online and digital Education, ICT integration in education.

Unit IV: Recent Trends and Issues in Teacher Education

- Professional Ethics for Teachers

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- Problem and issues in teacher education-Admission criteria, curriculum concern, assessment of teacher effectiveness/competencies
- Challenges in teacher education- management issues like planning, executing, monitoring and maintaining demand & supply of teachers, quantity vs quality, assurance of the quality of teacher education programmes, privatization and employability
- Partnerships in teacher education- School& community, Government Agencies, NGOs, etc.
- Research trends in teacher education (presage, process and outcome variables like historical studies; psychological research on student learning and teaching, curricular areas, inclusive education, gender, ICT, Art, and Craft, etc)
- Innovation in teacher education

Practicum (Any Two)

1. Project on training needs and significant practices of pre-service or in-service teacher education program.
2. Interview of pre-service or in-service teachers on training needs and the impact of in-service training program.
3. Comparison of curriculum of pre-service teacher education university-wise / state-wise and NCTE norms and guidelines.
4. Review of articles on the effectiveness of teacher education program.
5. Designing training inputs for any one course of pre-service teacher education.
6. Project of exploring training needs of pre-service or in-service teachers.
7. Empirical study on any major issue of teacher education.
8. Term paper on any given topic in the syllabus using a PowerPoint presentation.
9. Workshop on writing objectives of teacher education courses
10. Review of articles on effectiveness of teacher education program.

Content Transaction Plan:

S. No	Topic/Sub Topic	Contact Hours
UNIT-1 [Teacher Education in India: Historical Perspectives]		10
1.	Teacher Education –Concept, Need and Scope Brief History of Teacher Education in India (Ancient period, pre-independence and post-independence period)	2
2.	Teacher education as perceived in various policy documents/reports/commission	3

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3.	Teacher Development- Concept, Factors influencing teacher development, approaches to teacher development	2
4.	Teaching as a Profession, Role and responsibilities of teachers and teacher educators	2
5.	Teacher Effectiveness- presage, process and product criteria	1
UNIT-II [Pre-Service and In-Service Teacher Education]		10
6.	Pre-service teacher education	5
7.	In-service teacher education	5
UNIT-III [Preparation of Teachers and Teacher Educators]		15
8.	Vision of teacher education in India	1
9.	Organization patterns/structure of teacher education- non-integrated and integrated (B.A./B.Sc. B.Ed., M.Sc. M.Ed. M.Sc. B.Ed., etc)	2
10.	Institute of teacher education in India-IASEs, CTEs, RIEs, DIETs, University, etc.	2
11.	Role and functions of agencies in quality assurance of teacher development –UNESCO, UGC, NAAC, NIOS, NCERT	2
12.	National Council for Teacher Education (NCTE)-Role, functions, norms and guidelines for teacher education	1
13.	National Professional Standards for Teachers 2022 (NPST-NCTE)	1
14.	National Curriculum Framework for Teacher Education (NCFTE) 2009	1
15.	National Council for Research and Training (NCERT) National Curriculum Framework (NCF) 2005	1
16.	Level-specific teacher education- pre-primary, primary, upper primary and secondary	2
17.	Reforms in teacher education- Transforming the regulatory system of higher education, online and digital Education, ICT integration in education.	2
UNIT-IV [Recent Trends and Issues in Teacher Education]		10
18.	Professional Ethics for Teachers	1
19.	Problem and issues in teacher education-Admission criteria, curriculum concern, assessment of teacher effectiveness/competencies	2
20.	Challenges in teacher education- management issues like planning, executing, monitoring and maintaining demand & supply of teachers, quantity vs quality, assurance of the quality of teacher education programmes, privatization and employability	2
21.	Partnerships in teacher education- School & community, Government Agencies, NGOs, etc.	1
22.	Research trends in teacher education (presage, process and outcome variables like historical studies; psychological research on student learning and teaching, curricular areas, inclusive education, gender, ICT, Art, and Craft, etc)	3
23.	Innovation in teacher education	1

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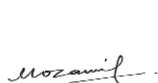
15 Hours for Tutorials	
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Essential Readings:

