

Savitribai Phule Pune University, Pune

(Formerly University of Pune)



Faculty of Interdisciplinary Studies

Subject: Education

Revised Syllabus For

M.Ed. Two Year Programme

Choice Based Credit System-2025 (Semester Pattern)

First Year (Semester I and II)

From Academic Year 2025-26

Savitribai Phule Pune University, Pune

(Formerly University of Pune)

M.Ed. Two Year Programme

Choice Based Credit System-2025 (Semester Pattern)

Preamble

Master of Education (M.Ed.) is a Full Time Two years (Regular) professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, principals, teachers and researchers.

The master's programme in teacher education has been conceptualized to provide learning experiences (coursework, practical training and research) that equip prospective teacher educators with the knowledge, capacities, values and dispositions required to effectively perform the roles expected from teacher educators, including improving the quality of teaching-learning process and research in the field of Teacher Education.

1. Eligibility for Admission

a) Candidate should have obtained at least **50% Marks** (Minimum **45% Marks** in case of Backward Class categories from the state of Maharashtra) or an equivalent grade in any one of the following programmes: (i) B.Ed., (ii) B.A.-B.Ed./, B.Sc.-B.Ed. (Four Year Integrated Course), (iii) B.El.Ed., (iv) D.El.Ed. with an undergraduate degree (with 50% marks in Each Course.) (Minimum 45% Marks in case of Backward Class categories from the state of Maharashtra only). From NCTE Approved College of Education affiliated to recognized Non-Agricultural university in India.

b) The reservation and relaxation of 5 % marks will be given to the candidates belonging to S.C./ S.T./ V.J.N.T./ O.B.C./P.W.D. and other notified categories as per the Maharashtra State Government Rules. Reservation for admission will be according to the rules of government of Maharashtra.

For Foreign students the Maharashtra State Government rules will be applicable.

2. Admission procedure

Admission to the eligible candidates shall be made on the basis of marks obtained in the qualifying examination and in the entrance examination MH-CET or as per the selection procedure laid down by the State Government of Maharashtra.

3. Eligibility Norms for appearing M.Ed. examination

Student should have kept two terms with at least 75 % attendance in the sessions (for both the years) conducted in the college in which s/he has taken admission. S/he should have completed all the practical and other work expected in the syllabus to the satisfaction of the Principal. S/he should have obtained such a certificate for both the years from the Principal of the college. Unless and until s/he obtains such a certificate, s/he will not be allowed to appear for university examination.

4. Medium of Instruction

The candidate appearing for the M.Ed. examination will have the option of answering all papers either in English or Marathi. This option can be exercised course wise and not section wise or question wise.

5. General objectives of the M.Ed. Programme

To enable the student:

1. To develop an in-depth understanding of psychological, philosophical, and sociological foundations of education.
2. To acquaint students with the history, policies, and political economy of education in India and abroad.
3. To promote critical analysis of educational issues in the context of globalization and NEP 2020 reforms.
4. To develop competencies in curriculum studies, design, implementation, and evaluation.
5. To enhance knowledge of teacher education, professional development, and institutional improvement.
6. To build expertise in educational leadership, management, and governance.
7. To strengthen research aptitude through advanced methodology, statistics, and dissertation work.
8. To encourage reflective thinking and scholarly inquiry in educational practice.
9. To enable integration of Indian Knowledge Systems and cultural heritage into modern education.
10. To foster awareness about inclusive education and equity for diverse learners.
11. To train students in the use of ICT, AI, and e-learning technologies for pedagogy and research.
12. To nurture creativity, innovation, and problem-solving in educational contexts.
13. To provide exposure to international perspectives and comparative education.

14. To develop skills of guidance, counselling, and mentoring for learner support.
15. To promote holistic development through yoga, wellness, art, and aesthetics in education.
16. To inculcate values of professionalism, ethics, and lifelong learning.
17. To develop competencies in conducting internships, school engagement, and educational practice.
18. To build the capacity for community engagement, outreach, and social responsibility.
19. To enhance academic writing, communication, and presentation skills.
20. To prepare educational leaders, policy makers, and teacher educators for future challenges.

Programme Learning Outcomes (POs)

After completion of M.Ed. Programme, the Student will be able to:

1. Critically evaluate the psychological, philosophical, and sociological foundations of education.
2. Analyze the history and political economy of education with reference to Indian and global perspectives.
3. Interpret and apply NEP 2020 reforms and contemporary educational policies.
4. Design, implement, and assess curriculum frameworks at different stages of schooling.
5. Demonstrate expertise in teacher education, training modules, and professional development programmes.
6. Apply leadership and management skills in educational institutions and systems.
7. Conduct independent and collaborative research using advanced methodologies and statistical tools.
8. Write research proposals, review literature, and present findings systematically.
9. Integrate Indian Knowledge Systems and cultural perspectives into pedagogy and research.
10. Develop inclusive educational strategies addressing learner diversity and gender equity.
11. Use ICT, AI, and digital technologies effectively in teaching, learning, and assessment.
12. Create innovative solutions to educational problems through critical and creative thinking.
13. Compare and contrast educational systems globally for adapting best practices.
14. Provide guidance, counselling, and mentoring support to learners and peers.
15. Apply principles of yoga, wellness, and arts for personal and professional well-being.

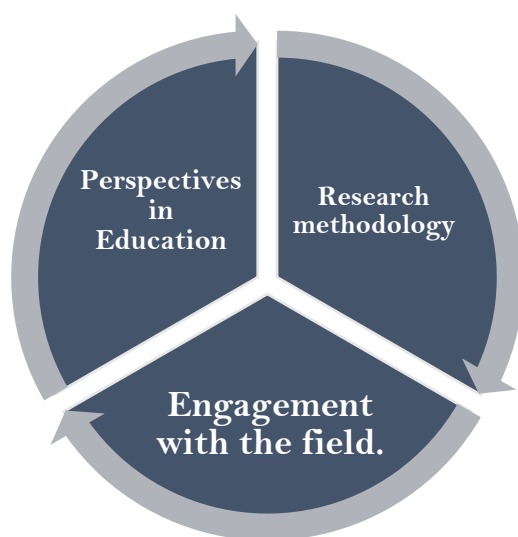
16. Demonstrate reflective practice, professional ethics, and lifelong learning skills.
17. Engage effectively in internships, school-based research, and fieldwork.
18. Contribute to community development, social change, and nation-building through education.
19. Develop scholarly communication skills for academic writing, publishing, and presentation.
20. Act as leaders, innovators, and policy contributors in the field of education.

6. Curricular Areas of the Teacher Training Programme.

The programme structure offers a comprehensive coverage of themes and rigorous field engagement and research in education. It comprises of three board inter-related curricular areas: -

- I. Perspectives in Education
- II. Research methodology
- III. Engagement with the field.

All the curricular areas include theoretical inputs along with the practical work from an inter-disciplinary perspective.



Structure of Two Years M.Ed. Programme

Semester I

Course Category	Course Code	Title of the course	Credit	Hours	Marks (I+E)
Theory Course	MED101	Psychology of Learning and Development	4	60	100 (30+70)
	MED102	History and Political Economy of Education	4	60	100 (30+70)
	MED103	Educational Studies	4	60	100 (30+70)
	MED104	Educational Research	4	60	100 (30+70)
Practical Course	MED105	Dissertation - Part I Research Proposal	2	30	50 (50+0)
	MED106	A) 21 st Century Skills Education B) Yoga Education	2 (1+1)	30	50 (50+0)
	MED107	Artificial Intelligence in Education and Research	2	30	50 (50+0)
	MED108	A) Positive Behavior Support in Education B) Portfolio Development	2 (1+1)	30	50 (50+0)
		Total	24	360	600

Semester II

Course category	Course Code	Title of the course	Credit	Hours	Marks (I+E)
Theory Course	MED201	Philosophy of Education	4	60	100 (30+ 70)
	MED202	Sociology of Education	4	60	100 (30+ 70)
	MED203	Curriculum Studies	4	60	100 (30+ 70)
	MED204	Teacher Education	4	60	100 (30+ 70)
Practical Course	MED205	Dissertation - Part II (Review and Data Collection Tools)	2	30	50 (50+0)
	MED206	Internship at Teacher Education Institute (4 Weeks)	4	60	100 (100+ 0)
	MED207	Portfolio and Viva	2	30	50 (0+50)
		Total	24	360	600

Semester III

Course Category	Course Code	Title of the Course	Credit	Hours	Marks (I+E)
Theory Course	MED301	Advanced Research Methodology and Inferential Statistics	4	60	100 (30+70)
	MED302	Global Citizenship Education	4	60	100 (30+70)
		Common Core- (Any One)	4	60	100 (30+70)
	MED303	Foundational Stage Education			
	MED304	Preparatory and Middle Stage Education			
	MED305	Secondary Stage Education	4	60	100 (30+70)
		Theme Based - (Any One)			
	MED306	Curriculum, Pedagogy and Assessment			
	MED307	Educational Leadership			
Practical Course	MED308	Educational Technology and e-Learning			
	MED309	Internship at Secondary School (4 Weeks)	4	60	100 (100+0)
	MED310	Dissertation - Part III (Data collection, Analysis and Interpretation)	2	30	50 (50+0)
	MED311	A) Reflection on Educational Practice (School Education and Teacher Education) B) Portfolio Management	2	30	50 (50+0)
		Total	24	360	600

Semester IV

Course Category	Course Code	Title of the Course	Credit	Hours	Marks (I+E)
Theory Course	MED401	Indian Knowledge Systems: Teacher Education	4	60	100 (30+70)
	MED402	National Education Policy 2020-Transforming Indian Education	4	60	100 (30+70)
		Optional Courses (Any Two)	4	60	100 (30+70)
	MED403	Educational Management			
	MED404	Comparative Education			
	MED405	Inclusive Education	4	60	100 (30+70)
	MED406	Guidance, Counseling and Mentoring			
	MED407	Testing, Measurement and Evaluation in Education			
Practical Course	MED408	Advanced Educational Statistics			
	MED409	Dissertation - Part IV (Report Writing and Viva-voce)	4	60	100 (0+100)
	MED410	Open Course	2	30	50 (50+0)
	MED411	Portfolio and Viva	2	30	50 (0+50)
		Total	24	360	600
		Total	96	1440	2400

General instructions for the program

1. M.Ed. program consists of 4 semesters over two academic years.
2. The entire program is of 96 credits 24 credits per semester.
3. The weightage for internal and external will be of 30% and 70% respectively.
4. For one credit Student- teacher interaction will be of 15 clock hours.
5. Procedure for internal evaluation will be continuous and comprehensive evaluation procedures.
6. To pass, Student shall have to get minimum 40% of the marks in each head of passing in internal and external assessment separately.
7. Marks given for all the internal work and the external examination, will be converted into grades and final grade sheets and transcripts will have only grades and Grade Point Average.
8. The syllabus of all the semester is divided into two categories: Theory course and Practical course.
9. Select any one subject given in the list (MED303, MED304, MED305) as a common core theory course.
10. Select any one subject given in the list (MED306, MED307, MED308) as a Theme based theory course.
11. Select any two subjects given in the list (MED403 to MED408) as an optional courses.
12. For MED409 Dissertation Part IV (Report Writing and Viva-voce) student has to complete the final report and present the research work in front of the external examiner (appointed by the university) and internal examiner (research guide appointed by college). The marks will be given out of 100 (75 marks for Report and 25 marks for viva-voce) by external and internal examiners separately. Final marks for MED409 course will be consolidated in to 100.
13. Under the courses MED108B, MED207, MED311 B and MED411, student has to develop, manage and showcase the portfolio according to the guidelines given. S/he has to produce and present the whole internal work through physical and digital mode and face the Viva in front of the university committee.
14. Pedagogical Approaches and Modes of Transaction: For daily teaching- learning transaction of theory and practical courses, it is expected to use appropriate pedagogical approaches and modes of transaction related to the objectives and content of the course.

