

**Curriculum Book  
and  
Assessment and Evaluation Scheme**

**based on  
Outcome Based Education (OBE)  
And  
Choice Based Credit System (CBCS)**

**In  
M.A. 2 YEAR DEGREE PROGRAM  
(Semester Pattern)**

Revised as on 01 August 2023  
Applicable w.e.f. Academic Session 2023-24



**AKS University  
Satna 485001, Madhya Pradesh, India  
Faculty of Social Science and Humanities  
Department of Education**

# AKS University Satna

## Curriculum of M.A. Education program


(Revised as on 01 August 2023)

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HOD  
Department of Education  
AKS University, SATNA (M.P.)

  
DEAN  
Faculty of Social Science  
And Humanities  
AKS University, Satna (M.P.)

  
Vice-Chancellor  
Professor B.A. Chopade  
Vice - Chancellor  
AKS University  
Satna, 485001 (M.P.)

## **Forwarding**

*I am thrilled to observe the updated curriculum of the M.A.Education.Department of educationProgram, which seamlessly integrates the most recent technological advancements and adheres to the guidelines set forth by NCTE. The revised curriculum also thoughtfully incorporates the directives of NEP-2020 and the Sustainable Development Goals.*

*The alignment of course outcomes(COs), Programme Outcome (POs) and Programme specific outcomes(PSOs) has been intricately executed, aligning perfectlywiththerequisitesofNEP-2020andNAACstandards.Iholdthebeliefthat this revised syllabus will significantly enhance the skills and employability of our students. With immense satisfaction, I hereby present the revised curriculum for the M.A.Education program for implementation in the upcoming session.*

ER.AnantSoni  
ProChancellor&Chairman

01August2023

AKSUniversity,Satna

## **From the Desk of the Vice-Chancellor**



*AKS University is currently undergoing a process to revamp its curriculum into an outcome-based approach, with the aim of enhancing the teaching and learning process. The foundation of quality of quality education lies in the implementation of a curriculum that aligns with both societal and industrial needs, focusing on relevant outcomes. This entails dedicated and inspired faculty members, as well as impactful industry internships.*

*Hence, it is of utmost importance to begin this endeavor by crafting an outcome-based curriculum in collaboration with academia experts. This curriculum design should be informed by the latest technological advancements, market demands, the guidelines outlined in the National Education Policy (NEP) of 2020, and sustainable goals.*

*I'm delighted to learn that the revised curriculum has been meticulously crafted by the Education Department, in consultation with an array of experts from the schools, research institutes, and academia. This curriculum effectively integrates the principles outlined in the NEP-2020 guidelines, as well as sustainable goals.*

*Further more, the curriculum takes into account the specific need soft he Indian education system, focusing on the skills of teacher for effective teaching, This inclusion not only imparts knowledge but also encourages students 'independent thinking for potential enhancements in this area.*

*The curriculum goes beyond theoretical learning and embraces practical applications. To enhance students 'skills, the curriculum integrates Hands- On Training, school visits, and On-Job Training experiences, research and progress. This well-rounded approach ensures that students receive a comprehensive education, fostering their skill development and preparing them for success in the teaching.*

*I am confident that the updated curriculum for M.A. Education will not only enhance students' technical skills but also contribute significantly to their employability .During the process of revising the curriculum, I am pleased to observe that the Education department has diligently adhered to the guidelines provided by the NCTE.*

*It's worth noting that curriculum revision is an on going and dynamic process, designed to address the continuous evolution of technological advancements and both local and global concerns. This ensures that the curriculum remains responsive and attuned to the changing landscape of education and Schools.*

*AKS University warmly invites input and suggestions from teacher training experts and technocrats and Alumni students to enhance the curriculum and make it more student-centered. Your valuable insights will greatly contribute to shaping an education that best serves the needs and aspirations of our students.*

*AKS University, Satna  
01 August 20*

*Professor B.A. Chopade  
Vice-Chancellor*

## Preface

Welcome to the Master of Arts in Education program. This preface introduces the educational framework and credit system designed to support your academic and professional growth, in alignment with Outcomes-Based Education (OBE) principles and the guidelines set forth by the National Council for Teacher Education (NCTE). Master of Arts in Education program stands at the forefront of educational innovation, guided by a clear commitment to achieving excellence through a structured yet flexible approach. Central to our program is the integration of Outcomes-Based Education (OBE), a pedagogical model that emphasizes the attainment of specific learning outcomes. This model ensures that each component of our curriculum is purposefully designed to help you develop the competencies necessary for effective teaching and leadership in diverse educational settings..

We encourage you to actively engage with the program, leverage the resources available to you, and take full advantage of the opportunities for personal and professional growth. Your participation and achievements in this program will not only contribute to your career advancement but also play a role in shaping the future of education. In accordance with the guidelines established by the National Council for Teacher Education (NCTE), our credit system is designed to offer a structured yet adaptable path to achieving your educational goals.

Each course within the program is assigned a specific credit value, which reflects the time and effort required to meet the learning outcomes. This credit system supports a balanced and comprehensive approach to learning, allowing you to manage your studies effectively while maintaining high academic standards. The NCTE-based credit system ensures that your progress is systematically evaluated, with credits awarded based on the successful demonstration of the program's defined outcomes. This framework provides a transparent and equitable method for tracking your achievements and supports a flexible learning environment that accommodates diverse needs and schedules.

We encourage you to actively engage with the program, leverage the resources available to you, and take full advantage of the opportunities for personal and professional growth. Your participation and achievements in this program will not only contribute to your career advancement but also play a role in shaping the future of education.

## **Introduction:**

AKS University proudly stands as a pioneer, being the first in the nation to introduce a comprehensive 2-year M.A Education. program. This innovative curriculum has been meticulously crafted to align with the dynamic needs of the schools and the most current technological advancements. Currently, a vibrant community of 99 students is actively engaged in pursuing their M.A with in this Department. The Department boasts cutting-edge laboratories that serve as hubs for immersive hands-on training, enabling students to develop into practical applications of their learning. The program incorporates teacher training. vital components that enrich the educational journey. Distinguished by a faculty composed of education experts who bring with an experience, the department combines robust classroom instruction with practical. This unique blend empowers our students to confidently contribute to teach students and make a significant impact in the field.

## **Vision :**

The Vision of Department is to provide an excellent education for all pupils with in a caring environment.