- Bose. K and Srivastava, R.C. (1973).Theory and Practice. Teacher Education in India: Allahabad: Chug Publication.
- Mangla, S. (2002). Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.
- Mukerji, S.N. (1968).Education of Teachers in India (Vol.1 and 11) New Delhi: Sultan Chandan Co.
- National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Professional and Human Teachers New Delhi: Member Secretary, National Council for Teacher Education.
- Byrne, H.R (1961) Primary Teacher Training London: Oxford University Press.
- Charushila, G. (1967), New Era in Teacher Education, New Delhi: Sterling Publishers.
- Dave, R.H. and Crofley, A.J (1978). Life Long Education and the Training of Teachers, Oxford: Hamberg
- NCTE (2014) Norms and Guidelines of Teacher Education Program
- Passi B.K. (eds) (1976), Becoming better Teacher, Ahmedabad, Sahitya mudranalaya
- Pires, E.A. (1959).Better Teacher Education. New Delhi: University Press.

Suggested Readings:

- Bruce R Joyce et al (2014), *Models of Teaching* (9th edition). London: Pearson.
- NCERT (1991a). Elementary Teacher Education Curriculum – Guidance and syllabus. New Delhi, NCERT.
- NCTE (1979) Organization of Core Teaching Program Package, NCERT, New Delhi
- NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi
- Panigrahi,S.C, and Biswal, A. (2012).Teacher Education. New Delhi: APA Publishing Corporation
- Rajput, J.S., & Walia, K. (2002), Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
- Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House
- Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi: Concept Publishing ltd.
- Sharma, R.A. (1999). Teacher Education: Meerut: Loyal Publishers Pvt. Ltd.
- Sharma, S.P.(2003). Teacher Education. New Delhi: Kanishka Publishers
- Singh L.C. (Ed 1990), *Teacher Education in India*. New Delhi: NCERT.
- Smith, E.R. (1962).Teacher Education. A Re-appraisal. New York: Harper Row Publishers.



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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Educational Management, Administration and Leadership

Course Code	MED92DC03804	Credits	4
L +T+P	3+1+ 0	Course Duration	One Semester
Semester	----	Contact Hours	45(L) + 15(T) = 60 Hours
Course Type	Discipline based Core Course		
Nature of Course	Theory/ Practical		
Special Nature/ Category of the Course	Based on Human Values and Indian Knowledge System		
Methods of Content Interaction	Lecture, Discussions, Presentations, Extensive Lectures, Projects and Assignments, Panel Discussion followed by workshops and seminar presentation		
Assessment and Evaluation	30% - Continuous Internal Assessment (Formative cum Summative) 70% - End Term External Examination (University Examination)		

Course Objectives:

The course will enable the prospective teacher educators to:

- develop the understanding about the concepts of educational management, administration and leadership.
- develop the understanding about governance and administration according to Indian Knowledge System
- develop an understanding about various approached to educational planning.
- realize the significance of educational management, administration and leadership for the improvement of institution.
- discuss the latest issues regarding educational management and leadership in India and globally.

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- analyze the educational management and leadership style in their own institutions and across the world.

Learning Outcomes:

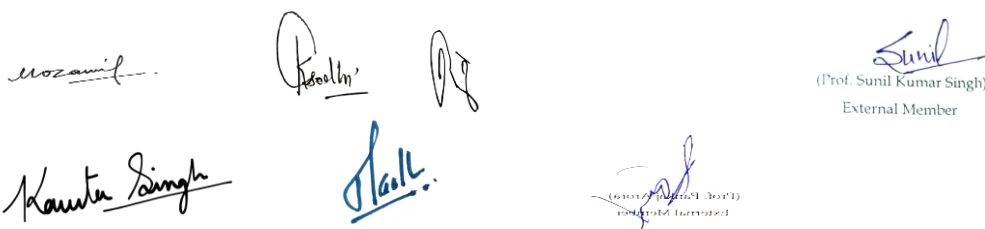
After the completion of the course prospective teacher educators will be able to:

- explain the concept of educational management and administration
- differentiate between different techniques of management
- develop a critical understanding of Governance and Administration in the light of Indian Knowledge system
- analyze critical issues in educational management
- discuss different theories of leadership in education
- assess different leadership styles in educational environments
- develop different strategies for educational leadership
- differentiate between Indian and International perspective of concept of quality and quality in education
- discuss different models of change
- critically analyze the functioning of Quality assurance agencies and Regulatory agencies of India