The suggestive list of pedagogical approaches and modes of transaction is given in the table:

Pedagogical Approaches and Modes of Transaction for theory courses

Pedagogical Approaches	Modes of Transaction
Constructivism	Lecture-cum-discussion
Collaborative Learning	Group discussions
Experiential Learning	Field visits and school observations
Inquiry-Based Learning	Seminars and Student presentations
Reflective Teaching	Reflective journaling and portfolios
Competency-Based Learning	Microteaching and peer teaching
Activity-Based Learning	Workshops and hands-on activities
Problem-Based Learning	Project-based activities
Blended Learning	Audio-visual, discussion etc.
Inclusive Education	Role play and simulations
Critical Pedagogy	Case studies
Technology-Integrated Pedagogy	Use of ICT tools and simulations
Value-Based Pedagogy	Community engagement and outreach
Differentiated Instruction	Assignments and self-study

A) Pedagogical Approaches and Modes of Transaction for Practical courses

Pedagogical Approaches	Modes of Transaction
Experiential Learning,	Workshops, School Field Experience
Value-Based Pedagogy	Field activities
Activity-Based Learning	Project-Based Learning

Rules for Internal and External Evaluation:

Internal Evaluation:

For Continuous Comprehensive Evaluation (CCE) of all the theory courses, 30% of weightage of the total weightage of the course is given.

For first semester, MED101 to MED104, second semester MED201 to BED204, third semester MED301 to MED308 and for fourth semester MED401 to MED408 under continuous assessment, three activities should be organized during the semester. Out of the three activities first activity should be the course related practical, second activity as a written examination and third activity will be any one activity from the given list:

1. Multiple Choice Questions

2. Presentations (PPTs)
3. Field Visits
4. Individual/Collaborative Projects
5. Seminars
6. Group Discussion / Panel Discussion
7. Assignment

For remaining all the courses of all semesters, the prescribed activities are compulsory as per syllabus.

External Evaluation:

1. The concerned teacher is responsible for conduct and evaluation towards Continuous Comprehensive Evaluation (CCE) and shall announce at the beginning of the course about the mechanism under which CCE would take place. However, the term end examination (TEE) shall cover the entire syllabus prescribed for the course.
2. It is mandatory for a teacher to hand over the assessed CCE answer sheet to the respective student before the commencement of a term end examination.
3. If a student misses an internal assessment examination, he / she will have second chance with the endorsement of principal in consultation with the concern teacher. Such a second chance shall not be the right of the student
4. a) If student is declared as "Pass" in a course (Grade other than F), then he/she cannot choose/reappear that course unless appearing under "CLASS/GRADE IMPROVEMENT" for TEE only. CCE is not available for a course in which the student has been declared as "PASS".
 b) If student is declared as "FAIL" (Grade F) in a course, then the student is allowed to choose such a course, with CCE and TEE both, irrespective of the previous score in CCE. Otherwise, the student is allowed to appear only for TEE in that course in any of the following/forthcoming semester.
 c) The maximum duration available to register/reappear for a course will be as follows:
 2 years B.Ed. Program- Up to 4 (four) years (i.e., if a student is registered/admitted for first year in 2025-26, then the student is allowed to register/reappear up to year (2028-29)
 d) In the case of 4(b), the number of attempts (excluding registered for first time) available to register/reappear for the course would be 3(three).
5. The student will be finally declared as failed if the minimum numbers of credits are not

earned within a total period of Four years from the time of admission, after which, such a student will have to seek fresh admission as per the admission rules prevailing at that time.

6. A student cannot register for second year, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within One semester.

However, student must acquire all credits of the courses MED105, MED205 and MED206 in the corresponding semester.

7. There shall be a revaluation of the answer scripts of TEE as per Ordinance No.134 A and B.
8. Marks will be given for all examinations; they will be converted into grades. The semester end grade sheets will be generated by using marks and grades and the final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points). The final grade sheet will also indicate the name of College/ Teacher Education Institute to which the student is registered.
9. External assessment of the students will be carried out through examination conducted by the university.

The Question Paper pattern for theory courses will be as given below:

Question Paper pattern for theory Courses
Maximum Marks: 70

Q. No.	Type of Question	Items	Marks
1	M.C.Qs (Minimum 2 and Maximum 3 on each Unit)	10	10 (1 X10)
2 OR 2	LAQ- On unit No.1	1	10
	LAQ- On unit No.1	1	
3 OR 3	LAQ- On unit No.2	1	10
	LAQ- On unit No.2	1	
4 OR 4	LAQ- On unit No.3	1	10
	LAQ- On unit No.3	1	
5 OR 5	LAQ- On unit No.4	1	10
	LAQ- On unit No.4	1	
6	SAQ (One from each Unit)	4	20 (5X4)
Total			70

For assessing overall performance of the student at the end of second and forth semester, the university will appoint two external examiners particularly for each college and college will appoint two internal examiners (for the division of 50 students) for evaluation of portfolio and Viva.

The committee will take review of the entire internal work done by the student through

the 'Portfolio' maintained. On the basis of work done, committee will conduct the viva of each student and will give the marks. Total marks for Portfolio and Viva will be consolidated out of 50. These marks will be considered as external head of marks and will be submitted to the university.

Grading System

The College will conduct internal assessment. For the internal assessment, according to the guidelines and norms given through syllabus, the college will assess the internal work of the student. The internal marks will be submitted to the university. The University will convert these marks into the grades. The grading system will be subject to Grade conversion table as follows (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

GRADING SYSTEM

<u>Sr. No</u>	<u>% of Max. Marks</u>	<u>Grade Point</u>	<u>Grade Letter</u>
1	$90 \leq \text{Marks} \leq 100$	10	O (Outstanding)
2	$75 \leq \text{Marks} \leq 89$	09	A+ (Excellent)
3	$60 \leq \text{Marks} \leq 74$	08	A (Very Good)
4	$55 \leq \text{Marks} \leq 59$	07	B+ (Good)
5	$50 \leq \text{Marks} \leq 54$	06	B (Above Average)
6	$45 \leq \text{Marks} \leq 49$	05	C (Average)
7	$40 \leq \text{Marks} \leq 44$	04	D (Pass)
8	Marks < 40	0	F (Fail)
9	Nil	0	Ab (Absent)
10	--	0	FX (Detained, Repeat the Course)
11	--	0	IC (Incomplete Course- Absent for Exam but continue for then course)
12	--	0	AC (Audit Course Completed)
13	--	--	ACN (Audit Course Not Completed)

Assessment and Grade Point Average

1. The system of evaluation will be as follows: Each CCE and TEE will be evaluated in terms of marks. The marks from CCE and TEE are combined to determine a final grade, which is then used to calculate the grade point average. There is no grade independently for CCE or TEE.
2. Result of a student will be declared for each semester after the TEE only.

3. The student will get a Grade Sheet with total grades earned and a Grade Point Average, after earning the minimum number of credits towards the completion of the M.Ed. program.
4. The passing standard is 40%; therefore, no grade point below 4 will be awarded. Final Grade w.e.f. the Academic Year 2025-26 (10 Point Scale) (Reference- Circular No.117/2020 of Savitribai Phule Pune university, Pune):

Grade Point Average	Grade
09.50 and above	O (Outstanding)
08.25 or more but less than 09.50	A+ (Excellent)
06.75 or more but less than 08.25	A (Very Good)
05.75 or more but less than 06.75	B+ (Good)
05.25 or more but less than 05.75	B (Above Average)
04.75 or more but less than 05.25	C (Average)
04.00 or more but less than 04.75	D (Pass)

5. The University will prepare only the final compilation and Final GPA of concern semester and CGPA at the end of the programme. While declaring results, the existing relevant ordinances will apply.
6. Provisions for verification and revaluation will also be applicable as per the rules in force at that time.

SEMESTER I

MED101 Psychology of Learning and Development

Credits: 04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand psychological bases and research methods applicable to education.
2. To Examine human development across different stages and examine theories and factors influencing the development of personality and self-concept.
3. To explore the nature, types, theories, and assessment of intelligence and creativity, and to design strategies to foster creative potential in learners.
4. To analyze classical and contemporary learning theories, models of teaching, and classroom management strategies for effective instruction.

Course Learning Outcomes (CLOs)

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

1. Identify and describe various methods of studying psychology such as introspection, observation, and experimentation.
2. Critically analyze different psychological schools and explain their contributions to modern educational practices.
3. Explain major theories of human development (Piaget, Erikson, Freud, Kohlberg, etc.) and their educational implications.
4. Analyze personality theories and discuss the role of heredity, environment, and culture in shaping personality and self-concept.
5. Compare and contrast different theories of intelligence (Guilford, Gardner, Sternberg) and identify their educational applications.
6. Demonstrate the ability to use and interpret standardized tools for assessing intelligence and creativity, and design classroom activities to enhance creative thinking.
7. Evaluate various learning theories (Gagné, Bloom, Tolman, Lewin) and apply their principles in instructional design and planning.
8. Integrate constructivist and brain-based learning approaches with effective classroom management techniques to create a positive learning environment.

UNIT- 1 Psychological Foundations of Education

Credit 1

- 1.1 Methods of study in psychology: Introspection, observation, survey, case study, interview, testing, experimental.
- 1.2 Major schools of psychology: Structuralism, Associationism, Behaviorism, Gestalt, Psychoanalytic, Humanistic, Cognitive.
- 1.3 Contributions of psychological schools to education.
- 1.4 Basic psychological processes: Sensation, perception, attention, memory, and motivation.
- 1.5 Role of psychology in learner-centered education.
- 1.6 Current trends in educational psychology.

UNIT- 2 Development and Personality

Credit 1

2.1 Human Development

- Meaning and understanding various stages of development of the Learner.
- Factors influencing development of the Learner: Role of Heredity and Environment (Family; Community- Neighborhood, Peer group and School; Media; and Culture)

2.2 Theories of human development

- Piaget's cognitive development.
- Freud's psycho-sexual development.
- Erikson's psycho-social development.
- Harry Harlow and John Bowlby Emotional development
- Kohlberg's moral development.
- Gessel's maturation theory

2.3 Aspects of Human Development

- Cognitive development – Concept and development of thinking and problem solving.
- Affective development – Concept and development of attitude, interest and values.
- Psychomotor development – development of skills, objectives, task-analysis, practice, feedback.

2.4 Personality- Concept, development, structure and dynamics of Personality, factor affecting Personality.

2.5 Theories of personality

- Trait theory (Allport).
- Type theory.
- Humanistic approach theory (Carl Rogers).

- Indian Concept of Personality development.