## **Mission :**

- M1- Curriculum:**To provide a frame work for learning with in and beyond the formal curriculum that offers pupils a range of opportunities designed to help them reach excellent standards of attainment and achievement.
- M2- Teaching:** To provide effective teaching that is marked by high, but realistic, expectations, and which promotes a joy in learning that forms a sound foundation for continuing achievement in later life.
- M3- Meeting Pupils' Needs:** To provide challenge and support for learning that are well suited to pupils' individual abilities and needs.
- M4- Resources:** To provide accommodation, resources and facilities that are appropriate to an excellent modern education
- M5- Management:**To provide effective leadership and management that enables all staff to be aware and responsive to the needs and aspirations of pupils, other staff members, parents and the wider community and to be successful in pursuing continuous improvement

## **Programme Educational outcomes(PEO) :**

- PEO-1 To enable student teachers to develop dedication and motivation towards lifelong learning and clear futuristic vision and aspirations for improving the teaching-learning process as interdisciplinary knowledge.
- PEO-2 To equip the student teachers with the knowledge and skills of new technologies focusing on understanding the principles of organisational management, leadership and systematic change.
- PEO-3 To enable student teachers to examine critically the theories and concepts of education drawn from various disciplines related to education such as Philosophy, Psychology, Sociology, Management, Economics, Science and Technology, ICT etc. in such way that their linkages with methods, pedagogy and practices in the classroom can be enriched.
- PEO-4 To enable student teachers to develop specialization in areas of

education to emerge as educational leaders in those areas

### **Programme Objectives (POs):**

**POs-1** To prepare dedicated teachers for improvement of the school education system in the state of M.P.

and Nation

**POs-2** To make teachers well-equipped to teach at schools in secondary and SeniorSecondary level.

**POs-3** To provide opportunities to enhance their competence and knowledge construction abilities in creating positive learning atmosphere in schools.

**POs-4** To enable teachers to understand child psychology so that teaching-learning-processes could be designed by them self accordingly.

**POs-5** To adopt and renew the relevant techniques of teaching skill development.

**POs-6** To equip teachers with necessary soft skills and attitude.

**POs-7** To enhance the educational qualities as social requirements

### **Programme Specific Outcomes:**

**PSO.1.** To produce qualified and competent teachers and teacher educators

**PSO.2.** To provide knowledge on historical, philosophical and sociological foundation of educational practices

**PSO.3.** To provide training to become educational psychologists and counsellors

**PSO.4.** To provide opportunities to critically examine and reflect on the concept.



### Consistency /Mapping of PEOs with Mission of the Department

PEO	M1	M2	M3	M4
PEO1	3	2	3	2
PEO2	2	2	2	3
PEO3	2	3	2	1
PEO4	2	2	3	3

1:Slight(Low)2:Moderate(Medium)3:Substantial(High)“-”:Nocorrelation

### GENERALCOURSESTRUCTURE &THEME

#### Definition of Credit

1Hr.Lecture(L) per 15days	1Credit
1Hr.Tutorial (T)per week	1Credit
2 Hours Practical (P)per week	1Credit

#### Range of Credits:

In the light of the fact that a typical Model Two-year post Graduate degree program in M.A.Education has about 104 credits, the total number of credits proposed for the two-year in M.A. Education considering NEP2020 and NAAC

#### Curriculum of M.A.Education

#### The structure of PG program M.A. Education

M.A.Education:The structure of P.G.program M.A.Education shall have essentially the following categories of Components of the Curriculum with the break up of credits as given:

## Components of The Curriculum

### (Program curriculum grouping based on course components)

Sl No	Course Component	% of Total number of credits of the Program	Total number of Credits
1	Philosophical Foundations of Education-Part-I	5.769	6
2	Psychological Foundations of Education– Part -I	5.769	6
3	Sociological Foundations of Education-Part-I	5.769	6
	Methodology of Educational Research & Educational Statistics -part-II	5.769	6
5	Information and Communication Technology in Education-(Practicalbase)	5.769	6
6	Philosophical Foundations of Education–Part-II	5.769	6
7	Psychological Foundations of Education–Part-II	5.769	6
8	Sociological Foundations of Education-Part-II	4.76	5
9	Methodology of Educational Research & Educational Statistics -part-II	5.769	6
10	Synopsis-(Practicalbase	1.923	2
11	Educational TechnologyPart-I	5.769	6
12	Curriculum StudiesPart-I	5.769	6
13	Special Papers –I (any one)- 70ED 423-A Teacher Education part–I /70ED 423-B Education of the children with special needs-part-I/70ED423-C Educational Measurement and Evaluation part -I	5.769	6
14	Review of literature-(Practical base)	5.769	6

15	Educational TechnologyPart-II	5.769	6
16	Curriculum StudiesPart-II	2.884	3
17	Special Papers –II(any one)- 70ED423-A Teacher Education –part-II /70ED423-B Education of the children with special needs-partII/70ED423-C Educational Measurement and Evaluation-part-II	3.846	4
18	Dissertation with viva voce	11.538	12
	Total-	99.995=100	104

### Course level coding scheme:

Three-digit number (odd numbers are for the odd semester courses and even numbers are for even semester courses) used as suffix with the Course Code for identifying the level of the course. Digit at hundred's place signifies the year in which course is offered. e.g.

121,122.. etc. for first semester

221,222.... Etc. for Second Semester

321,322... for third Semester

421,422-- for Fourth Semester

### Induction Program

Induction program for students to be offered right at the start of the first year.Itis mandatory.AKS University has design an induction program for 1<sup>st</sup> year student,details are below Physical activity Creative Arts Universal Human Values Literary Proficiency Modules Lectures by Eminent People Visits to local Areas Familiarization to Dept./Branch & Innovations Mandatory Visits/ Workshop/Expert Lectures It is mandatory to conduct a seminar/ workshop during the semester on professional /entrepreneurial orientation. It is mandatory to organize at least one expert lecture per semester for each branch by inviting resource persons

### Evaluation Scheme: For Theory Courses:

The weightage of Internal assessment is 30% and

End Semester Exam is 70%

Evaluation is based on work done, quality of report, perform an in viva-voce, presentation etc.

## General Course Structure and Credit Distribution

### M.A.Education Ist semester

category	Course code	Course title	credit
MC	70ED-121	Philosophical Foundations of Education- Part-I	6
MC	70ED-122	Psychological Foundations of Education– Part -I	6
MC	70ED-123	Sociological Foundations of Education- Part-I	6
MC	70ED-124	Methodology of Educational Research & Educational Statistics- Part–1	6
MC	70ED-125	Information and Communication Technology in Education- (Practical base)	6
		Total-	30

### M.A.Education IInd semester

category	Course code	Course title	credit
MC	70ED-221	Philosophical Foundations of Education- Part-II	6
MC	70ED-222	Psychological Foundations of Education– Part -II	6
MC	70ED-223	Sociological Foundations of Education- Part-II	5
MC	70ED-221	Methodology of Educational Research & Educational Statistics- Part–II	6
LC	70ED-271	Synopsis- (Practical base)	2
		Total-	25

### M.A.Education IIIrd semester

category	Course code	Course title	credit
MC	70ED-321	Educational Technology–PART-I	6
MC	70ED-321	Curriculum Studies- Part-I	6
OE C	70ED-323-A/ 70ED-323-B/ 70ED-323-C	Special Papers –I (any one)- 70ED323-A Teacher Education part–I /70ED323-B Education of the children with special needs- part-I/70ED323-C Educational Measurement and Evaluation part -I	6
LC	70ED-371	Review of literature- (Practical base)	6
		Total-	24

M.A.Education IV th semester

category	Course code	Course title	credit
MC	70ED-421	Educational Technology Part-II	6
MC	70ED-422	Curriculum Studies-Part-II	3
OEC	70ED-423-A/ 70ED-423-B/ 70ED-423-C	Special Papers –II(any one)- 70ED423-A Teacher Education –part-II /70ED423-B Education of the children with special needs-part II/70ED423-C Educational Measurement and Evaluation-part-II	4
LC	70ED-471	Dissertation with viva voce	12
		Total-	25