Course Content

UNIT-I: Educational Management and Administration

- Educational Management and administration- Meaning, Principles, Functions and Importance
- Management as a system, SWOT analysis, Taylorism in educational management
- POSDCORB theory and techniques of management (CPM, PERT and PPBS)
- Administration as a process, Administration as a bureaucracy, Human relations approach to Administration
- Organizational compliance, organizational development, and organizational climate



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- Governance and administration according to Indian Knowledge System
- Critical issues in educational management

UNIT-II: Leadership in Educational Administration

- Meaning and nature of leadership in educational administration, Leadership styles
- Theories of leadership in education: Great Man Theory, Trait Theory, Contingency Theory, Situational Theory, Behavioral Theory
- Approaches to leadership: Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)
- Models of leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Reddin Tri-dimensional Model, Hersey and Blanchard's Model, Leader- Member Exchange
- Strategies for developing educational leadership

UNIT-III: Concept of Quality and Quality in Education

- National and International perspective of concept of quality and quality in education
- Evolution of Quality: Inspection, Quality control, and Quality assurance, Total quality management (TQM), Six sigma
- Quality Gurus of India and across the world

UNIT-IV: Quality Assurance and Change Management

- Meaning and need for planned change
- Models of change: The Japanese Models of change (Just-in-time and Poka-yoke), and Three- Step-Model of Change (Unfreezing, Moving, Refreezing)
- Quality assurance agencies and Regulatory agencies of India: Objectives, Functions, Roles, Initiatives and Performance Indicators of quality assurance and regulatory agencies

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- Cost of quality: Appraisal costs, Failure costs and Preventable costs, Cost benefit analysis, Cost effective analysis

Practicum (Any one of the following)

1. Visit to an institution and prepare a report on management and administration of that institution.
2. Study the educational administration of any two educationally advanced countries
3. Critically review the historical development of educational administration in India
4. Critically analyze write a report on any one quality assurance agency of India
5. Critically analyze write a report on any one regulatory agency of India
6. Visit to an institution and assess the Leadership styles of the administrators

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-8	UNIT I [Educational Management and Administration]
1-2	<ul style="list-style-type: none"> • Educational Management and administration- Meaning, Principles, Functions and Importance • Management as a system, SWOT analysis, Taylorism in educational management
3-4	<ul style="list-style-type: none"> • POSDCORB theory and techniques of management (CPM, PERT and PPBS) • Administration as a process, Administration as a bureaucracy, Human relations approach to Administration
5-6	<ul style="list-style-type: none"> • Organizational compliance, organizational development, and organizational climate
7-8	<ul style="list-style-type: none"> • Governance and administration according to Indian Knowledge System • Critical issues in educational management
9-22	UNIT II [Leadership in Educational Administration]
9-12	<ul style="list-style-type: none"> • Meaning and nature of leadership in educational administration, Leadership styles • Theories of leadership in education: Great Man Theory, Trait Theory, Contingency Theory, Situational Theory, Behavioral