2.6 Self-Concept – Meaning and development.

UNIT- 3 Intelligence and Creativity

Credit 1

3.1 Nature and types of intelligence: Academic, emotional, social, creative, practical.

3.2 Theories of intelligence: Guilford, Gardner, Sternberg

3.3 Measurement of intelligence: Verbal, non-verbal, performance; individual and group tests.

3.4 Creativity: Concept, process, and influencing factors.

3.5 Techniques for fostering creativity: Brainstorming (Osborn), Synectics (Gordon), Attribute listing (Allan).

3.6 Assessment and enhancement of creative potential.

UNIT- 4 Learning and Teaching Processes

Credit 1

4.1 Fundamentals of Learning

- Nature of learning and learner characteristics
- Factors influencing learning: individual differences, motivation, environment, prior knowledge

4.2 Theories of Learning

- Gagné's Conditions of Learning
- Bloom's Mastery Learning
- Hull's Reinforcement Theory
- Tolman's Sign Learning Theory
- Lewin's Field Theory
- Information Processing Theory (Donald Norman)
- Educational implications of these learning theories

4.3 Contemporary Approaches to Learning

- Constructivist Learning
- Brain-Based Learning
- Role of motivation in the learning process

4.4 Models of Teaching

- Inductive Thinking Model – Hilda Taba
- Jurisprudential Inquiry Model – Donald Oliver
- Role-Playing Model – Schaffen and Schaffen
- Assertive Training Model – Wolpe, Lazarus, Salter

- Stress Reduction Models – Rimn and Masters, Wolpe

4.5 Educational Research and Implications

- Insights from research on teaching and learning
- Teacher thought process and student cognition
- Teacher behavior and student achievement

4.6 Classroom Practice and Management

- Classroom organization and management
- Discipline strategies
- Creating positive learning environments

Practical: (Any one from the given list)

1. Child Observation Report – Observe a child's behavior and cognitive development using developmental theories (Piaget/Vygotsky).
2. Learning Style Inventory – Administer and interpret learning style tests (VARK/Multiple Intelligences).
3. A Study on Adolescent Learner – Study emotional, social, and intellectual changes.
4. Prepare a Concept Map – On stages of cognitive and moral development.

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MED102 History and Political Economy of Education

Credits: 04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the evolution and transformation of Indian education through historical phases and reforms.
2. To examine state policies, financing, privatization, and globalization influences on Indian education.
3. To explore the interconnections between education, politics, economy, and society.
4. To understand education's contribution to human capital formation, gender equality, and sustainable development.

Course Learning Outcomes (CLOs)

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

1. Describe features and legacy of ancient, medieval, and colonial education.
2. Evaluate contributions of commissions and policies (1948–2020) to Indian education.
3. Analyze constitutional roles and educational governance mechanisms.
4. Evaluate the effects of privatization, PPPs, and globalization on education.
5. Explain education's role in economic and social development.
6. Analyze political and economic influences on educational equity and outcomes.
7. Assess education's role in improving HDI and achieving SDG goals.
8. Evaluate factors affecting human capital and suggest improvement strategies.

UNIT- 1 History of Education

Credit 1

1.1 Ancient Indian Education

- Gurukul system and Vedic education
- Buddhist monastic institutions (e.g., Nalanda, Takshashila)
- Curriculum and teaching methods in ancient times

1.2 Medieval Education in India

- Islamic educational institutions (madrasas, makhtabs)
- Language of instruction and curriculum focus
- Impact on knowledge and cultural exchange

1.3 Colonial Education Policies

- Macaulay's Minute and Wood's Dispatch

- Establishment of universities and English education
- Purpose and impact of colonial education

1.4 Education During Indian National Movement

- Role of national leaders in educational reforms
- Institutions like Visva-Bharati, Jamia Millia, etc.
- National Education Movement and its legacy

1.5 Education in India Post-Independence

- University Education Commission (1948–49) and Kothari Commission (1964–66)
- Education for national development and equity
- Five-Year Plans and education policies

1.6 Contemporary Trends in Indian Education

- Implementation of NEP 2020
- Focus on inclusive and equitable education
- Technology integration and digital initiatives

UNIT- 2 Policy, Private Organization and Globalization in India

Credit 1

2.1 Role of the State in Educational Policy

- Constitution and education (Directive Principles, RTE)
- Central and state roles in policymaking
- Impact of national policies (NPE 1986, NEP 2020)

2.2 State Financing and Regulation of Education

- Public expenditure on education
- Regulation bodies: UGC, NCTE, AICTE, etc.
- Accountability and governance frameworks

2.3 Role of Private Sector in Education

- Growth of private institutions from school to higher education
- Fee structures and admission practices
- Regulation and monitoring challenges

2.4 Public-Private Partnerships in Education

- Models of PPP in school and higher education
- Advantages and risks in quality and access
- Case studies of successful PPP initiatives

2.5 Globalization and Its Impact on Education

- Internationalization of curriculum and institutions

- Cross-border education and collaborations
- Student mobility and recognition of degrees

2.6 Marketization and Commercialization of Education

- Liberalization and privatization trends
- Emergence of ed-tech and for-profit models
- Equity and ethics in market-driven education

UNIT- 3 Political Economy and Education

Credit 1

3.1 Education and Economic Development

- Role of education in enhancing productivity
- Human capital theory and economic growth
- Case studies of educational investments and outcomes

3.2 Education and Income Distribution

- Education as a tool for social mobility
- Intergenerational impact on income
- Equity in access and educational outcomes

3.3 Political Economy of Education

- Interplay of politics, economy, and educational decisions
- Role of interest groups and policy stakeholders
- Political ideologies and their influence on curriculum

3.4 Education and Social Change

- Education as a means for empowerment and reform
- Democratic citizenship and social cohesion
- Education in marginalized and minority communities

3.5 Education and Equality of Opportunity

- Reservations and affirmative action policies
- Challenges in rural and tribal education
- Gender parity in education

3.6 Education and Labor Market Linkages

- Skill development and vocational education
- Employability of graduates in various sectors
- Mismatch between education and industry needs

UNIT- 4 Education and Human Capital Development

Credit 1

4.1 Concept of Human Capital

- Education as investment in human capital
- Returns on education: personal and societal
- Skill formation and knowledge economy

4.2 Human Development Index (HDI)

- Components: education, health, income
- UNDP measures and methodology
- Role of education in improving HDI rankings

4.3 India's Status in Global HDI

- India's HDI performance over the years
- Regional disparities and contributing factors
- Strategies for improvement through education

4.4 Education and Sustainable Development

- SDG 4: Quality Education
- Lifelong learning and environmental literacy
- Education for global citizenship

4.5 Gender and Human Capital Formation

- Gender disparities in literacy and access
- Empowerment through girls' education
- Women in higher education and workforce participation

4.6 Policy Measures for Human Capital Development

- Government schemes (e.g., SSA, RMSA, PM-USHA)
- Vocational and skill development programs
- NEP 2020 and focus on foundational literacy and numeracy

Practical: (Any one from the given list)

1. Timeline Chart – Create a timeline of major educational reforms in India.
2. Critical Review – Analyze a historical education policy (e.g., Macaulay's Minute or NEP 1968).
3. Comparative study on private education and public education.
4. Comparative Chart – Compare colonial and post-independence education policies.

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MED103 Educational Studies

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the nature and relevance of interdisciplinarity in educational theory, research, and reform.
2. To examine inclusive and multicultural approaches to meet educational needs of diverse and marginalized groups.
3. To understand education's role in fostering democracy, national integration, secularism, and global harmony.
4. To explore the teacher's role as a social reformer and educational leader in a changing, technology-rich society.

Course Learning Outcomes (CLOs)

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

1. Explain contributions of multiple disciplines to education.
2. Evaluate interdisciplinary approaches in curriculum and reform.
3. Analyze barriers and empowerment strategies for minorities and women.
4. Design inclusive and equitable educational practices.
5. Explain how education supports democratic and participatory citizenship.
6. Apply critical pedagogy to promote peace, secularism, and justice.
7. Evaluate teachers' challenges and leadership roles in promoting equity and justice.
8. Demonstrate use of ICT and digital literacy for professional growth.

UNIT- 1 Interdisciplinarity in Education

Credit 1

- 1.1 Meaning, nature, and need of interdisciplinarity in education.
- 1.2 Historical and contemporary perspectives on interdisciplinarity in education.
- 1.3 Contribution of disciplines like sociology, psychology, economics, and philosophy to educational theory.
- 1.4 Educational research through an interdisciplinary lens.
- 1.5 Scope and status of Indian education system: achievements and challenges.
- 1.6 Role of interdisciplinary knowledge in curriculum design and educational reform.

UNIT- 2 Education of Different Sections of Society

Credit 1

- 2.1 Concept and need of education for minority communities

- 2.2 Gender issues in education: barriers and empowerment strategies
- 2.3 Multicultural education: principles and practices
- 2.4 Inclusive education: concept, need and implementation challenges
- 2.5 Educational inequalities and marginalized communities
- 2.6 Role of teacher and institutions in promoting inclusive and equitable education

UNIT- 3 Education and Democracy

Credit 1

- 3.1 Education as a tool for political consciousness
- 3.2 Aims and methods of democratic education
- 3.3 Role of education in promoting national integration
- 3.4 Education for secular values and religious harmony
- 3.5 Critical pedagogy and education for participatory citizenship
- 3.6 Education for global peace, justice and human rights

UNIT- 4 Teacher and Developing Society

Credit 1

- 4.1 Role of teacher as a social change agent and leader
- 4.2 Challenges before teachers in a developing, pluralistic society
- 4.3 Educational leadership for equity and justice
- 4.4 Integration of technology in classroom: potentials and problems
- 4.5 Teacher and digital literacy: use of ICT and e-learning tools
- 4.6 Strategies for teacher development in 21st-century India

Practical: (Any one from the given list)

1. A study on inclusive or multicultural educational practices in local schools
2. Comparative analysis of Indian education policy from interdisciplinary perspectives
3. Seminar on education and democracy/secularism
4. Project on technology integration in a school/classroom setting

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MED104 Educational Research

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the nature, scope, and importance of educational research and conduct effective literature reviews.
2. To develop research proposals and understand various types and methods of educational research.
3. To Understand and apply principles of problem formulation, variable classification, and sampling in research.
4. To develop, validate, and use appropriate tools and e-techniques for educational data collection.

Course Learning Outcomes (CLOs)

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

1. Explain concept, scope, and significance of educational research.
2. Conduct and reference literature reviews using online and offline sources.
3. Design a research proposal with clear objectives, hypotheses, and methodology.
4. Differentiate between major types and methods of research.
5. Formulate research problems and hypotheses effectively.
6. Critically analysis qualitative and naturalistic approaches to research.
7. Construct and standardize questionnaires, interviews, and attitude scales.
8. Use psychological tests and e-tools effectively in data collection.

UNIT- 1 Concept of Educational Research and Review of Related Literature

Credit 1

- 1.1 Meaning, nature and scope of educational research
- 1.2 Importance and need of educational research in education
- 1.3 Scientific inquiry and theory development – trends in research
- 1.4 Sources and areas of educational research
- 1.5 Interdisciplinary approach in educational research
- 1.6 Review of literature – sources, techniques, and referencing (offline/online)

UNIT- 2 Research Proposal and Types and Methods of Educational Research

Credit 1

- 2.1 Components of a research proposal: conceptual framework, research problem
- 2.2 Operationalization of terms, objectives, assumptions, hypotheses
- 2.3 Research types: fundamental, applied, and action research
- 2.4 Methods: historical, descriptive, and experimental
- 2.5 Proposal structure – methodology, sampling, tools, data analysis
- 2.6 Time management, financial budgeting and scheduling

UNIT- 3 Research Problems, Variables, Hypotheses, Population and Sampling

Credit 1

- 3.1 Sources and criteria of research problem: Research problem in various forms
- 3.2 Concept and classification of variables and their relationships
- 3.3 Hypotheses – types, formulation, and testing
- 3.4 Assumptions and population – nature and significance
- 3.5 Characteristics of good sample and sampling methods
- 3.6 Probability and non-probability sampling techniques and errors

UNIT- 4 Tools and Techniques of Educational Research

Credit 1

- 4.1 Observation techniques – types and application
- 4.2 Interview schedules – construction and use
- 4.3 Questionnaire – design, validation, and administration
- 4.4 Psychological tests – achievement, intelligence, aptitude, personality
- 4.5 Opinionnaire, attitude scales, rating scales, checklists
- 4.6 e-tools – Internet, email, teleconferencing; standardization of tools

Practical: (Any one from the given list)

- 1. Review of Related Literature using Offline and Online Sources.
- 2. Hypotheses/Research Questions – Based on a Mini-Review of Two Research Articles.
- 3. Construction of a Questionnaire/Opinionnaire on an Educational Theme and its Administration to a Sample Group.
- 4. Comparison of Two Research Articles (Qualitative and Quantitative) Based on Methods and Presentation.