**Course code and definition:**

L	=	Lecture
T	=	Tutorial
P	=	Practical
C	=	Credit
M.A.	=	Master of education
OEC	=	Open Elective courses
LC	=	Laboratory course
MC	=	Mandatory courses

**Semester Wise Courses, Credit and Mark Distribution in MA.Education**

Semester	Total Credit	Mark Distribution		
		Internal	End Semester	Total
Semester-I	30	150	350	500
Semester-II	25	170	330	500
Semester-III	24	140	260	400
Semester-IV	25	190	310	500
Total-	104	650	1250	1900

## MA.Education Semester-I

Course Code	Course	Total Credit	Mark Distribution			Total Teaching Hours per week
			Internal	End Semester	Total Mark	Total Hour
<b>70ED-121</b>	Philosophical Foundations of Education-Part-I	6	30	70	100	6
<b>70ED-122</b>	Psychological Foundations of Education-Part- I	6	30	70	100	6
<b>70ED-123</b>	Sociological Foundations of Education-Part- I	6	30	70	100	6
<b>70ED-124</b>	Methodology of Educational Research & Educational Statistics-Part -1	6	30	70	100	6
<b>70ED-125</b>	Information and Communication Technology in Education-(Practical base)	6	30	70	100	6
	TOTAL-	30	150	350	500	30

## MA.Education Semester–II

Course Code	Course	Total Credit	Mark Distribution			Total Teaching Hours per week
			Internal	End Semester	Total Mark	
70ED-221	Philosophical Foundations of Education– Part -II	6	30	70	100	6
70ED-222	Psychological Foundations of Education– Part -II	6	30	70	100	6
70ED-223	Sociological Foundation of Education-Part-II	6	30	70	100	6
70ED-224	Methodology of Educational Research & Educational Statistics-part-II	6	30	70	100	6
			<b>PRACTICAL</b>			
70ED-271	Synopsis- (Practical base)	2	50	50	100	2
	<b>TOTAL</b>	<b>25</b>	<b>170</b>	<b>330</b>	<b>500</b>	<b>25</b>

**MA.EducationSemester–III**

Course Code	Course	Total Credit	Mark Distribution			Total Teaching Hours per week
			Internal	End Semester	Total Mark	Total Hour per week
70ED-321	Educational Technology–PART-I	6	30	70	100	6
70ED-322	Curriculum Studies-Part-I	6	30	70	100	6
70ED-323-A/70ED323-B/70ED323-C	Special PapersI-st(any one) 70ED323-A Teacher Education –Part-I/70ED323-B, Education of the children with special needs- part-I/70ED323-C, Educational Measurement and Evaluation –part-I	6	30	70	100	6
<b>70ED-371</b>	Review of literature- (Practical base)	6	50	50	100	6
	Total	24	140	260	400	24

**MA.Education Semester–IV**

Course Code	Course	Total Credit	Mark Distribution			Total Teaching Hours per week
			Internal	End Semester	Total Mark	Total Hour
70ED-421	EducationalTechnology-part-II	6	30	70	100	6
70ED-422	CurriculumStudies-part-II	3	30	70	100	3
70ED-423-A/423-B/423-C	Special Papers –II(any one)- <b>70ED423-A</b> Teacher Education –part-II / <b>70ED423-B</b> Educationofthechildrenwithspecialneeds - part-II/ <b>70ED423-C</b> Educational Measurement and Evaluation-part-II	4	30	70	100	4
70ED-471	Dissertation with viva voce	12	100	100	200	12
	Total	25	190	310	500	256



## Category Wise Course Structure

General Course Structure and Credit Distribution Curriculum of M.A.Education

### M.A.Education Semester-I

SN	Category	Code	CourseTitle	L	T	P	Total Hour	Credit
1	MC	70ED-121	Philosophical Foundations of Education Part-Ist	6	-	-	6	6
2	MC	70ED-122	Psychological Foundations of Education Part-Ist	6	-	-	6	6
3	MC	70ED-123	Sociological Foundations of Education Part-Ist	6	-	-	6	6
4	MC	70ED-124	Methodology of Educational Research & Educational Statistics Part- Ist	6	-	-	6	6
5	MC	70ED-125	Information and Communication Technology in Education	6	-	-	6	6
Total				30	-	-	30	30

### M.A.Education Semester-II

S N	Category	Code	CourseTitle	L	T	P	Total Hour	Credit
1	MC	70ED-221	Philosophical Foundations of Education Part-IInd	6	-	-	6	6
2	MC	70ED-222	Psychological Foundations of Education Part-IInd	6	-	-	6	6
3	MC	70ED-223	Sociological Foundations of Education Part-IInd	5	-	-	5	5
4	MC	70ED-224	Methodology of Educational Research & Educational Statistics Part-IInd	6	-	-	6	6
5	LC	70ED-271	synopsis- (Practical base)	2	-	1	3	2
6			Total-	25	-	1	26	25

### M.A.EducationSemester–III

SN	Category	Code	CourseTitle	L	T	P	Total Hour	Credit
1	MC	<b>70ED-321</b>	EducationalTechnologyTeacher Education –I Part- Ist	6	-	-	6	6
2	MC	70ED-322	Curriculum Studies Part-Ist	6	-	-	6	6
3	OEC	70ED-323-A/323-B/323-C	SpecialPapers-I( <b>70ED323-A</b> Teacher Education– I / <b>70ED323-B</b> , Education of the children with Special needs-I/ <b>70ED323-C</b> ,Educational Measurement and Evaluation –I)	6	-	-	6	6
4	LC	<b>70ED-371</b>	Review of literature	6	-	5	11	6
5			Total-	24	-	5	29	24

### M.A.Education Semester–IV

SN	Category	Code	Course Title	L	T	P	Total Hour	Credit
1	MC	<b>70ED-421</b>	Educational Technology Part-IInd	6	-	-	6	6
2	MC	<b>70ED-422</b>	Curriculum Studies Part-IInd	3	-	-	3	3
3	OEC	<b>70ED-423-A /70ED423-B/70ED 423-C</b>	Special Papers-II ( <b>70ED423-A</b> ,Teacher Education– II/ <b>70ED423-B</b> ,Education of the children with special needs-II / <b>70ED423-C</b> ,Educational Measurement and Evaluation-II)	4	-	-	4	4
4	LC	<b>70ED-471</b>	Dissertation	-	-	12	12	12
5			Total-	13	-	12	25	25

**M.A. Education Semester Wise Details of the curriculum Course Structure**

**MASTER of EDUCATION (M.A.)  
First Semester**

Course	subjects	Part	CREDIT	Internal	External	Totalmarks
CourseI	Philosophical Foundations of Education	-Part-I	6	30	70	100
CourseII	Psychological Foundations of Education	-Part-I	6	30	70	100
CourseIII	Sociological Foundations of Education	-Part-I	6	30	70	100
CourseIV	Methodology of Educational Research & Educational Statistics	-Part-I	6	30	70	100
CourseV	Information and Communication Technology in Education	-	6	30	70	100
<b>Total-</b>			30	150	350	500