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	Theory
13-16	<ul style="list-style-type: none"> Approaches to leadership: Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)
17-20	<ul style="list-style-type: none"> Models of leadership: Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Reddin Tri-dimensional Model, Hersey and Blanchard's Model, Leader- Member Exchange
21-22	<ul style="list-style-type: none"> Strategies for developing educational leadership
23-33	UNIT III [Concept of Quality and Quality in Education]
23-26	<ul style="list-style-type: none"> National and International perspective of concept of quality and quality in education
27-31	<ul style="list-style-type: none"> Evolution of Quality: Inspection, Quality control, and Quality assurance, Total quality management (TQM), Six sigma
32-33	<ul style="list-style-type: none"> Quality Gurus of India and across the world
34-45	UNIT IV [Quality Assurance and Change Management]
34	<ul style="list-style-type: none"> Meaning and need for planned change
35-39	<ul style="list-style-type: none"> Models of change: The Japanese Models of change (Just-in-time and Poka-yoke), and Three- Step-Model of Change (Unfreezing, Moving, Refreezing)
40-42	<ul style="list-style-type: none"> Quality assurance agencies and Regulatory agencies of India: Objectives, Functions, Roles, Initiatives and Performance Indicators of quality assurance and regulatory agencies
43-45	<ul style="list-style-type: none"> Cost of quality: Appraisal costs, Failure costs and Preventable costs, Cost benefit analysis, Cost effective analysis
15 Hours	Tutorials
Essential Readings: <ul style="list-style-type: none"> ➤ Aggarwal, J. C. (2007). <i>School management</i>. New Delhi: Shipra Publication. ➤ Bhatnagar, R. P. and I. B. Verma (2000). <i>Educational administration</i>. Loyal Book Depot, Meerut. ➤ Bhatnagar, R. P., & Agrawal, V. (2006). <i>Educational administration supervision planning and financing</i>, Meerut: R. Lall Book Depot. ➤ Bush, T. (1995). <i>Theories of educational management</i>. London: Paul Chapman. ➤ Gorton, R. A. (1988). <i>Encyclopedia of school administration & supervision</i>. Oryx 	

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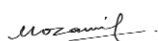
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Further Readings:

- Mahadevan, B., Bhat, V. R., & Nagendra, P. R. N. (2022). *Introduction to Indian Knowledge System: Concepts and Applications*. New Delhi: PHI Learning.
- Mohanty, J. (2005). *Educational administration, supervision and school management*. Deep & Deep Publication.
- Thamarasseri, I. (2015). *Educational administration & supervision*. New Delhi: Dominant Publishers & Distributors (P) Ltd.
- Tilak, J. B. G. (2008). Political economy of external aid for education in India. *Journal of Asian Public Policy*, 32-51.
- Tilak, J. B. G. (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.
- UGC (n.a.). National Eligibility Test Syllabus NET Subjects. Retrieved from <https://www.ugc.ac.in/net/syllabus.aspx>











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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

DISSERTATION

Course Code	MED92DC04004	Credits	8
L + T + P	0 + 0 + 8	Course Duration	Four Semesters
Semester	I to IV	Contact Hours	240 hours
Course Type	Discipline Based Core Course		
Nature of the Course	Practical		
Methods of Content Interaction	Fieldwork, presentation, discussions and seminar presentation.		
Assessment and Evaluation	Continuous Assessment- 30% weightage Evaluation of dissertation report and Viva-Voce - 70% weightage		

Course Objectives:

This course will enable the trainee teacher educators to:

- To develop the conceptual understanding of research in education
- To understand the bases of selection of research problem
- To identify the sources of review of related literature
- To understand the conceptual framework of research methodology
- To analyze data for the research work
- To understand the process of writing research report

Expected Learning Outcomes:

To enable the prospective teacher educators to:

- Develop skills for writing the introductory and conceptual framework for the research report.
- Develop and validate the research tool.
- Develop the skills to collect the data for research.
- Analyze the data and compute the result.
- Develop skills of writing the data analysis and result for the research report.
- Present the report of research work and its findings.

The M.Ed. dissertation work will be conducted as per the following modalities

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A. Conduction of Dissertation Work

Dissertation is an integral part of practical courses of the M.Ed. Programme. Its completion requires the completion of both theory courses and practical courses of the programme. The dissertation carries 8 credits. Dissertation work shall be spread over all the four semesters of the M.Ed. programme as given below:

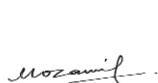
Sl. No.	Semester	Tasks
1.	I Semester	Orientation towards dissertation work, Allotment of Supervisor and finalization of topic
2.	II Semester	Proposal presentation
3.	III Semester	Presentation of Review of Related Literature and Methodology
4.	IV Semester	Submission & Evaluation of Dissertation