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MED 105 Research Proposal

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

Course Summary:

The course introduces Students to the process of identifying and formulating a clear, researchable problem in education. It trains them to critically review scholarly literature, frame objectives or hypotheses, and select appropriate designs, methodologies, and tools. Emphasis is placed on ethical considerations, validity, reliability, and proper academic writing using APA 7th edition. Students are required to draft, present, and defend a research proposal before a faculty review committee, revising it based on feedback. The proposal must follow a structured format including introduction, problem, objectives, literature review, methodology, limitations, timeline, and references, within 25 pages. Through this, students develop the skills to prepare a scientifically sound and academically rigorous research proposal.

Course Objectives

To enable the student:

1. To enable students to identify and define a clear, researchable problem within the field of education.
2. To develop skills in reviewing related literature and formulating objectives, hypotheses, and theoretical frameworks.
3. To build competencies in designing appropriate research methodologies including sampling, tools, and data analysis plans.
4. To guide students in preparing, presenting, and defending a scientifically sound, compliant research proposal.

Course Learning Outcomes (CLOs)

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

1. Formulate and articulate a well-defined educational research problem supported by clear objectives and rationale.
2. Review and synthesize scholarly literature to establish the theoretical and conceptual background of the study.
3. Design and justify suitable research methods, sampling techniques, and tools ensuring ethical and scientific validity.

4. Prepare, present, and defend a complete research proposal standard with academic clarity and rigor.

Guidelines for Implementation:

1. Conduct an initial orientation workshop on research problem identification, proposal writing, literature search, and APA style.
2. Students must select a research area/topic in consultation with an assigned research guide.
3. A preliminary proposal shall be drafted and discussed during regular guidance sessions.
4. A PowerPoint presentation of the proposal must be made before a faculty review committee.
5. Students should revise and finalize the proposal based on feedback received.
6. The final proposal must be submitted in both hard and soft copies, duly signed by the guide and approved by the research committee.
7. The proposal should not exceed 25 pages (excluding references and appendices) and must follow APA 7th edition formatting guidelines.

Proposal Writing Guidelines

Structure of the Research Proposal

1. Title Page
 - Title of the proposed research (clear, concise, and specific).
 - Name, Roll Number, Semester, Guide's Name, Institution, Year.
2. Introduction
 - Background of the research problem.
 - Importance of study in the field of education.
 - Broad context leading to the research problem.
3. Statement of the Problem
 - Clear and precise articulation of the research problem.
 - Explanation of what exactly is being studied and why it matters.
 - Indicate theoretical or practical issues in education.
4. Objectives of the Study
 - List specific, measurable, and achievable objectives.
 - Must align with the problem and rationale.
5. Hypotheses (if applicable)
 - State null or research hypotheses (for quantitative studies).

- Ensure testability and clarity.
 - For qualitative studies, research questions may replace hypotheses.
6. Operational Definitions
- Define key terms and variables used in the study.
 - Ensure clarity and avoid ambiguity.
7. Review of Related Literature
- 5–7 studies reviewed (thematic or chronological).
 - Highlight research trends, methodologies, and findings.
8. Methodology
- Method of Research: Type (experimental, descriptive, qualitative, mixed, etc.).
 - Research Design: for Experimental Research
 - Population and Sample: Who are the participants? How will they be selected?
Sampling method (random, stratified, purposive, convenience). Sample size and rationale.
 - Tools for Data Collection: Describe tools (standardized or self-constructed).
 - Procedure: Step-by-step plan of conducting the study.
 - Data Analysis Plan: Mention statistical/qualitative techniques to be used.
9. Scope, Limitations, and Delimitations
- Scope: What the study will cover.
 - Limitations: Uncontrollable factors (e.g., small sample size, time constraints).
 - Delimitations: Boundaries set by the researcher (e.g., only secondary school students in Pune).
10. Timeline
- Present in tabular or chart form.
 - Show different phases (proposal, review, tool construction, data collection, analysis, report writing).
11. Budget (if applicable)
- Estimated expenditure (stationery, travel, photocopying, software, etc.).
 - Not always compulsory but useful for planning.
12. References
- List all cited works in APA 7th edition style.
 - Arrange alphabetically.
13. Appendices (Optional)
- Draft tools, letters of permission, consent forms.

- Any supporting material.

General Formatting

1. Use A4 paper, Times New Roman (or Unicode font for Marathi), 12-point size, 1.5 line spacing.
2. Structure the content with proper headings and subheadings in academic writing style.
3. Use APA 7th edition consistently for citations and references.

Assessment:

- Research proposal report - 50 marks
- Presentation - 25 marks

Total marks consolidated in to 50

References

1. American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.).
2. Asthana, B., Srivastava V., and Asthana N. (2010). *Research Methodology 1st Edi.*, Agra: Agrawal publications
3. Baweja, A. (2000). *Introduction to Information Technology* New Delhi: Kalpaz publications
4. Best, J.W., Kahn, J.V. (2009). *Research in Education 10th Edi.*, New Delhi: PHL Learning Private Limited
5. Bhandarkar, P.L., Wilkinson T.S. (2017). *Methodology and Techniques of Social Research* Mumbai: Himalaya Publishing House Pvt. Ltd.
6. Buch, M. B. (1974). *A Survey of Research in Education*. Centre of Advanced Study in Education, M. S. University, Baroda.
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8. Dandekar, W.N. (2007). *Evaluation in Schools* Pune: Shree Vidya Prakashan
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 18. शिंदे, ए. आर. (2019). शैक्षणिक कृती संशोधन. औरंगाबाद: विद्या प्रकाशन.
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MED 106

A) 21st Century skills Education

B) Yoga Education

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

MED106 A) 21st Century skills Education

(Credit 1; 15 hours; 25 Marks)

Course Summary:

This practical course helps students develop modern teaching skills such as communication, creativity, problem-solving, teamwork, and use of technology. Each student selects two simple activities to practice these skills in real situations. Teachers guide students in planning and carrying out the tasks, while students record their process, outcomes, and reflections. The focus is not only on the final product but also on how well students learn through experience, teamwork, and creativity. Marks are given for participation, reflection, and the ability to connect the skills with teaching practice.

Course Objectives

To enable the student teacher:

1. To develop key 21st century skills such as critical thinking, creativity, communication, collaboration, and problem-solving among students.
2. To enable students to integrate ICT and digital literacy effectively in their teaching-learning processes.
3. To promote reflective practice, adaptability, and self-management through experiential and activity-based learning.
4. To foster social responsibility, cultural awareness, and leadership qualities for holistic professional growth in education.

Course Learning Outcomes (CLOs)

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

1. Demonstrate and apply 21st century skills—critical thinking, creativity, collaboration, and communication—in real classroom and community contexts.
2. Design and use ICT-based learning materials and apply digital and media literacy principles in education.
3. Reflect critically on their learning experiences, showing evidence of self-management, problem-solving, and adaptability.

4. Organize and participate effectively in collaborative and cross-cultural learning activities, exhibiting leadership and global citizenship values.

Guidelines for Implementation

Students should select any two activities from the suggested list based on their interest and relevance to teaching-learning practices. The chosen activities should be implemented through experiential learning, involving real-life situations, teamwork, and creativity. Teachers should act as facilitators, guiding students in planning, executing, and reflecting on the activities. Each activity must be documented systematically with objectives, process, outcomes, and personal reflections. Assessment should focus on skill development, creativity, problem-solving, and collaboration, rather than only the final product.

Following are some 21st Century Skills and related activities:

Skill	Activity Title	Brief Description
1. Critical Thinking	Case Study Analysis	Students analyze real-life classroom problems and propose solutions.
2. Creativity	Design a Digital Poster	Use Canva or other tools to design educational posters on social issues.
3. Collaboration	Team Teaching Micro-lesson	Plan and conduct a lesson in groups of 3–4 members.
4. Communication	Introducing Self Scenario expression Peer Interview Story from Picture Story of your name	Interview a peer and present their educational journey or philosophy.
5. ICT Literacy	Create a Teaching Video	Record a short educational video using apps like PowerPoint, OBS, or mobile apps.
6. Media Literacy	Analyze news articles/videos etc	Analyze news articles for bias, credibility, and source validity.
7. Self-Management	Weekly Reflection Journal	Maintain a journal tracking time management, stress, and goal setting.
8. Social and Cross-Cultural Skills	Cultural Storytelling Session	Share stories or traditions from different cultures or states in India.
9. Leadership	Organize a Peer Workshop	Plan and conduct a session on any educational topic for classmates.
10. Problem Solving	School Policy Redesign	Suggest improvements to school rules, timetables, or classroom layouts.

Guidelines for Report Writing

Report should reflect thoughtful engagement the activities, focusing on skill development and application. Use the following format:

Cover Page: Title, your name, roll number, college name, and date.

Table of Contents: List all major sections with page numbers.

Introduction: Define 21st century skills and explain their relevance in teacher education

Activity Descriptions: For each activity (e.g., ICT tasks, teamwork, creativity workshops), include:

- Name and date
- Objectives
- Tools or methods used
- Outcomes

Reflections: Write personal reflections highlighting your learning, experiences, challenges, and growth.

Evidence of Work: Screenshots, Geotagged photos, Scanned assignments, or group work outputs.

Conclusion: Summarize how this course has influenced your teaching style or philosophy.

Assessment Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
1.	Activity 1	10
2.	Activity 2	10
3.	Report writing	05
Total		25

MED106 B) Yoga Education

(Credit 1; 15 hours; 25 Marks)

Course Summary:

This practical course focuses on the use of yoga for personal growth and classroom practice. Students choose two yoga-based activities and practice them regularly under guidance. Teachers act as mentors, helping students plan, practice, and reflect on their experiences. Students are expected to keep simple records and write reflections on how yoga improves well-being, focus, and stress management. The emphasis is on regular practice, self-awareness, and practical application in teaching, with marks awarded for active involvement and reflective reporting.

Course Objectives

To enable the student:

1. To understand the philosophical foundations and educational relevance of yoga for holistic development.
2. To develop proficiency in basic yoga practices including asanas, pranayama, and meditation for physical and mental well-being.
3. To cultivate concentration, emotional balance, and self-discipline through regular yoga practice.
4. To integrate yoga-based approaches in classroom teaching for promoting relaxation, focus, and value-based learning.

Course Learning Outcomes (CLOs)

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

1. Explain and appreciate the significance of yoga in maintaining physical health and emotional stability.
2. Demonstrate selected yoga practices and apply them as techniques for stress management and mindfulness.
3. Reflect critically on personal experiences of yoga, identifying its impact on focus, self-awareness, and teaching effectiveness.
4. Design and implement simple yoga-based activities or lessons that promote well-being among learners.

Guidelines for Implementation

Each student should select two activities based on their interest. The chosen activities must be planned and executed systematically, with clear objectives and steps. Students

should record their experiences and reflections after completing the activities. Teachers should act as mentors/facilitators, providing feedback and ensuring proper participation. Assessment should focus on active involvement, reflection, and practical application rather than perfection of practice.