**MASTER of EDUCATION [M.A.]**

**Second Semester**

Course	subjects	Part	CREDIT	Internal	External	Totalmarks
CourseVI	Philosophical Foundations of Education	PartII	6	30	70	100
CourseVII	Psychological Foundations of Education	PartII	6	30	70	100
CourseVIII	Sociological Foundations of Education	PartII	5	30	70	100
CourseIX	Methodology of Educational Research & Educational Statistics	PartII	6	30	70	100
Course X	Synopsis (Practical base)	-----	2	50	50	100
<b>TOTAL-</b>	-	-	25	170	330	500

**MASTER OF EDUCATION [M.A.]  
Third Semester**

Course	Subjects	Part	Credit	Internal	External	Total marks
Course XI	Educational Technology	Part-1	6	30	70	100
Course XII	Curriculum Studies	Part-1	6	30	70	100
Course XIII	Special Papers I	Choicebased	6	30	70	100
Course XIV	Review of literature	-(Practical base)	6	50	50	100
TOTAL-	-	-	24	140	260	400

**MASTER OF EDUCATION [M.A.]  
Fourth Semester**

⑥ Course	subjects	Part	Credit	Internal	External	Total marks
Course XV	Educational Technology	Part-II	6	30	70	100
Course XVI	Curriculum Studies	Part-II	3	30	70	100
Course XVII	Special Papers -II	Choice based	4	30	70	100
Course XVIII	Dissertation	with viva voce	12	100	100	200
Total-	-	-	25	190	310	500 Grand total- Ist+IInd+IIIRD+IVth=1900

**AKS UNIVERSITY. SATNA. MP**

Department of Education  
Curriculum for Masters Programme

**M.A. Education - First Semester-(Part-I)**

	Marks
Course I-Philosophical Foundations of Education-Part-I	100
Course II-Psychological Foundations of Education-Part I	100
Course III-Sociological Foundations of Education-Part I	100
Course IV Methodology of Educational Research & Educational Statistics-Part-I	100

CourseV-Informationand Communication Technologyin Education-Part-IIInd (Practical ) 100

**M.A. Education- SecondSemester-(PartII)**

CourseVI–PhilosophicalFoundationsofEducation–PartII	part-II	100
CourseVII–PsychologicalFoundationsofEducation–PartII		100
CourseVIII-SociologicalFoundationofEducation-PartII		100
CourseIX- Methodology of EducationalResearch&EducationalStatistics		100
CourseX-synopsis- (Practicalbase)		100

**M.A. Education - Third Semester-(Part-I)**

CourseXI-EducationalTechnology–PART-I	100
CourseXII–CurriculumStudies-Part-I	

100	
CourseXIII–SpecialPapers- Ist	100
CourseXIV–Reviewofliterature- (Practical)	100

**M.A. Education- Fourth- Semester- (Part-II)**

CourseXV:Educational Technology-II	100
Course XVI- Curriculum Studies-II	100
Course XVII - Special Papers –II	100
Course XVIII- Dissertation with viva voce	200

List of Special Papers -to be selected any one (in two courses) of the following: (As may be offered by the Department of Education from time to time)

**Any One of the Following) Special Papers**

**1. Teacher Education –**

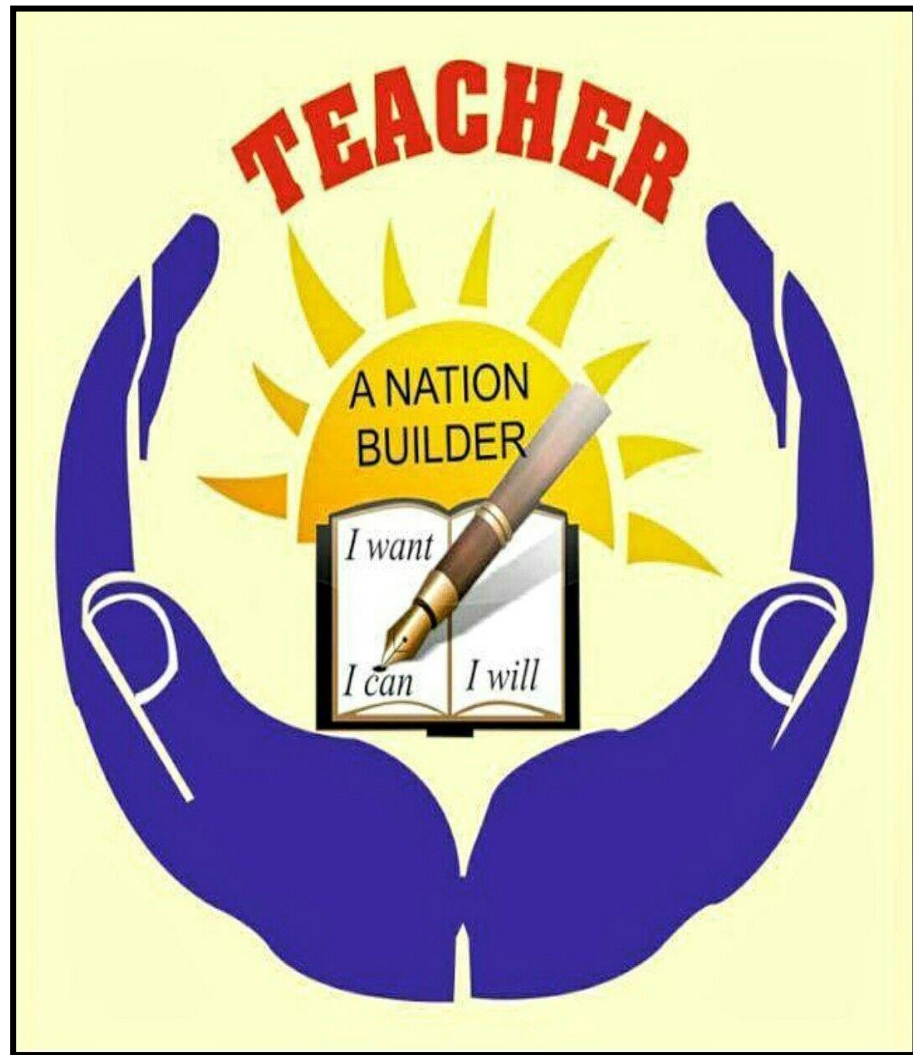
Course-i: Teacher Education –I	100
Course-ii: Teacher Education –II	100

**Education of the children with special needs:**

Course-i: Education of the children with special needs-I:	100
Course-ii Education of the children with special needs-II	100

**Educational Measurement and Evaluation –**

Course-i: Educational Measurement and Evaluation –I	100
Course-ii: Educational Measurement and Evaluation-II	100



**CURRICULUM**

**M.A Education I<sup>st</sup> SEMESTER 2023-24**

**AKS University Satna M.P.**

**Department of Education**

## M.A. Education -Semester-I

**Course Code:** 70ED-121

**CourseTitle:** Philosophical Foundations of Education - Part-I<sup>st</sup>

**Pre-requisite:** Student should have knowledge about the Contribution of Philosophy to the field of education.

**Rationale:** Student will know about the Contribution of Philosophy to the field of education.

Contribution various Indian Schools of Philosophy to the field of education. Impact of Western Philosophies on Indian Education. Contribution of a few of the Great Indian Thinkers.

**Course Out comes:**

- Co1-Contribution of Philosophy to the field of education.
- CO2.Contribution various Indian Schools of Philosophy to the field of education
- . CO3. Impact of Western Philosophies on Indian Education.
- CO4.Contribution of a few of the Great Indian Thinkers.