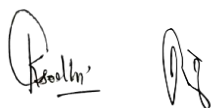
- (i) In the first semester, the department shall organize a special orientation programme for the students regarding preparation of the dissertation. In the same semester itself, a **M. Ed. Dissertation Committee**, comprising of the Head of the Department or his/her Nominee, one Professor, one Associate Professor and one Assistant Professor (by rotation on the seniority basis annually) for the respective batch of students shall be formed in order to monitor the progress of the dissertation work of the same batch students. In this semester, the supervisors of the students shall be allotted as per the lottery method and topics for the research shall be finalized.
- (ii) In the second semester, a student shall give a presentation of the research proposal before the M. Ed. Dissertation Committee (with concerned supervisors), which he/she shall have developed for the purpose of the dissertation work. The research proposal of the student shall be finalized by the M. Ed. dissertation Committee for further carrying out of the research.
- (iii) In the third semester, a student shall give a presentation of Review of Related Literature and Methodology before the M.Ed. Dissertation Committee (with concerned supervisors), which he/she shall have developed for the purpose of the dissertation work.
- (iv) The final submission of the dissertation for the purpose of evaluation shall be done at least one week before the commencement of the Fourth Semester End term Examination, or at a date decided by the department.

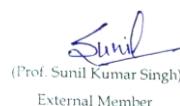
B. Evaluation of Dissertation Work

The evaluation of the dissertation shall be done by the M.Ed. Dissertation Committee, the concerned supervisor and one external member (In case of final dissertation evaluation) in the following manner:

- a) The total marks (Points) for the dissertation work shall be 100, which shall be converted into the grade/ grade point as per the M. Ed. evaluation norms. For






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finalizing the marks of the students in the dissertation work, the average marks of all the members of the M.Ed. Dissertation Committee along with the concerned supervisor and the external member (In case of Final dissertation evaluation) shall be taken into consideration. The breakup of the points shall be as follows:

Sl. No.	Semester	Task	Points
1.	II Semester	Proposal presentation	15
2.	III Semester	Presentation of Review of Related Literature and Methodology	15
3.	IV Semester	Submission & Evaluation of Dissertation	70

- b) The evaluation of the final dissertation work at fourth semester shall be of 70 points and shall include-
 - i) Evaluation of dissertation report – 50 points
 - ii) Viva-voce – 20 points
- c) The candidate shall secure at least 50% marks in the dissertation (both in dissertation report and viva-voce together) in order to pass in the dissertation course.
- d) The M.Ed. Dissertation Committee shall–
 - i. either award 50% marks, or
 - ii. suggest revision of dissertation, or
 - iii. reject the dissertation
- e) If the M.Ed. Dissertation Committee suggests the revision of the dissertation, the student has to revise the dissertation and resubmit the same within a fortnight from the date of recommendation of the revision. If the student fails to resubmit the dissertation within a fortnight from the date of recommendation of the revision, he/she may be allowed to submit the dissertation within a period of six months as per the approval of the department. If the student does not pass in the same revised resubmitted dissertation, he/she shall be declared as fail in the M. Ed. Programme.
- f) If the M.Ed. Dissertation Committee rejects the dissertation at the time of evaluation, in such case the student has to work on a new topic of research or shall bring major modifications in the existing topic of the dissertation, and submit the report of research to the department within six months from the date of the rejection of the dissertation. If the candidate does not pass in this dissertation, he/she shall be declared as fail in the M. Ed. Programme.
- g) The candidate shall submit digital and four hard copies of the dissertation to the department for the purpose of evaluation.

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Statistical Analysis through SPSS

Course Code	MED92ME04100	Credits	Non-credit Course
L + T + P	0+0+2	Course Duration	One Semester
Semester	IV	Contact Hours	60 (P) Hours
Course Type	Mandatory Elective Non-credit Course		
Nature of the Course	Practical, Skill Based		
Methods of Content Interaction	Group discussion, Self-study, Collaborative work, Assignments, Projects or practicum, Field work, Data collection & analysis,		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the student teacher educator to:

- Develop proficiency in organizing data in SPSS for analysis of data.
- Develop proficiency in analysing data.
- Understand the when a particular test can be applied.
- Get acquaint with statistical testing through SPSS

Expected Learning Outcomes:

After the completion of the course, student teacher-educators will be able to:

- Operate in the two primary views in SPSS: Variable View and Data View
- Interpret descriptive statistics for continuous variables: statistics table, histogram with normal curve, and skewed distribution
- Interpret descriptive statistics for categorical variables: statistics table, bar chart, and pie chart
- Verify that the data meet the criteria for using parametric test
- Proficiently use the SPSS for parametric testing
- Proficiently use the SPSS for Non-Parametric testing
- Perform correlation and regression analysis with perfection
- Write interpretation of SPSS tables.