Sr. No.	Activity Title	Description
1	Wellness Journal	Maintain a brief log of daily yoga or breathing practice with reflections.
2	Surya Namaskar sessions	Participate in a short series of Surya Namaskar sessions (7–10 days) and record experience.
3	Mini Yoga Workshop	Conduct a short practice session (10–15 mins) for peers.
4	Classroom Yoga Trial	Introduce a simple yoga activity during internship teaching.
5	Calmness Practice	Engage in guided meditation/mindfulness and write a short reflection note.
6	Creative Learning Aid	Design a simple chart, flashcard, or digital poster on yoga's benefits.
7	Yoga Event Participation	Assist in planning or take part in International Yoga Day at school/college.
8	Reflective Note Writing	Write a short case/reflection on how yoga helped you or learners in focus and discipline.
9	Relaxation-Based Lesson	Prepare a lesson plan with a short yoga-based relaxation break.
10	Community Yoga Talk	Take part in a small yoga awareness interaction with parents or local community.

Guidelines for Report Writing

Report should reflect thoughtful engagement the activities, focusing on skill development and application. Use the following format:

- 1. Cover Page:** Title, student's name, roll number, institution, and date of submission.
- 2. Table of Contents:** A clear index of all report sections with respective page numbers.
- 3. Introduction:** Brief overview of the concept and importance of yoga education in personal and professional life.
- 4. Activity Details:** Description of each yoga session attended or conducted, including type (asana, pranayama, meditation), procedure, and personal experience.
- 5. Reflection:** Deep personal reflections on how yoga practices affected physical, mental, and emotional well-being.
- 6. Evidence of Participation:** Photographs, posture charts, scanned journal entries, or documentation of yoga events.

- 7. Conclusion:** Final reflections on the transformation through yoga and plans for future integration in life and teaching.

Assessment

Distribution of the marks will be as follows:

Sr. No.	Particulars	Marks
I	Activity 1	10
II	Activity 2	10
III	Report writing	05
Total		25

MED 107 AI in Education and Research

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

Course Summary:

The course AI in Education and Research introduces fundamentals of Artificial Intelligence (AI) and its applications in teaching, learning, and academic research. It emphasizes the integration of AI tools for personalized learning, lesson planning, assessment, literature review, referencing, plagiarism detection, and academic writing. Students engage in practical activities such as AI-assisted lesson design, data analysis, visualization, and ethical reflection. The course also highlights opportunities, challenges, and ethical considerations in adopting AI for education and research. Overall, it aims to develop innovative, responsible, and technology-enhanced pedagogical and research practices.

Course Objectives

To enable the student:

1. To understand the fundamental concepts, evolution, and applications of Artificial Intelligence (AI) in education and research.
2. To develop skills to integrate AI tools for lesson planning, assessment, content creation, and personalized learning.
3. To apply AI technologies in academic research processes such as literature review, referencing, data analysis, and report writing.
4. To evaluate the ethical, social, and pedagogical implications of using AI responsibly in educational and research settings.

Course Learning Outcomes (CLOs)

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

1. Explain the role and significance of AI in enhancing teaching–learning and research practices.
2. Use various AI-based tools effectively for academic writing, data visualization, and digital content development.
3. Design AI-integrated lesson plans and assessment tools to promote innovative and adaptive learning experiences.
4. Reflect critically on ethical issues and demonstrate responsible use of AI for maintaining academic integrity and authenticity.

UNIT- 1: AI in Education

Credit 1

- 1.1 Concept of Artificial Intelligence (AI): Definition, scope, evolution, and trends.
- 1.2 AI in Teaching–Learning: Intelligent tutoring systems, adaptive learning platforms, AI-driven assessment, personalized learning.
- 1.3 AI Tools for Teachers: ChatGPT, Google Bard, QuillBot, AI-enabled lesson planning, quiz generation, content creation.
- 1.4 AI in Student Learning: Personalized feedback, gamification, AI learning apps, language learning, simulations.
- 1.5 Opportunities and Challenges: Benefits, limitations, ethical concerns, teacher's role in AI-integrated classrooms.

UNIT- 2: AI in Research

Credit 1

- 2.1 AI for Literature Review: Automated search engines (Elicit, Research Rabbit), summarization, referencing, plagiarism check.
- 2.2 AI in Data Collection and Analysis: AI surveys, automated transcription tools, data visualization using AI-enabled software (Excel AI, SPSS, R, Python tools).
- 2.3 AI in Academic Writing: Grammar and style correction (Grammarly, Writefull), research writing support, citation management (Mendeley, Zotero with AI).
- 2.4 AI in Research Reporting: Formatting, generating summaries/abstracts, AI for research dissemination.
- 2.5 Ethics of AI in Research: Authenticity, originality, data privacy, responsible use of AI in academic work.

Practical Activity List

Select any two activities from the list:

1. AI in Literature Review and Referencing
 - Use AI-powered tools (ChatGPT, Elicit, Research Rabbit, Mendeley) to collect and organize research literature.
 - Prepare a review summary using AI and manually validate references.
2. AI-assisted Academic Writing and Plagiarism Check
 - Draft a short research proposal (2–3 pages) with AI support.
 - Check plagiarism using Turnitin/Grammarly or similar tools and reflect on the limitations.
3. AI-based Lesson/E-Content Development

- Design a digital lesson plan using AI tool (Canva AI, PowerPoint AI, ChatGPT for content).
 - Create a short AI-assisted video/podcast/e-module for classroom use.
4. AI in Data Analysis and Visualization
- Collect a small dataset (e.g., student performance/feedback).
 - Use AI features in Excel/SPSS/Google Sheets (or AI data tools) for statistical analysis and visualization.
5. AI for Assessment and Feedback
- Create an AI-generated quiz, rubric, or automated feedback tool (Google Forms with AI, Quizizz, Kahoot AI).
 - Reflect on the effectiveness of AI in student evaluation.
6. Ethical Reflection and Portfolio Development
- Write a reflective essay on “Ethical and Responsible Use of AI in Education and Research.”
 - Compile all activities, reflections, and evidence/screenshots into a Portfolio/Journal.

Assessment:

Written test: 20 marks

Activity 1: 50 marks

Activity 2: 50 marks

Total marks Consolidated in to 50

References

1. Holmes, W., Bialik, M., and Fadel, C. (2019). *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Center for Curriculum Redesign.
2. Luckin, R. (2018). *Machine Learning and Human Intelligence: The Future of Education for the 21st Century*. UCL Institute of Education Press.
3. Selwyn, N. (2019). *Should Robots Replace Teachers? AI and the Future of Education*. Polity Press.
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MED 108 A) Positive Behavior Support (PBS) in Education

B) Portfolio Development

Credits:02

Hours: 30

Marks (Int.50+Ext.0): 50

MED108 A) Positive Behavior Support (PBS) in Education

(Credit 1; 15 hours; 25 Marks)

Course Summary:

Positive Behavior Support (PBS) in Education is a 1-credit course designed to introduce students to the principles, theories, and practical applications of PBS in schools. The course focuses on understanding the concept, importance, and theoretical foundations of PBS, including Behaviorism, Humanism, and Positive Psychology, and its implementation through a Three-Tier System of support. Students also explore the application of PBS in classroom management, inclusive education, social-emotional learning, and co-curricular activities. The course includes practical activities such as developing case studies and weekly behavior tracking to reinforce theoretical learning and reflective practice.

Course Objectives (COs)

To enable the student:

1. To understand the concept, philosophy, and importance of Positive Behavior Support (PBS) in education.
2. To explore theoretical foundations of PBS including Behaviorism, Humanism, and Positive Psychology.
3. To apply PBS strategies in classroom management, inclusive education, and social-emotional learning.
4. To develop skills for observing, analyzing, and reflecting on student behavior using practical activities like case studies and behavior tracking.

Course Learning Outcomes (CLOs)

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

1. Describe the concept, principles, and significance of PBS in promoting school discipline and holistic student development.
2. Explain the Three-Tier System of PBS and its application at universal, targeted, and individualized levels.

3. Apply PBS strategies effectively in classroom management, inclusive practices, and co-curricular activities.
4. Conduct practical activities such as case study analysis and weekly behaviour tracking, and reflect on their implications for future teaching practice.

Part I: Orientation to PBS in Education

1. Understanding PBS in Education

- Concept, meaning, and philosophy of Positive Behavior Support (PBS)
- Importance of PBS for promoting school discipline and holistic student development
- Theoretical foundations: Behaviorism, Humanism, and Positive Psychology
- Three-Tier System of PBS: Tier 1 – Universal Support: School-wide and classroom-wide strategies for all students. Tier 2 – Targeted Support: Group-level interventions for students at risk. Tier 3 – Individualized Intensive Support: Personalized support for students with chronic or severe behavioral challenges

2. Application of PBS in Schools

- Classroom management using PBS strategies
- Creating inclusive classrooms
- Integrating PBS with social-emotional learning (SEL)
- Using PBS in co-curricular and extracurricular activities
- Case studies and examples of best practices in schools

Part II: Activities for PBS in Education (Any one)

Activity 1: Report writing - Case Study Analysis Report.

Develop short case studies to demonstrate how Behaviorism, Humanism, and Positive Psychology are applied in classroom settings, and write a report summarizing your observations, analysis, and reflections.

Guidelines for Activity 1: Report writing - Case Study Analysis Report

The report should include:

1. **Title of the Activity** – e.g., “Case Study Analysis of PBS in Classroom”
2. **Introduction** – Briefly explain the purpose of the activity and the selected theories.
3. **Case Studies** – Present short case studies demonstrating how Behaviorism, Humanism, and Positive Psychology are applied in classroom teaching.
4. **Observations** – Describe key behaviours, teaching strategies, and student responses observed in the case studies.

5. **Analysis** – Explain how each theory influenced student behaviour and learning outcomes.
6. **Reflection** – Share your personal learning, insights, and how these applications can help in your future teaching practice.

Activity 2: Report writing - Weekly Behaviour Tracking Report.

Prepare a weekly behaviour tracking chart for students, observe and record the behaviour of five students (with prior permission from the school), and write a report including your observations, outcomes, and personal reflections.

Guidelines for Activity 2: Report writing - Weekly Behaviour Tracking Report

The report should include:

1. **Title of the Activity** – e.g., “Weekly Behaviour Tracking of Students”
2. **School Name and Class Details** – Mention the school, grade, and number of students observed.
3. **Objectives** – State the purpose of tracking student behaviour.
4. **Behaviour Tracking Chart** – Include a weekly chart showing observed behaviours of the five selected students.
5. **Observations** – Summarize patterns, positive behaviours, and challenges noted during the week.
6. **Analysis** – Comment on trends, triggers of behaviours, and teacher interventions observed.
7. **Reflection** – Describe your personal learning and how you will use these insights to support positive behaviour in your future classroom.

Assessment:

- Activity 1: 50 marks
- Activity 2: 50 marks

Total marks will be consolidated in to 25

MED108 B) Portfolio Development

(Credit 1; 15 hours; 25 Marks)

Course Summary

The Portfolio Development course introduces M.Ed. students to the concept, process, and significance of both physical and digital portfolios (e-Portfolios) in teacher education. Students learn to systematically collect, organize, and present evidence of their academic, professional, and practical experiences. The course emphasizes reflective practice, professional growth, and ethical considerations in portfolio creation. Through hands-on activities, students prepare a comprehensive Semester I portfolio, integrating theory courses, practical experiences, and professional achievements, demonstrating their competencies and readiness as reflective teacher-educators.