**Scheme of Studies:**

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-121	Philosophical Foundations of Education Part-I <sup>st</sup>	6	0	2	1	9	6

**Legend:**

**CI:** Classroom instruction (Includes different instructional strategies i.e. Lecture(L) and Tutorial(T) and others), **LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies) **SW:** Sessional Work (includes assignment, seminar, mini project etc.), **SL:** Self Learning, **C:** Credits.

**Note:** SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning. **Scheme of Assessment: Theory**



category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment PRA)						End Semestr Assessment	Total Marks
			5Assignment 5marks each (CA)	Clas s Tes t (CT )	Semi n ar one  (SA)	Clas s Acti vi ty any one  (CAT)	Class Attendanc e  (AT)	TotalMarks  (CA+CT+SA+C AT+ AT)		
MC	70 E D- 12 1	Philosophical Foundat ions of Educatio n Part- Ist	25	-	-	5	-	30	70	100

#### Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the cours and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI),Laboratory Instruction(LI),Sessional Work(SW),and SelfLearning(SL).Asthe course progresses,students should show case their mastery of Session Outcomes (SOs),culminating in the over all achievement of Course Out comes (COs)upon the course's conclusion.

#### CO1: Contribution of Philosophy to the field of education

##### ApproximateHours

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b>Students will gain knowledge about Meaning of Education and Philosophy</p> <p><b>1SO2.</b>Student will understand the Nature and scope of educational philosophy</p> <p><b>1SO3.</b>Student will understand the Relationship between education and philosophy</p> <p><b>1SO4.</b>Student will understand the Need for educational philosophy</p> <p><b>1SO5.</b>Student will understand The Nature of Knowledge and Knowledge getting process</p>	0	<p>UNIT1: Educational Philosophy</p> <p>1.1 Meaning of Education</p> <p>1.2 Meaning of Philosophy</p> <p>1.3 scope of philosophy.</p> <p>1.4. origin of philosophy.</p> <p>1.5. Definition of philosophy</p> <p>1.6. Difference between philosophy a educational philosophy.</p> <p>1.7. Impact of philosophy on education</p> <p>1.8. Impact of education on philosophy.</p> <p>1.9.. Philosophy of naturalism.</p> <p>1.10 F. orms of naturalism</p> <p>1.11. Education and naturalism.</p> <p>1.12. Estimate of naturalism.</p> <p>1.13. Naturalism and teaching method. 1.14. Naturalism and teacher. 1.15. Naturalism and discipline. 1.16. Idealism meaning and definition</p> <p>1.17. Fundamental principles of idealism 1.18. Relationship between education and philosophy.</p> <p>1.19.. Importance of philosophy in education.</p> <p>1.20, Uses of philosophy in education.</p> <p>1.21. Nature of educational philosophy</p>	<p>1. Nature of knowledge and knowledge getting process</p> <p>Meaning of Education a nd Philosophy</p>
		<p>1.22 Meaning of educational philosophy</p> <p>1.23. Importance of educational philosophy</p> <p>1.24. Uses of educational philosophy</p> <p>1.25 Scope of educational philosophy</p> <p>1.26 Need for educational philosophy</p> <p>1.27 Nature of knowledge</p> <p>1.28. Knowledge getting process</p> <p>1.29. Meaning and definition of pragmatism</p> <p>1.30. Pragmatism and aims of education.</p>	

SW-1 Suggested Sessional Work (SW):

**Assignment**

**CO2. Contribution various Indian Schools of Philosophy to the field of education.**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

<b>Sessional Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>Self Learning (SL)</b>
<p>2SO1. Student will understand the Indian Schools of Philosophy of Education</p> <p>2SO2. Student will understand the Naya, Sankhya, and Vedanta with special reference to</p>	0	<p>Unit-2: Indian Schools of Philosophy</p> <p>2.1. Indian Schools of Philosophy of Education</p> <p>2.2. Naya with special reference to knowledge</p> <p>2.3. Sankhya with special reference to knowledge</p> <p>2.4. Vedanta with special reference to knowledge</p>	<p>1. Indian Schools of Philosophy of Education</p> <p>Jaina and Buddhist and</p>

<p>knowledge</p> <p><b>S</b></p> <p>CO3. Student will understand the reality, value and educational implications</p> <p><b>U</b></p> <p>CO4. Student will understand the Jaina and Buddhist and Islamic Philosophy</p> <p><b>T</b></p> <p>CO5. Student will understand the Jaina and Buddhist and Islamic influence in education</p> <p><b>W</b></p> <p><b>o</b></p> <p><b>r</b></p> <p><b>k</b></p>		<p>2.5..reality implications</p> <p>2.6. value implications 2.7.educational implications</p> <p>2.8.Jaina Philosophy</p> <p>2.9 Buddhist Philosophy.</p> <p>2.10.Islamic Philosophy</p> <p>2.11.Jaina influence in education.</p> <p>2.12Buddhist influence in education.</p> <p>2.13Islamic influence in education</p> <p>2.14.realism meaning and definition</p> <p>2.15 forms of realism</p> <p>2.16.features of realism.</p> <p>2.17.meaning of existentialism</p> <p>2.18.characteristics of existentialism</p> <p>2.19.existentialism in education.</p> <p>2.20.jainism and education.</p> <p>2.21.curriculum in Jainism</p> <p>2.22.discipline in Jainism.</p> <p>2.23.buddhism and education</p> <p>2.24 philosophical ideas of boddh darshan.</p> <p>2.25 aims of buddhas philosophy.</p> <p>2.26teaching process in buddhism.</p> <p>2.27.curriculum in buddhism.</p> <p>2.28 islam And education.</p> <p>2.29 merits and characteristics of muslim education.</p> <p>2.30 demerits of muslim education</p>	<p>Islamic influence in education</p>
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(SW):

Assignment

**CO3. Impact of Western Philosophies on Indian Education, Contribution of a few of the Great Indian Thinkers.**

**Approximate Hours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Western Philosophy of Education Western schools of philosophy</p> <p>3SO2. Student will understand the Western schools of philosophy Idealism, Realism, Naturalism</p> <p>3SO3. Student will understand the Pragmatism, Existentialism, Marxism</p> <p>3SO4. Student will understand the Logical analysis, Positive relativism, with special reference to knowledge, Reality</p> <p>3SO5. Student will understand the Value and educational implication</p>	0	<p>Unit-3: Western Philosophy of Education</p> <p>3.1. Western Philosophy of Education</p> <p>3.2. Western schools of philosophy</p> <p>3.3. Idealism,</p> <p>3.4. Realism</p> <p>3.5. Naturalism</p> <p>3.6. Pragmatism,</p> <p>3.7. Existentialism,</p> <p>3.8. Marxism</p> <p>3.9. Logical analysis,</p> <p>3.10. Positive relativism, with special reference to knowledge,</p> <p>3.11 Reality</p> <p>Value implication</p> <p>3.12. Educational implication</p> <p>3.13 vedanta philosophy.</p> <p>3.14. yoga philosophy.</p> <p>3.15. relation between sankhya and yoga.</p> <p>3.16. yogamarg, yogasutra.</p> <p>3.17. Evaluation of yoga darshan.</p> <p>3.18. Meaning of yoga.</p> <p>3.19. Epistemology and education.</p> <p>3.20. epistemology of charvakas darshan</p> <p>3.21. materialism of charvaka.</p> <p>3.22. criticism of epistemology of charvaka</p> <p>3.23. praman vichar of charvak darshan.</p> <p>3.24. evolution of vedant darshan</p> <p>3.25. sources of evolution of vedant darshan</p> <p>3.26. literature of vedant.</p> <p>3.27. demerits of muslim education.</p> <p>3.28. aims of education in islam darshan.</p> <p>3.29. objectives and aims of buddhas philosophy.</p> <p>3.30. philosophical ideas underlying the teaching of buddha.</p>	1. Value and educational implication Western Philosophy of Education