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Course Contents

Unit 1: Basics of SPSS

- Supplemental SPSS Operations: Generating Random Numbers, Sort Cases, Sort, Select, Recode. Importing Excel Data
- Working in SPSS: Variable View and Data View
- Descriptive statistics: Graphing Data
- Item analysis: Reliability, Validity: Concurrent Validity, Predictive Validity, Construct Validity

Unit 2: Statistical Analysis: Parametric Tests & Non-parametric Tests

(A) Data Analysis through SPSS: Parametric Tests with Assumptions

- Related t-test: Comparing two samples of related/correlated/paired scores
- Unrelated t-test: Comparing two samples of unrelated/uncorrelated/independent scores
- Effect size in statistical analysis: Do my findings matter?
- Analysis of variance (ANOVA): One-way unrelated or uncorrelated ANOVA
- ANOVA for correlated scores or repeated measures, Two-way or factorial ANOVA for unrelated/uncorrelated scores
- Multiple comparisons in ANOVA: A priori and post hoc tests
- Mixed-design ANOVA: Related and unrelated variables together
- Analysis of covariance (ANCOVA)
- Multivariate analysis of variance (MANOVA)
- Discriminant (function) analysis – especially in MANOVA

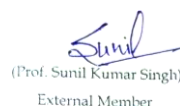
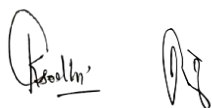
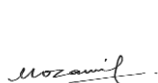
(B) Data Analysis through SPSS: Parametric Tests with Assumptions

- Ranking tests: Nonparametric statistics
- Chi-Square: Goodness of Fit, Test of Independence
- Mann-Whitney U Test, Wilcoxon Test, Kruskal-Wallis Test, Friedman
- Trend Analysis for Continuous Data

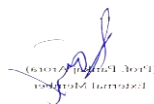
(C) Test of association and Relation:

- Correlation coefficients: Pearson's correlation and Spearman's rho
- Regression: Prediction with precision.

Modalities: This Skill based course will be held in face to face as well as online mode along with individual and group activity using flipped classroom strategy. The 50% classes will be held in face to face/online contact class and rest 50% classes in self-learning mode/ self-practice.




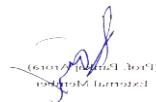
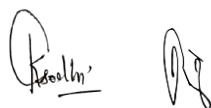
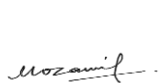
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Suggested Readings:

- Abu- Bader, S. H. (2021). *Using Statistical Methods in Social Science Research*. Oxford University Press. New York, NY
- Finch, W. H., Immekus, J. C., French, B. F. (2016). *Applied Psychometrics Using SPSS and AMOS*. Information Age Publishing, Inc. Charlotte, NC
- Howitt, D. & Cramer, D. (2017). *Understanding Statistics in Psychology with SPSS*. Pearson Education Limited UK.
- Harrison, V., Kemp, R., Brace, N., Snelgar, R. (2020). *SPSS for Psychologists*. Macmillan Education Limited. London
- Jama, A. Abdallah (2020). *Statistics guide for student and researchers*. Sage publication.
- Knapp, H (2017). *Introductory Statistics Using SPSS*. Sage Publication. California
- McCormick, K. & Salcedo, J. (2017). *SPSS® Statistics for Data Analysis and Visualization*. John Wiley & Sons, Inc. Indianapolis, IN
- Mushquash, C., & O'Connor, B. P. (2006). SPSS, SAS, and MATLAB programs for generalizability theory analyses. *Behavior Research Methods*, 38(3), 542–547.
- Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory* (3rd ed.). New York, NY: McGraw-Hill.
- O'Connor, B. P. (2000). SPSS and SAS programs for determining the number of components using parallel analysis and Velicer's MAP test. *Behavior Research Methods, Instruments, & Computers*, 32, 396–402.
- Salcedo, J.& McCormick, K. (2020). *SPSS® Statistics for Dummies*. John Wiley & Sons, Inc: New Jersey
- Wagner, W. E. (2020). *Using IBM® SPSS® Statistics for Research Methods and Social Science Statistics*. Sage Publication. Thousand Oaks, California