Course Objectives

To enable the student:

1. To understand the concept, types, and importance of physical and digital portfolios in teacher education.
2. To develop skills in planning, collecting, selecting, and organizing artefacts for portfolio creation.
3. To demonstrate reflective practice by analyzing personal growth, strengths, challenges, and professional learning.
4. To apply ethical standards in compiling, presenting, and sharing portfolio evidence in physical and digital formats.

Course Learning Outcomes (CLOs)

After completing the course, students will be able to:

1. Prepare a structured physical portfolio including personal profile, academic/professional records, reflective notes, theory and practical course documents, and appendices.
2. Design and present an organized e-Portfolio using digital tools, integrating multimedia resources and professional artefacts.
3. Write reflective notes connecting evidence with learning outcomes, professional competencies, and practical experiences.
4. Showcase and present their portfolio to peers and mentors, demonstrating growth, professional achievements, and reflective competencies.

Course Content

Conduct orientation and activity of Portfolio development

Part I: Orientation to Portfolio Development

1. Introduction to Portfolio

- a. Concept, meaning, and definitions of Portfolio and e-Portfolio,
- b. Types of Portfolios: Physical and Electronic (differences),
- c. Student's Portfolio: Concept and components, Importance of Portfolio in teacher education

2. e -Portfolio Development Process

- a. **Platforms / Tools** for creation of e- Portfolio: Google Sites, WordPress, Mahara, OneNote, Canva, and LMS templates.
- b. **Steps of Portfolio Development:**
 - Planning: Setting professional goals and identifying standards.
 - Collection: Gathering artefacts (lesson plans, student work samples, digital lessons, reflections).
 - Selection and Organization: Choosing relevant evidence that demonstrates growth.
 - Reflection: Connecting evidence to learning outcomes and competencies.
 - Presentation, Revision and Sharing: Designing digital portfolio pages and demonstrating professional capabilities.
- c. **Ethical considerations:** consent, confidentiality of student data, copyright of digital artefacts.

3. Components of Physical and e-Portfolio

1. **Personal Profile:** Biographical data, teaching philosophy, vision, and goals.
2. **Academic and Professional Records:** Qualifications, workshops, seminars, internships, certificates.
3. **Reflective Notes:** Self-analysis of strengths, challenges, and improvements.
4. **Professional Growth Evidence:** Research participation, innovation, outreach, and achievements.
5. **Records of Theory Courses:** Theory Courses, Continuous Comprehensive Evaluation (CCE), and Internal Assessments.
6. **Records of Practicals:** Research Proposal, 21st Century Skills Education, Yoga Education, AI in Education and Research and PBS in Education
7. **Appendices:** Scanned documents, photos, videos, certificates, evidence of participation in practical activities.

8. **Documents for physical portfolio:** All Physical Documents related to Semester – I
(From MED 101 to MED 108)

Part II: Activity – Portfolio Development

1. Portfolio Creation

- Prepare a Physical Portfolio File (cover page, index, labeled sections).
- Create a Digital Portfolio (e-Portfolio) using selected tools/platforms.

2. Organizing Evidence

- Insert Theory and Practical related documents- Assignments, reflections, activity reports etc.
- Upload scanned certificates, photos, and digital artefacts.

3. Reflection Writing

- Write short reflective notes for each section explaining learning experiences, challenges, and improvements.

4. Submission, Presentation and Showcasing

- Submit Physical Portfolio File and e-Portfolio Link/PDF
- Present the portfolio (physical + digital) before peers/mentors
- Highlight reflective growth, professional competencies and achievements.

Structure of Physical and e - Portfolio

I. Physical Portfolio- Structure

1. Cover Page and Index: Include your name, roll number, course, college, and academic year, Table of contents with page numbers for easy navigation.
2. Personal Profile: Biographical information, Teaching philosophy, vision, and professional goals
3. Academic and Professional Records: Certificates, mark sheets, workshops, seminars, and internship documents
4. Reflective Notes: Reflections on learning experiences, strengths, challenges, and improvements
5. Professional Growth Evidence: Research work, innovations, community outreach, achievements
6. Records of Theory Courses: Theory Courses, Continuous Comprehensive Evaluation (CCE), and Internal Assessments.
7. Records of Practicals: Research Proposal, 21st Century Skills Education, Yoga Education, AI in Education and Research and PBS in Education

8. Appendices: Photos, certificates, event participation documents, evidence of institutional and outreach activities
9. Physical Documents: Any other supporting documents related to Semester I coursework

Physical portfolio should be handwritten except for digital activities like digital lesson plans etc.

II. e-Portfolio (Digital Portfolio) - Structure

1. Home Page / Introduction: Profile photo, brief bio-data, teaching philosophy, and welcome note
2. About Me Section: Vision statement, professional goals, resume, and contact information
3. Academic and Professional Records: Scanned copies of qualifications, certificates, workshops, and seminars
4. EPC and Course Work: Digital artefacts and reflections from EPC courses and core coursework
5. Digital Teaching Skills: Uploaded videos, multimedia lessons, and online teaching samples
6. Professional Growth and Achievements: Evidence of research, innovation, outreach programs, and awards
7. Reflection Section: Reflective notes analyzing learning experiences, challenges, and improvements
8. Gallery / Media Section: Photos, videos, and participation in institutional and outreach activities
9. Appendices and Downloads: Links to digital resources, certificates, and downloadable PDFs

Assessment:

- Physical Portfolio: 50 marks
- e-Portfolio: 50 marks

The marks will be consolidated to 25.

SEMESTER II

MED201 Philosophy of Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To enable the students to understand the nature and scope of philosophy and its relationship with education.
2. To help students analyze the major Indian schools of philosophy and contributions of Indian thinkers to educational thought and practice.
3. To enable students to understand the core ideas of Western philosophical schools and their educational implications.
4. To develop among students a philosophical understanding of human values, culture, and national ideals.

Course Learning Outcomes (CLOs)

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

1. Define and explain the meaning, nature, and scope of philosophy and education.
2. Analyze the interrelationship between philosophy and education and the teacher's role in developing philosophical understanding.
3. Describe the main features and educational implications of Vedic, Buddhist, Jain, and Islamic philosophies.
4. Evaluate the contributions of Indian thinkers like Vivekananda, Tagore, Gandhi, Ambedkar, and Aurobindo to educational thought.
5. Explain the fundamental principles and educational relevance of Idealism, Naturalism, Pragmatism, and Realism.
6. Analyze the educational philosophies of Western thinkers such as Plato, Aristotle, Rousseau, and John Dewey.
7. Students will be able to identify and differentiate types of values and explain their significance in education and human life.
8. Students will be able to reflect on the role of culture, national values, and teachers in the inculcation of human values and identity formation.

UNIT- 1 Philosophy and Education

Credit 1

- 1.1 Meaning and nature of Education and Philosophy

- 1.2 Definitions and scope of philosophy in education
- 1.3 Interrelationship between philosophy and education
- 1.4 Need of philosophy in life and teacher's role in philosophical understanding
- 1.5 Modern philosophical trends: Logical empiricism and positivism
- 1.6 Emerging philosophical perspectives: Relativism and constructivism

UNIT- 2 Indian Schools of Philosophy

Credit 1

- 2.1 Vedic Philosophy – concepts, values, and educational vision
- 2.2 Buddhist Philosophy – Four Noble Truths, education as liberation
- 2.3 Jain Philosophy – Syadvada and educational implications
- 2.4 Islamic Educational Thought – unity of knowledge and faith
- 2.5 Educational implications: Concept of knowledge, reality, values, curriculum, teacher-student relation, discipline
- 2.6 Contributions to Indian education by: Swami Vivekananda, Tagore, Gandhi, Ambedkar, Phule, J.P. Naik, Aurobindo

UNIT- 3 Western Schools of Philosophy

Credit 1

- 3.1 Idealism – metaphysics, epistemology, axiological aspects and education
- 3.2 Naturalism – emphasis on nature, freedom and child-centred learning
- 3.3 Pragmatism – learning by doing, experience and change
- 3.4 Realism – scientific temper and material world in education
- 3.5 Existentialism and Marxism – freedom, choice, and social change
- 3.6 Contributions of Plato, Aristotle, Rousseau, John Dewey to educational thought

UNIT- 4 Philosophy of Human Values, Culture and Education

Credit 1

- 4.1 Meaning and significance of values in life and education
- 4.2 Types of values – spiritual, moral, social, aesthetic, national, democratic
- 4.3 Philosophy of human values – Eastern and Western views
- 4.4 Culture and education – mutual influence, role in identity formation
- 4.5 National values enshrined in Indian Constitution and educational implications
- 4.6 Role of education and teacher in inculcation of values

Practical: (Any one from the given list)

- 1. A study of the philosophy of an Indian or Western thinker and presentation.
- 2. Group discussion and report on comparison between Indian and Western philosophies.
- 3. Designing a value education module for school education.
- 4. Reflective journal writing: “My Educational Philosophy – evolving views.”

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MED202 Sociology of Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To enable students to understand the relationship between education and society by exploring the influence of social institutions, culture, and constitutional values on education.
2. To help students comprehend the process of socialization and how education facilitates social mobility, integration, and equality within diverse societies.
3. To develop an understanding of how education responds to global and local social forces, promoting peace, secularism, and global citizenship.
4. To encourage critical reflection on the relationship between educational change and social change, emphasizing equity, democratization, and institutional autonomy.

Course Learning Outcomes (CLOs)

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

1. Explain the interrelationship between education and key social institutions such as family, religion, caste, class, and gender.
2. Analyze how education promotes cultural transmission, transformation, and constitutional values like equality and secularism.
3. Evaluate how education fosters national integration, inclusion, and equality of educational opportunity in the Indian context.
4. Explain the role of education in upholding the Constitution of India, particularly in relation to the Right to Education (Article 21A) and promotion of constitutional values like equality, liberty, and secularism.
5. Assess the role of education in addressing social challenges such as terrorism, discrimination, and social exclusion.
6. Discuss the relevance of secularism, peace education, and global citizenship education in contemporary educational practice.
7. Analyze the reciprocal relationship between education and social change, and evaluate issues like politicization and autonomy in education.
8. Interpret the role of education as an equalizing social force in promoting access, quality, and empowerment among disadvantaged groups.

UNIT- 1 Social Perspective of Education

Credit 1

1.1 Meaning and Nature of Educational Sociology, Sociology of Education

1.2 Education and Social Institutions

- Role of family in education and socialization
- Influence of school and peer group on learning and development
- Interaction between education and religion, caste, gender, and class

1.3 Education and Cultural Context

- Role of education in cultural transmission and transformation
- Education and its relationship with traditions and modernity
- Cultural barriers and inclusive education

1.4 Education and Constitution of India

- Education as a fundamental right (RTE Act, Article 21A)
- Role of education in promoting constitutional values

1.5 Sex and Education

1.6 Social Stratification and Education

UNIT- 2 Education and Socialization

Credit 1

2.1 Process and Social Variables (family, school, media, peers) of socialization in education

2.2 Social Structure and Social Stratification its impact on the educational process.

2.3 Role of education in promoting social mobility, Barriers to mobility (economic, cultural, institutional),

2.4 Education for emotional and social integration in society; Curriculum and activities fostering national unity, Addressing diversity and inclusion

2.5 Nationalism and international understanding through education

2.6 Equality of educational opportunity and social justice- Meaning and need with special reference with Indian Society

UNIT- 3 Social Forces and Education

Credit 1

3.1 Education for maintaining peace in diverse religious beliefs.

3.2 Global citizenship education and influence of social forces

3.3 Education's role in addressing world problems and Terrorism – its causes, its impact on Society and remedies through Education.