**SW-3 Suggested Sessional Work (SW):**

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
Co1- Contribution of Philosophy to the field of education.	30	2	1	33
CO2. Contribution various Indian Schools of Philosophy to the field of education.	30	2	1	33
CO3. Impact of Western Philosophies on Indian Education. Contribution of a few of the Great Indian Thinkers	30	2	1	33
<b>Total Hours</b>	<b>90</b>	<b>06</b>	<b>03</b>	<b>99</b>

**End Semester Assessment Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Educational Philosophy	4	10	5	19
CO-2	Indian Schools of Philosophy	4	10	5	19
CO-3	Western Philosophy of Education	2	20	10	32
	<b>Total</b>	<b>10</b>	<b>40</b>	<b>20</b>	<b>70</b>

**Legend: R: Remember, U: Understand, A: Apply**

**Note.** Detailed Assessment rubric need to be prepared by the course wiseteachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Suggested Instructional /Implementation Strategies:

1. Improved Lecture
2. Group Discussion
3. Role Play
4. Visit toschools & college
5. Demonstration
6. ICTBased Teaching Learning (Video Demonstration /Whatsapp, Mobile,Online sources

**Suggested Learning Resources:**

**(a) Books:**

1. ButtlenJ.Donald:Four Philosophies and their Practices in Education and Religion,Printice Hall of India,NewDelhi.
2. Rusk Robert R.:Philosophical Bases of Education University of London Press Ltd.
3. .Agarwal J.C.(2004): Teacher and Education in a Developing Society,Vikas Publishing House Pvt.Ltd.,NewDelhi,
4. AgarwalJ.C.(2004): Theory Teand Principles of Education,Vikas Publishing House Pvt.'Ltd.,NewDelhi,

1.1. CurriculumDevelopmentam

1. 1.Dr.R.S.Mishra
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**COs, POs and PSOs Mapping**

**Course Code: 70ED-121**

**Course Title: Philosophical Foundations of Education**

Course Outcome	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education	focusing on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	To produce qualified and competent teachers and educators	To provide knowledge on historical, philosophical and sociological foundation of educational practices	To provide training to become educational psychologists and counsellors	To provide opportunities to critically examine and reflect on the concept,



CO1:Contribution of Philosophy to the field of education..	1	1	1	2	3	2	3	2	3	2	3
CO2.Contribution various Indian Schools of Philosophy to the field of education	1	1	2	2	1	2	3	2	2	2	2
CO3.Impact of Western Philosophies on Indian Education.	2	2	1	1	1	2	2	2	1	1	1
CO4: Develop skills CO4. Contribution of a few of the Great Indian Thinkers.	3	2	2	2	3	2	3	2	2	3	3

Legend:1–Low,2–Medium,3–High

**Course Curriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	SelfLearning (SL)
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO1:Contribution of Philosophy to the field of education.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0Contribution of Philosophy to the field of education:  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Contribution of Philosophy to the field of education
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO2. Impact of Western Philosophies on Indian Education.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2Impact of Western Philosophies on Indian Education 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	Impact of Western Philosophies on Indian Education
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO3. Impact of Western Philosophies on Indian Education.	SO3.1  SO3.2 SO3.3 SO3.4 SO3.		Unit-3 : Impact of Western Philosophies on Indian Education 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	Impact of Western Philosophies
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO4.Contribution of a few of the Great Indian Thinkers.	SO4.1  SO4.2 SO4. SO4. SO4.		Unit-4:Contribution of a few of the Great Indian Thinkers.  4.1,4.2,4.3,4.4,4.5,4.6,4.7	on Indian Education  Contribution of a Few of the Great Indian Thinkers.

**Course Code:** 70ED-122

**CourseTitle:** Psychological Foundations of Education Part-I

**Pre- requisite:** Student should have The contribution of different schools of Psychology to Educations

**Rationale:** Student will know about The contribution of different schools of Psychology to Educations. Definition,Nature and factors influencing Learning.The meaning and nature of higher mental process. The meaning measurement and adjustment of personality.

**Course Outcomes:**

CO1. The contribution of different schools of Pshychology to Educations.

CO2. Definition, Nature and factors influencing Learning.

CO3. The meaning and nature of higher mental process.

CO4. The meaning measurement and adjustment of personality.

**SchemeofStudies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)					Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL			
MC	70ED-122	Psychological Foundations of EducationPart-I	6	0	2	1	9	6	

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategiesi.e.Lecture (L) and Tutorial (T)and others),

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)

**SW:**Sessional Work (includes assignment,seminar,mini project etc.),

**SL:**Self Learning,

**C:** Credits.

**Note:** SW&SL has to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**Scheme of Assessment:**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment(PRA)						End Semester Assessment	Total Marks
			5Assignment 5marks each ( CA)	Class Test (CT)	Sem inar one (SA )	Class Activ ity any one (CA)	ClassAtt endanc e (AT)	TotalMarks (CA+CT+SA+ C AT+AT)		
MC	<b>70 E D- 122</b>	Psychol o gical Foundat ions of Educati o n Part-I	25	-	-	5	-	30	<b>(ESA)</b>	(PRA + ESA)

**Course-CurriculumDetailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. The contribution of different schools of Psychology to Educations.**

**ApproximateHours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

SW-

Session Out comes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>1SO1.Students will gain knowledge about Concept of Educational psychology.</p> <p>1SO2. Student will understand the Meaning,Nature,ScopeandMethods of Educational Psychology</p> <p>1SO3.Student will understand the Interrelationship between Education and Psychology</p> <p>1SO4. Student will understand the MajorschoolsofPsychologyandtheir contribution towards Education – (i) Structuralism,(ii)Functionalism,(iii) Behaviorism, (iv) Gestalt, (v) Psychoanalysis and (vi) Hormic</p>	<p>0</p>	<p>UNIT1: Concept of Educational psychology</p> <p>1.1.Concept of Educational psychology</p> <p>1.2.Meaning of Educational psychology</p> <p>1.3.Nature of Educational psychology</p> <p>1.4.Scope of Educational psychology</p> <p>1.5.Definition ofEducational psychology</p> <p>1.6.Educational psychology for teachers</p> <p>1.7.Educational role of psychology</p> <p>1.8.Application of psychology in education</p> <p>1.9.Methods of Educational Psychology</p> <p>1.10.observation methods.</p> <p>1.11.interview method.</p> <p>1.12.experimentgal method</p> <p>1.13.expositional method</p> <p>1.14.sociometry method</p> <p>1.15.meaning of growth and development</p> <p>1.16.periods of mental development according to Piaget</p> <p>1.17.development process dimensions and stage of development</p> <p>1.18 Factors effecting to the mental development</p> <p>19.emotional development</p>	<p>1. Concept of Educational psychology</p> <p>2. Major schools of Psychology and their contribution towards Education – (i) Structuralism, (ii) Functionalism, (iii) Behaviorism, (iv) Gestalt, (v) Psychoanalysis and (vi) Hormic</p>
		<p>1.20.social development.</p> <p>1.21character development.</p> <p>1.22.language development.</p> <p>1.23.Inter relationship between Education and Psychology</p> <p>1.24.Major schools of Psychology</p> <p>1.25 Educational psychology contribution to wards Education</p> <p>1.26.Educational psychology Structuralism,</p> <p>1.27.Educational psychology Functionalism,</p> <p>1.28Educational psychology Behaviorism,</p> <p>1.29.Educational psychology Gestalt</p> <p>1.30.Psychoanalysis Hormic,</p>	