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Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)

Research Paper Writing Skill

Course Code	MED92ME04200	Credits	Non-credit Course
L + T + P	1+0+1	Course Duration	One Semester
Semester	IV	Contact Hours	15 (L) + 30 (P) Hours
Course Type	Mandatory Elective Non-credit Course		
Nature of the Course	Theory & Practical		
Methods of Content Interaction	Lecture, Group discussion, Self-study, Collaborative work, Seminars, Assignments, Projects or practicum, Field work, Data collection & analysis, Report preparation, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives:

This course will enable the trainee teacher educator to:

- Develop competency to write research paper.
- Differentiate among different types of research papers- scientific papers and review papers.
- Publish the research papers in different journals and/or academic documents.

Expected Learning Outcomes:

After the completion of the course, student teacher-educators will be able to:

- Develop proficiency in conducting research.
- Develop proficiency in collecting and organizing materials for writing research paper.
- Develop competency in writing scientific paper as well as review/theoretical research papers.
- Develop proficiency in preparing the research paper as per the requirement of the journal and/or the academic documents.
- Develop competency to rectify/modify/improve the paper as per the requirement of the journal and/or the academic documents.

Course Content

Unit I: Theory: Research Paper Writing Skill

- Basic similarities and difference between a research proposal and a research report.
- Functional difference between a research report and a research paper.
- Preparation of the research paper from the research report.

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- Considerations for preparing research paper- Content and its significance, organization, language, research ethics and plagiarism.
- Preparation of a scientific paper-Title, introduction, objective, methodology, data collection, analysis of results, discussion of results, conclusion and references.
- Preparation of a review paper- Title, introduction, themes and sub themes, discussion and conclusion and references.
- Selection of journal relating to the theme of the paper and meeting the requirement of the journal for publication of the paper.
- Choosing an alternative journal for a paper if the paper is not suitable for publication/publishable in a journal.
- Criteria for selecting a good journal- indexing, impact factor, publisher, etc.
- Authors, Co-authors and Corresponding authors, and their role, responsibilities and rights in research process.

Unit II: Practicum: Research Paper Writing Skill

- Preparation and presentation of a scientific paper in any topic relating to education.
- Preparation and presentation of a review papers in any topic relating to education.
- Reviewing a paper for a journal based on the criteria of the journal.

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit I: Research Paper Writing Skill
1-15 (15Hours)	Topics/ Sub-topics
1	Basic similarities and difference between a research proposal and a research report.
2	Functional difference between a research report and a research paper.
3	Preparation of the research paper from the research report.
4-5	Considerations for preparing research paper-Content and its significance, organization, language, research ethics and plagiarism.
6-7	Preparation of a scientific paper-Title, introduction, objective, methodology, data collection, analysis of results, discussion of results, conclusion and references.
8-9	Preparation of a review paper- Title, introduction, themes and sub themes, discussion and conclusion and references.
10-11	Selection of journal relating to the theme of the paper and meeting the requirement of the journal for publication of the paper.
12	Choosing an alternative journal for a paper if the paper is not suitable for publication/publishable in a journal.
13-14	Criteria for selecting a good journal- indexing, impact factor, publisher,