3.4 Concept of Secularism in India and World prospect and building of Secularism through Education

3.5 Role of Education in Addressing Social Challenges; Tackling discrimination, stereotypes, and social exclusion, Promoting democratic participation and rights awareness

3.6 Ivan Illich's views on de-schooling and alternative education models

UNIT- 4 Sociology of Education and Educational Change

Credit 1

4.1 Relationship between educational change and social change

4.2 Politicization of education and the need for institutional autonomy, Issues of institutional autonomy and academic freedom, Balancing governance with decentralization

4.3 Education as a means to promote secular and democratic values

4.4 Education as a potential equalizing social force: quality of educational opportunities.

4.5 Educating the masses: the needy and the disadvantaged section; women's education.

4.6 Nature of education and the impact of social reality on its content methodology and organization: accountability and feasibility.

Practical: (Any one from the given list)

1. A Study of a student from a marginalized background.
2. Conduct an interview with a teacher about social equity in school.
3. Prepare a Report on educational access in your locality.
4. Role Play – On gender equality.

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MED203 Curriculum Studies

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To enable students to understand the meaning, concept, and components of curriculum along with its philosophical, psychological, and sociological foundations.
2. To help students comprehend various stages, theories, and patterns of curriculum development and organization.
3. To develop understanding and skills related to effective curriculum transaction, use of instructional media, and evaluation of curriculum effectiveness.
4. To enable students to understand the process of curriculum change and the role of research in innovation and curriculum improvement.

Course Learning Outcomes (CLOs)

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

1. Understand the process of curriculum change and the role of research in innovation and curriculum improvement.
2. Analyze different models of curriculum development—Tyler, Taba, Saylor and Alexander, and Hunkins and their philosophical bases.
3. Describe the stages and theories involved in curriculum development and explain their implications for curriculum design.
4. Evaluate and compare curriculum development models such as Glathorn's Naturalistic, Weinstein and Fantini, and post-positivistic models in relation to content selection and organization.
5. Identify and apply appropriate instructional systems, techniques, and media for effective curriculum implementation.
6. Critically analyze various models and strategies of curriculum evaluation and assess their effectiveness in improving teaching–learning outcomes.
7. Explain the meaning, types, and approaches of curriculum change and discuss factors influencing curriculum reform.
8. Evaluate the scope, modes, and significance of curriculum research in curriculum revision, innovation, and educational improvement.

UNIT- 1 Introduction to Curriculum**Credit 1**

- 1.1 Meaning and concept of curriculum
- 1.2 Elements of curriculum
- 1.3 Distinction among curriculum, syllabus, and units
- 1.4 Philosophical, psychological, and sociological bases of curriculum
- 1.5 Models of curriculum development – Scientific/Technical, Non-Scientific/Humanistic, Tyler, Saylor and Alexander, Taba, Hunkins
- 1.6 Emerging trends and challenges in curriculum development

UNIT- 2 Curriculum Development**Credit 1**

- 2.1 Stages of curriculum development
- 2.2 Types of curriculum theories
- 2.3 Patterns of curriculum organization
- 2.4 Glathorn Naturalistic model, Weinstein and Fantini model, post-positivistic model
- 2.5 Selection of curriculum and learning experiences
- 2.6 Organization of curriculum content and learning experiences

UNIT- 3 Curriculum Transaction and Curriculum Evaluation**Credit 1**

- 3.1 Instructional systems and instructional media
- 3.2 Instructional techniques and materials for effective curriculum transaction
- 3.3 Approaches to curriculum evaluation
- 3.4 Models of curriculum evaluation
- 3.5 Strategies for evaluating curriculum effectiveness
- 3.6 Role of teachers and institutions in curriculum evaluation

UNIT- 4 Curriculum Change and Research in Curriculum**Credit 1**

- 4.1 Meaning and types of curriculum change
- 4.2 Approaches to curriculum change
- 4.3 Scope of curriculum research
- 4.4 Modes of curriculum research
- 4.5 Types of research in curriculum
- 4.6 Role of research in curriculum revision and innovation

Practical: (Any one from the given list)

1. Analysis and Comparison of Two Curriculum Models Based on Philosophical and Psychological Foundations.
2. Stage-wise Curriculum Planning for School Subject.
3. Small-scale Evaluation of an Existing School Curriculum using an Evaluation Model.

4. Review of Two Research Articles / Studies on Curriculum Development and Curriculum Change

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MED204 Teacher Education

Credits:04

Hours: 60

Marks (Int.30+Ext.70): 100

Course Objectives

To enable the student:

1. To understand the concept, scope, models, and global context of teacher education.
2. To understand the structure, curriculum, and significance of pre-service and in-service teacher education for ensuring professional competence and quality assurance.
3. To develop an understanding of historical developments, policy reforms, and innovative practices in teacher education with reference to NEP 2020.
4. To develop awareness of professional ethics, leadership, and research in teacher education for fostering mental health, effectiveness, and lifelong learning.

Course Learning Outcomes (CLOs)

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

1. Explain the concept, scope, and objectives of teacher education and its relevance in the modern educational system.
2. Compare various models of teacher education and evaluate the role of agencies such as NCTE, NCERT, SCERT, and UNESCO.
3. Differentiate between pre-service and in-service teacher education and assess their role in teacher professionalization.
4. Design and evaluate orientation, refresher, and faculty improvement programs aimed at enhancing teacher effectiveness and inclusivity.
5. Analyze the historical progression of teacher education in India and interpret NEP 2020 reforms and their implications for teacher preparation.
6. Apply innovative, reflective, and technology-integrated approaches to enhance the effectiveness of teacher education programs.
7. Explain the importance of professional development, ethics, and leadership qualities in effective teaching and teacher education.
8. Identify emerging areas of research in teacher education and apply strategies to promote teacher effectiveness, counselling, and mental well-being.

Unit 1 Foundations of Teacher Education

Credit 1

- 1.1 Concept of Teacher Education.
- 1.2 Need, Scope, and Objectives of Teacher Education.

- 1.3 Models of Teacher Education: Behavioristic, Competency-Based, and Inquiry-Oriented.
- 1.4 Agencies of Teacher Education: SCERT, NCERT, NCTE, NUPEA, UGC, UNESCO, RIE.
- 1.5 Issues and Problems in Teacher Education.
- 1.6 Teacher Education in Indian and Global Contexts.

UNIT- 2 Pre-Service and In-Service Teacher Education

Credit 1

- 2.1 Concept, Nature, and Need of Pre-service and In-service Teacher Education.
- 2.2 Orientation and Refresher Courses, Faculty Improvement Programme (FIP).
- 2.3 Curriculum and Modes of Transaction in Teacher Education.
- 2.4 Internship, Practicum and Attachment Programs in Teacher Education.
- 2.5 Teacher Preparation for Inclusive and Special Education.
- 2.6 Quality Assurance and Performance Appraisal of Teachers.

UNIT- 3 Reforms and Innovations in Teacher Education

Credit 1

- 3.1 Teacher Education in Pre- and Post-Independence India.
- 3.2 NEP 2020: Vision, Goals, and Implications for Teacher Education.
- 3.3 Integrated Teacher Education Program (ITEP) and Professional Standards.
- 3.4 Innovative Practices in Teacher Education: Constructivist, Reflective, and Collaborative Approaches.
- 3.5 Use of Digital Platforms, e-Learning Tools and Educational Technology.
- 3.6 Gender Equality, Social Justice, and Value-Based Teacher Education.

UNIT- 4 Professional Growth and Research in Teacher Education

Credit 1

- 4.1 Concept and Importance of Professional Development.
- 4.2 Professional Ethics and Code of Conduct for Teacher Educators.
- 4.3 Teacher Effectiveness and Leadership in 21st Century Classrooms.
- 4.4 Research in Teacher Education: Nature, Scope, and Trends.
- 4.5 Areas and Issues for Research in Teacher Education.
- 4.6 Role of Teacher in Promoting Mental Health and Counseling.

Practical: (Any one from the given list)

- 1. Prepare a Training Module – For in-service teacher professional development.
- 2. Interview a Teacher Educator – On challenges in teacher training institutions.
- 3. Visit Report – From a teacher training institute.
- 4. Design a Pre-Service Workshop Plan.

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NEP2020 Document:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

MED205 Dissertation Part II

A) Research Review B) Data Collection Tool

Credits: 02

Hours: 30

Marks (Int.50+Ext.0): 50

MED205 Dissertation Part II A) Research Review

(Credit 1; 15 hours; 25 Marks)

Course Summary:

This unit trains Students to critically analyze and synthesize educational research literature. It emphasizes identifying research gaps, trends, and methodologies to frame research objectives or questions. Students learn systematic search strategies using digital databases and proper APA (7th edition) referencing. The assessment includes an orientation workshop and report writing based on a review of 10–15 related studies. By the end, students can prepare a structured review chapter that justifies their dissertation topic with strong academic support.

Course Objectives

To enable the student to:

1. To understand the purpose, process, and significance of reviewing related literature in educational research.
2. To develop skills for searching, selecting, and organizing research studies using digital and print sources.
3. To analyze and synthesize previous research to identify patterns, themes, and gaps in existing knowledge.
4. Apply APA citation style to prepare a well-structured review chapter leading to the formulation of research objectives or questions.

Course Learning Outcomes (CLOs)

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

1. Critically review and synthesize at least 10–15 relevant studies using thematic or chronological approaches.
2. Identify research gaps and justify the need and relevance of their dissertation topic.
3. Formulate clear and focused research objectives or questions derived from the reviewed literature.
4. Prepare a systematic, well-documented research review report following proper academic and ethical referencing standards.

Guidelines for Implementation

- Orientation Session: Conduct an initial workshop to explain the importance of literature review, how to search academic sources, and how to organize them systematically.
- Use of Digital Resources: Train students to use online databases (e.g., ERIC, JSTOR, Shodhganga, Google Scholar) along with traditional libraries.
- Faculty Mentorship: Assign each student a faculty guide for continuous monitoring. Provide regular one-to-one or small group consultations.

Guidelines for Report Writing

1. Title of the Research Topic/Area
 - Choose a clear, concise, and specific title that reflects the central theme of your study.
 - Avoid vague or overly broad titles.
 - Ensure alignment between the title and the research problem.
2. Statement of the Problem and Rationale
 - Statement of the Problem: Describe the issue or phenomenon you intend to study.
 - ❖ What is the problem?
 - ❖ Why is it significant in the field of education?
 - Rationale: Justify why this problem needs research.
 - ❖ Explain relevance to educational practice, theory, or policy.
 - ❖ Importance of the study.
 - End with a short paragraph that logically leads into the need for a review of related studies.
3. Review of 10–15 Related Studies (Thematic or Chronological)
 - Collect studies from books, journals, theses, dissertations, digital libraries (ERIC, JSTOR, Shodhganga).
 - Thematic Review: Group studies by themes (e.g., teaching methods, learner outcomes, technology use).
 - Chronological Review: Present studies in order of publication to show how knowledge has developed over time.
 - For each study, include:
 - ❖ Author(s), year, and location of study.
 - ❖ Purpose of the study.
 - ❖ Research design/methodology used.
 - ❖ Key findings.

- ❖ Relevance to your topic.

4. Identified Research Gap

- After reviewing literature, clearly highlight what is missing, underexplored, or inconsistent.
- Possible gaps may include:
 - ❖ Lack of studies in a specific geographical context.
 - ❖ Limited focus on certain variables or populations.