**1Suggested Sessional Work(SW):**  
**CO2.Definition,Nature and factors fluencing Learning**

**ApproximateHours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Human Development</p> <p>2SO2. Student will understand the Development--- Concept, stages, Dimensions, Methods of study and Developmental tasks</p> <p>2SO3. Student will understand the Trends and patterns of development– Physical, Cognitive, Social and Emotional</p> <p>2SO4. Student will understand the Other development issues concept formation, Problem solving, Language development, Moral development</p> <p>2SO5. Student will understand the Development of attitudes and values</p>	0	<p>Unit-2.0 Human Development</p> <p>2.1. Human Development</p> <p>2.2. Development---Concept,</p> <p>2.3. Development stages,</p> <p>2.4. Development stage Infancy</p> <p>2.5. Development stage childhood</p> <p>2.6. Development stage adolescence</p> <p>2.7. Dimensions,</p> <p>2.8. Methods of study</p> <p>2.9. Developmental tasks</p> <p>2.10. Trends and patterns of development</p> <p>2.11. Physical,</p> <p>2.12. Cognitive,</p> <p>2.13. Social</p> <p>2.14. Emotional</p> <p>2.15. Other development issues</p> <p>2.16. concept formation</p> <p>2.17. Problem solving,</p> <p>2.18. Language development,</p> <p>2.19. Moral development</p> <p>2.20. Development of values</p> <p>2.21. Development of attitudes</p>	<p>1. Human Development</p> <p>2. Development of attitudes and values</p>

	2.22 nature of education infancy age 2.23.nature of education in childhood 2.24 nature of ducationin adolescence 2.25 characterstic of infancy age 2.26 characteristic of childhood 2.27 characteristic of dolescence 2.28 problems of adolescence 2.29s tagesof cognitive development according to Bruners. 2.30.Role of education character building.	
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**SW-2SuggestedSessionalWork(SW):**

**CO3.** The meaning and nature of higher mental process. The meaning measurement and adjustment of personality To cultivate in sight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics.

**ApproximateHours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Psychology of Individual Differences</p> <p>3SO2. Student will understand the Concept of intra and inter differences, relevant attributes of Individual Difference</p> <p>3SO3. Student will understand the Intelligence--Concept, Nature and Theories</p> <p>3SO4. Student will understand the Creativity-- Meaning and Nature, Fostering creativity and Guiding creative children</p> <p>3SO5. Student will understand the Personality--Concept, Type and Trait</p>	0	<p>Unit-3 Psychology of Individual Differences</p> <p>3.1 Psychology of Individual Differences</p> <p>3.2 Concept of intra and inter differences,</p> <p>3.3 relevant attributes of individual Difference,</p> <p>3.4. role of heredity in educational implication</p> <p>3.5. role of environment in educational implication</p> <p>3.6. Intelligence -- Concept,</p> <p>3.7. Intelligence Nature and Theories</p> <p>3.8. Creativity – Meaning</p> <p>3.9. Creativity Nature,</p> <p>3.10. Fostering creativity</p> <p>3.11. Guiding creative children</p> <p>3.12. Personality--Concept,</p> <p>3.13. Type of personality And Trait</p> <p>3.14. Recent trends in measuring Intelligence,</p> <p>3.15. Creativity</p>	<p>1. Recent trends in measuring Intelligence, Creativity and Personality Mental Health and Life skills education</p> <p>2. Personality – Concept, Type and Trait</p>
		<p>meaning</p> <p>3.16 Personality meaning</p> <p>3.17. Mental Health</p> <p>3.18. Life skills education</p> <p>3.19. personality influencing factors</p> <p>3.20. types of personality. Methods of personality measurement</p> <p>3.21. personality test</p> <p>3.22. theory of personality</p> <p>Indian 3.23. importance of mental hygiene</p> <p>3.24. definition of mental health</p> <p>3.25. Needs of mental health.</p> <p>3.26. symptoms of mentally sound person.</p> <p>3.27. scope of mental hygiene</p> <p>3.28. causes of mental illness.</p> <p>3.29. measures of the prevention of mental illness</p> <p>3.30. types of mental illness.</p>	



**SW-3 Suggested Sessional Work (SW):Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1. The contribution of different schools of Psychology to Educations.	30	2	1	33
CO2. Definition, Nature and factors influencing Learning.	30	2	1	33
CO3. The meaning and nature of higher mental process The meaning measurement and adjustment of personality	30	2	1	33
<b>TotalHours</b>	90	06	03	99

**Suggestion for End Semester Assessment Suggested Specification Table (For ESA)**

CO	UnitTitles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Concept of Educational psychology	4	10	05	19
CO-2	Human Development	4	10	05	19
CO-3	Psychology of Individual Differences	2	20	10	32
	<b>Total</b>	10	40	20	70

Legend: R:Remember, U:Understand, A:Apply

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks. Note: Detailed Assessment rubric needs to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:

Improved Lecture, Group Discussion, Role Play

Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Learning Resources : Books:**

1. Best, John W. & Kahn, James V. (2001). Research in Education, Prentice Hall of India, New Delhi.
2. Chauhan, S.S. (2005). Advanced Educational Psychology, Vikas Publishing house, New Delhi.
3. Kaul, Lokesh. (1984). Methodology of Educational Research, Vikas Publishing house, New Delhi.
4. Mangal, S.K. (2004). Advanced Educational Psychology, PHI Publications, Delhi.