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	etc.
15	Authors, Co-authors and Corresponding authors, and their role, responsibilities and rights in research process.
Practical work (Each session of 2 Hours)	Unit II: Practicum: Research Paper Writing Skill
1-15 (30Hours)	Activities/Tasks to be Performed
1-6	Preparation and presentation of a scientific paper in any topic relating to education or its allied areas.
7-12	Preparation and presentation of a review papers in any topic relating to education its allied areas.
13-15	Reviewing a paper for a journal based on the criteria of the journal.
Suggested Readings: <ul style="list-style-type: none"> ➤ American Psychological Association. (2020). Publication Manual of the American Psychological Association, Seventh Edition. Washington, DC: American Psychological Association. ➤ American Psychological Association. (APA). (2010). Publication Manual of the American Psychological Association (6th ed., 6th printing 2015). Washington, DC: American Psychological Association. ➤ Cargill Margaret, & O'Connor Patrick (2009). <i>Writing Scientific Research Articles</i>: Strategy and Steps. West Sussex, UK: Wiley-Blackwell. ➤ Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: a step-by-step approach. <i>British Journal of Nursing</i>, 17(1): 38-43. ➤ Galvan, J. L. (2006). <i>Writing Literature Reviews</i>. Glendale, CA: Pyczak Publishing ➤ Gustavii B. (2008). <i>How to write and illustrate a Scientific Paper</i> (2nd edn.). . Cambridge: Cambridge University Press. ➤ Lester, James D., & Lester, James D., Jr.(2002). <i>Principles of Writing Research Papers</i>. New York, Pearson Education, Inc. ➤ Mack, C. A. (2018). <i>How to Write a Good Scientific Paper</i>. Bellingham, Washington: SPIE Press. ➤ Mulderig, Gerald P.(1992). <i>The Heath Guide to Writing the Research Paper</i>. Lexington, Mass: Heath. ➤ Turk, C., & Kirkman, J. (1982) <i>Effective Writing; Improving Scientific, Technical and Business communication</i>. London: Spon. ➤ Woodford, F.P. (1999). <i>How to Teach Scientific Communication</i>. Reston, VA: Council of Biology Editors. 	

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**Department of Teacher Education
School of Education
Central University of South Bihar, Gaya
2 Years Master of Education (M.Ed.)**

Soft Skills

Course Code		Credits	2
L + T + P	1 + 0 + 1	Course Duration	One Semester
Semester	IV	Contact Hours	45 (L) + 15 (T) Hours
Course Type	Mandatory Elective Non-Credit Course		
Nature of the Course	Theory and Practical		
Special Nature/ Category of the Course	Development of Soft Skills		
Methods of Content Interaction	Hands on experiences, collaborative work, group work, interactive session, etc.		
Assessment and Evaluation	100% - Continuous Internal Assessment		

Course Objectives

- To develop advanced English proficiency in listening, speaking, reading and writing skills with ease and confidence when dealing with all academic and social situations.

Learning Outcomes:

After completion of the course the students will be able:

- To equip the students with the skills to effectively communicate in English
- To train the students in interview skills, group discussions and presentation skills
- To motivate the students to develop confidence
- To inculcate skills in students which are required for their career
- To enhance the students' interpersonal skills
- To improve the students' writing skills
- To inculcate positive attitude in students

Course Contents:

UNIT I: Soft Skills- I

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- Listening skills: Listening to Speeches; Conversation and Discussions
- Speaking skills: developing accuracy and fluency through individual speaking activities; pair activities; group activities for academic purposes(Mimes; Monologues; Dialogues; Group discussions; Speeches)
- Reading Skill: Reading and understanding different texts, Skimming, Scanning, Understanding text and distinguishing text style
- Writing Skills: Different forms of writing skills: Paragraph composition, Essay writing, Note taking and Note making, Prissy writing

UNIT II: Soft Skills- II

- Communication skills, Body language and Etiquette,
- Group discussion skills, Interview skills, Presentation skills
- Emotional Intelligence skill,
- Time Management Skills,
- Preparation of CV

Content Interaction Plan:

Lecture cum Discussion (Each session of 1 Hour)	Unit/Topic/Sub-Topic
1-24	UNIT I: Soft Skills- I
1-6	Listening skills: Listening to Speeches; Conversation and Discussions
7-13	Speaking skills: developing accuracy and fluency through individual speaking activities; pair activities; group activities for academic purposes(Mimes; Monologues; Dialogues; Group discussions; Speeches)
14-19	Reading Skill: Reading and understanding different texts, Skimming, Scanning, Understanding text and distinguishing text style
20-24	Writing Skills: Different forms of writing skills: Paragraph composition, Essay writing, Note taking and Note making, Prissy writing
25-45	UNIT II: Soft Skills- II

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25-30	Communication skills, Body language and Etiquette,
31-35	Group discussion skills, Interview skills, Presentation skills
36-40	Emotional Intelligence skill
41-42	Time Management Skills
43-45	Preparation of CV
<i>15 Hours</i>	<i>Tutorials</i>

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