5. Research Questions/Objectives Framed

- Based on the identified gap, write clear, specific, and measurable research questions/objectives.
- Objectives should be action-oriented

6. Research Questions may be descriptive or exploratory

7. References in APA (7th Edition) Style

- All cited works must be listed in the References section at the end.
- Follow APA 7th Edition rules:
 - ❖ Book: Author, A. A. (Year). *Title of the book*. Publisher.
 - ❖ Journal article: Author, A. A. (Year). Title of article. *Journal Name*, Volume (Issue), page range. <https://doi.org/xxxxx>
 - ❖ Website: Author, A. A. (Year, Month Day). Title of webpage. *Website Name*. URL

Assessment:

Report of research review – 50 marks

Total marks consolidated in to 25

MED205 Dissertation Part II B) Data Collection Tool

(Credit 1; 15 hours; 25 Marks)

Course Summary:

This unit focuses on the development, selection, and administration of research tools such as questionnaires, interviews, rating scales, and checklists. Students are guided to align tools with research objectives while ensuring validity, reliability, and ethical considerations. Practical workshops, expert consultations, and ICT-based training (e.g., Google Forms, SPSS) help them refine their tools. Assessment is based on workshops and a detailed report including justification, construction process, administration, and appendices with the tool. By completion, students can independently design and apply valid instruments for data collection in field research.

Course Objectives

To enable the student to:

1. To understand the characteristics, types, and purposes of various research data collection tools.
2. To develop and select appropriate tools aligned with research objectives and questions.
3. To apply methods to ensure validity, reliability, and ethical integrity in research instruments.
4. To acquire practical skills to administer and document data collection tools effectively in educational settings.

Course Learning Outcomes (CLOs)

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

1. Construct or adapt research instruments (questionnaires, interviews, rating scales, checklists) suitable for their study.
2. Justify the choice and design of tools with respect to research objectives and type of data.
3. Administer data collection tools in field or digital settings following ethical principles.
4. Prepare a comprehensive report including the tool, validation details, and appendices using proper documentation standards.

Guidelines for Implementation

1. Orientation on Tools
 - Conduct an introductory session on different types of tools (questionnaires, interview schedules, rating scales, observation checklists) with examples.

2. Hands-on Workshops

- Organize practice sessions where students draft sample questions/items and receive feedback.
- Demonstrate scaling techniques like Likert scales or semantic differentials.

3. Expert Consultation

- Encourage students to get their draft tools reviewed by faculty or subject experts for content validity.

4. Use of ICT and Software

- Train students to design digital questionnaires using Google Forms, Microsoft Forms, or survey software.
- Introduce basic statistical software (SPSS, JASP, Excel) for checking reliability if feasible.

Guidelines for Report Writing

1. Justification for Tool Selection

- Explain why this particular tool (questionnaire, interview schedule, rating scale, observation checklist, etc.) was chosen.
- Relate the tool directly to your research problem, objectives, and type of data needed (qualitative/quantitative/mixed).
- Mention if you are adapting an existing tool or constructing a new one.

2. Description of the Tool

- Provide a clear overview of the tool:
 - ❖ Type (structured/unstructured, open-ended/closed-ended).
 - ❖ Number of items and sections.
 - ❖ Scaling technique (e.g., Likert scale, semantic differential, checklist).
- Explain how the tool covers all key variables of the study.
- Attach a sample format

3. Procedure of Tool Construction

- Step-by-step description of how the tool is developed:
 - ❖ Review of literature and existing tools.
 - ❖ Drafting items/questions.
 - ❖ Seeking expert opinions (faculty, subject experts).
 - ❖ Refinement based on suggestions.
- Ensure clarity, simplicity, and relevance of items.

4. Administration of the Tool

- Provide details on where, when, and how the tool will be administered (school, college, online, field setting).
- Explain instructions given to participants.
- Mention ethical considerations (informed consent, confidentiality, voluntary participation).

7. Appendices

- Copy of the finalized tool.
- Expert validation sheet or rating form. (if used)
- Any supporting materials.

8. References (APA 7th Edition)

- Cite all sources that informed tool construction (books, standardized tools, scales, or previous dissertations).

Assessment:

Data collection tool presentation report: 50 marks

Data collection tool presentation: 25 marks

Total marks consolidated in to 25

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MED 206 Internship in Teacher Education Institute (4 Weeks)

Credits: 04

Hours: 60

Marks (Int.100+Ext.0):100

Course Summary:

This course is designed to provide M.Ed. students with practical experience in B.Ed. colleges through a 4-week internship. Students will participate in curricular and co-curricular activities, assist in administrative tasks, and develop reflective practices through guided observation and feedback. The internship aims to integrate theoretical knowledge with practical experiences, helping students develop professional competencies and interests. Students will be assessed based on their attendance, teaching skills, participation in co-curricular activities, reflective diary, and seminar presentation. The course will culminate in a seminar session where students will present their internship experiences through written reports and reflective presentations. Students will also maintain a detailed diary and submit a report verified by their mentor.

Course Objectives

To enable the student:

1. To understand the structure, functioning, and daily routines of B.Ed. colleges.
2. To engage in planning, conducting, and assisting in curricular and co-curricular activities for pre-service teacher trainees.
3. To participate in administrative tasks and gain insights into institutional management.
4. To develop reflective practices by observing, documenting, and evaluating their professional experiences.

Course Learning Outcomes (CLOs)

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

1. Demonstrate knowledge of academic structures, routines, and organizational culture of teacher education institutes.
2. Plan, deliver, and evaluate lessons effectively for pre-service teacher trainees.
3. Organize, participate in, and reflect upon co-curricular and administrative activities within the host institution.
4. Compile a comprehensive reflective report and seminar presentation documenting professional growth, learning experiences, and challenges faced during the internship.

Guidelines for Implementation

- The Department/College will coordinate with B.Ed. colleges to place M.Ed. students in groups of 8-10.
- Duration of internship is 4 weeks during the second semester.
- Interns must participate full-time for 4 weeks and adhere to the host institution's norms.
- Each student will be assigned a mentor in the host institute for supervision and feedback.
- Orientation and weekly review meetings will be organized by the host institution.
- Weekly review meetings will be held at the host college.
- Internship activities include:

Component	Description	Marks
A. Attendance	Regularity, punctuality, full-day participation	10
B. Teaching Skill	4 lessons: planning, delivery, use of aids, mastery	20
C. Co-curricular Participation	Yoga, cultural activities, educational trips, etc.	10
D. Lesson Guidance	Assisting B.Ed./D.Ed. students with lesson preparation	10
E. Reflective Diary	Daily entries, observations, college profile	10
F. Overall Conduct	Engagement, Initiative, Workplace etiquette	15
G. Seminar Presentation	Reflective presentation after internship	25
Total		100

- After the completion of 4 weeks internship programme, seminar session will be conducted at the Department/ College.

Guidelines for Report Writing

- Students must maintain a detailed diary of daily activities and reflections.
- The report should include lesson plans, observation notes, photographs (if allowed), and feedback received.
- Students must document their participation in co-curricular and administrative activities.
- The report should reflect understanding of institutional functioning, culture, and special initiatives.
- A reflective section summarizing learning experiences, challenges faced, and professional growth is mandatory.
- The report must be signed and verified by the mentor/supervisor at the host institute.

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MED 207 Portfolio and Viva

Credits: 02

Hours: 30

Marks (Int.00+Ext.50):50

Course Summary

This course provides orientation, consolidation, and systematic development of the Semester II Physical Portfolio and Digital Portfolio (e-Portfolio). It enables students to integrate Semester I and Semester II academic, research, and practicum experiences into a comprehensive professional portfolio. The course focuses on organizing evidence, documenting reflective practices, presenting academic and professional growth, and adhering to ethical and professional guidelines for portfolio development. Additionally, the course includes a Viva Voce based on the portfolio, which assesses the student's ability to connect theory, practicum, and research; demonstrate reflective competencies; present achievements; and exhibit professional readiness.

Course Objectives

To enable the student:

1. To develop understanding of portfolio concepts, components, and the process of consolidating Physical and Digital Portfolios.
2. To enable students to organize, update, and present academic, practicum, internship, and research evidence systematically.
3. To promote reflective practice through structured reflection writing and self-evaluation across coursework and field experiences.
4. To build oral communication, confidence, and professional competence through Viva Voce based on portfolio evidence.

Course Learning Outcomes (CLOs)

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

1. Prepare, update, and consolidate a comprehensive Physical and Digital Portfolio reflecting learning, competencies, and professional growth.
2. Organize theory, research, and practicum records effectively using portfolio tools and digital platforms.
3. Write meaningful reflective notes demonstrating critical thinking, self-analysis, and connection between theory, practice, and research.
4. Present portfolio evidence confidently during Viva Voce, demonstrating professional readiness, conceptual clarity, and effective communication skills.

Course Content

Part A: Orientation and Activity – Credit 1

I. Orientation: Consolidation of the Portfolio

1. Portfolio Understanding and Consolidation

- Understand the concept, purpose, and role of the portfolio in Semester II.
- Integrate Semester I portfolio with Semester II academic, research, and practicum experiences. More focus should be given on the activities of Semester II.
- Follow guidelines for including Semester II coursework, research assignments, and practical activities.
- Modify the Physical and e-Portfolio to reflect Semester II learning outcomes and competencies.

2. Components of Physical and e-Portfolio

- Personal Information and Teaching/Research Philosophy
- Academic and Professional Information (qualifications, certificates, workshops, FDPs)
- Reflective Notes (experiences, strengths, challenges, improvements)
- Professional Growth Evidence (research progress, publications, workshops, achievements)
- Records related to theory courses, research activities and internship
- Appendices – scanned documents, certificates, photos, videos, and digital evidence
- Hard copy of Semester I portfolio with signature Teacher Educators
- All physical documents related to Semester II -(MED 201 to 206)
- E- portfolio will contain special evidences like short video clips, screenshots, sample pdf /s, audio clips, photographs etc.

II. Activity – Portfolio Consolidation

1. Portfolio Updating

- Update physical portfolio with cover page, index, and section-wise arrangement.
- Update e-Portfolio (Google Sites, WordPress, or PPT-to-PDF).

2. Organize Evidence as per Semester II: Insert Theory and practical related activities, and reports; Upload scanned certificates, photos, and other digital content.

3. Reflection Writing: Write reflective notes for each portfolio section, documenting learning experiences, challenges, and improvements.

4. Submission of Portfolio

- Physical Portfolio (file format)
- e-Portfolio link or PDF (digital format)

5. Showcasing

- Present both physical and digital portfolios to external examiners.
- Highlight reflective growth, professional competencies, research skills, and achievements.

Evaluation:

Portfolio will be evaluated by internal and external examiners for 25 marks.

Part B: Viva – Credit 1

Objectives of Viva

1. Evaluate ability to organize and present portfolio evidence.
2. Test understanding of core, research, and practicum experiences from Semesters II.
3. Assess quality of reflections, self-evaluation, and goal setting.
4. Enhance oral communication, confidence, and critical thinking.
5. Strengthen professional preparedness for teacher education and research practice.

Nature of Viva

1. The Viva of student-teachers will be based on work done during the semester and records submitted in physical Portfolio as well as e-Portfolio.
2. Assesses integration of theory, research, and practice, reflective ability, and professional readiness.
3. Provides an opportunity to present achievements, practicum evidence, research outcomes, reflections, and professional growth to external examiners.

Guidelines for Students

- Be familiar with portfolio contents; focus on reflection rather than memorization.
- Prepare for an oral presentation regarding portfolio and research evidence.
- Provide clear, concise, and reflective responses.
- Relate practicum and research experiences with theoretical concepts.
- Be honest about challenges and explain strategies used to overcome them.

Viva will be conducted by internal and external examiners for 25 marks.

Total Marks for MED207: Portfolio (25) + Viva (25) = 50 marks