**Curriculum Development Team**

1. Dr. R.S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpana Mishra

**COs, Pos and PSOs Mapping:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PS O1	PSO 2	PSO3	PSO4
<b>Course Outcomes</b>	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	To produce specialized and competent teachers and educators	To provide knowledge on historical, philosophical and social foundations of educational practices	To provide training to become a professional counselor	To provide opportunities to critically examine and reflect on the concept,
CO1 The contribution of different schools of Psychology to Educations.	1	1	1	2	3	2	3	1	2	2	3
CO2. Definition, Nature and factors influencing Learning.	1	1	2	2	1	2	3	1	2	2	2
CO3. The meaning and nature of higher mental process.	2	2	1	1	1	2	2	2	2	1	2
CO4. The meaning measurement and adjustment of personality.	3	2	2	2	3	2	3	1	3	3	3

**Course Curriculum Map:**

POs & PSOs No.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO1: The contribution of different schools of Psychology to Educations	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 The contribution of different schools of Psychology to Educations:  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	The contribution of different schools of Psychology to Educations
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO2. Definition, Nature and factors influencing Learning..	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Special focus on SDG4- Quality Education and Lifelong Learning:  2.1,2.2,2.3,2.4,2.5,2.6, 2.7, 2.8,2.9	
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO3. The meaning and nature of higher mental process	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Understanding the SDGs: 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO4. The meaning measurement and adjustment of personality.	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: Climate Change, Energy and Sustainable Development 4.1,4.2,4.3,4.4,4.5,4.6,4.7	

**Course Code:** 70ED-123

**Course Title** Sociological Foundations of Education-I

**Pre- requisite:** Student should have knowledge To Meaning and nature of educational sociology education and social organizations

**Rationale:** Meaning and nature of educational sociology education and social organizations. Group dynamics social instructions, social change and the contribution of education to these aspects. Meaning of culture and concepts of modernisation, westernisation and socialisation. Various social factors and their impact on education.

- CO1. Meaning and nature of educational sociology education and social organizations.
- CO2. Group dynamics social instructions, social change and the contribution of education to these aspects.
- CO3. Meaning of culture and concepts of modernisation,westernization and socialisation.
- CO4. Various social factors and their impact on education Scheme of Studies:

category	Course Code	Course Title	Scheme of studies (Hours /Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
MC	70ED-123	Sociological Foundations of Education-I	6	0	2	1	9	6

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategies.i.e.Lecture (L) and Tutorial (T)and others, **LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)

**SW:**Sessional Work (includes assignment,seminar,mini project etc.),

**SL:** Self Learning, **C:**Credits. **Note:**SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

**Scheme of Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5 Assignments each (CA)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
MC	<b>70 E D-123</b>	Sociological Foundations of Education	25	-	-	5	-	30	70	100

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**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should show case their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. Meaning and nature of educational sociology education and social organizations.**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>1SO1. Students will gain knowledge about Concept and scope of Educational Sociology</p> <p>1SO2. Student will understand the Relationship between Sociology and Education ; Meaning and nature of Educational Sociology and Sociology of Education</p> <p>1SO3. Student will understand the Schools of Sociological thought Biological, Psychological, Geographistic and Sociologicistic needs, and status of Sociology of Education</p> <p>1SO4. Student will understand the social organizations and its concepts, Factors influencing Social organizations – Folkways, Mores, Institutions, Values</p> <p>1SO5. Student will understand the Dynamic characteristics of social organizations and its educational implications</p>	0	<p>UNIT-1 Concept and Scope of Educational Sociology</p> <p>1.1- Meaning of education sociology. 1.2. Definition of Educational Sociology</p> <p>1.3- scope of Educational Sociology</p> <p>1.4- Relationship between Sociology and Education ;</p> <p>1.5- Nature of Educational Sociology.</p> <p>1.6 Importance of Educational Sociology</p> <p>1.7- Schools of Sociological thoughts</p> <p>1.8. Biological Education.</p> <p>1.9. Psychological Education</p> <p>1.10. Geographistic and Sociolinguistic needs,</p> <p>1.11. status of Sociology of Education.</p> <p>1.12. About Social organizations</p> <p>1.13. Concepts of Social organizations</p> <p>1.14. Factors influencing Social organizations.</p> <p>1.15. Folk ways,</p> <p>1.16 meaning of Folkways</p> <p>1.17. concept of folkways.</p> <p>1.18. characteristics of folkways.</p> <p>1.19. meaning of Mores</p> <p>1.20. Concept of mores,</p> <p>1.21 characteristics of Mores,</p> <p>1.22. Meaning of Institutions</p> <p>1.23. concept of Institutions,</p> <p>1.24. Characteristics of Institutions.</p> <p>1.25 Meaning of Values</p> <p>1.26. -concept of Values,</p>	<p>1. Concept and scope of Educational Sociology</p> <p>2. Dynamic characteristics of social organizations and its educational implications</p>
		<p>1.27- characteristics of Values.</p> <p>1.28. Dynamic characteristics of social organizations</p> <p>1.29. About educational implications, Educational implications of social organizations.</p> <p>1.30. various social factors and impact on education</p>	

**SW-1 Suggested Sessional Work (SW):**  
Assignment

**CO2. Group dynamics social instructions ,social change and the contribution of education to these aspects.**

**ApproximateHours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	La bo rat or y Ins tru cti on (L)	Classroom Instruction (CI)	SelfLearning (SL)
<p>2SO1. Student will understand the Social structure and Education</p> <p>2SO2. Student will understand the Social interactions and their educational implications</p> <p>2SO3. Student will understand the Social Theories of Functionalist Emile Durkheim, Talcott Parson ,Marxist, Integral Humanism with special reference to social change</p> <p>2SO4. Student will understand the Education and Society as Education as a process in social system</p> <p>2SO5. Student will understand the Education and Society as a process of Socialization and in Social Progress</p>	0	<p>Unit-2.0</p> <p><b>Social Structure and Education</b></p> <p>2.1 Social interactions and their educational implications</p> <p>2.2 Meaning and definition of Social group</p> <p>2.3 About Inter group relationships</p> <p>2.4 Meaning and Definition of Group dynamics</p> <p>2.5. Social stratification</p> <p>2.6. Meaning and Definition of Social Mobility</p> <p>2.7. Social Mobility of Educational implications;</p> <p>2.8. About Social Theories</p> <p>2.9. About Functionalism and Marxism</p> <p>2.10. Concept of Functionalism and Marxism</p> <p>2.11. Social theory of Functionalism of Emile Durkheim</p> <p>2.12. Functionalism of Talcott Parson</p> <p>2.13. Social theory of Marxism</p> <p>2.14. Marxism and Educational implication</p> <p>2.15. Integral Humanism with special reference to social change</p> <p>2.16. Meaning of Humanism</p> <p>2.17. Main characteristics of Humanism</p> <p>2.18. Humanism and Curriculum</p> <p>2.19. Humanism Education and teacher</p>	<p>1. Social structure and Education</p> <p>2. Education and Society, Education as a process of Socialization and Social Progress</p>

		20.Humanism Education and Student 21.About Education and Society 22.Need of Social System 23.Educational Role of Society in Social system 24 Meaning and definitions of socialization 25.Methods of Socialization 26.Agencies of Socialization 27.Educational Functions of Society 28 Education as a process of socialization 29.Role of Teacher in the process of socialization. 30.Education as a process of Social Progress	
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**SW-2Suggested Sessional Work (SW):**  
**Assignment:**

**CO3.Meaning of culture and concepts of modernization,westernisation and socialisation.Various social factors and their impact on education.**

**Approximate Hours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the meaning and nature of Culture and Education 3SO2.Studentwillunderstandthe Role of Education in the cultural context, cultural determinants of Education,Education and cultural change 3SO3.Studentwillunderstandthe Problems created bySocio-cultural change and modernization 3SO4. Student will understand the Meaning and nature of Social change 3SO5.Student will understand the Constraintson social change in India	0	Unit-3 <b>Culture and Education</b> 3.1.Meaning and Definitions of Culture. 3.2.nature of culture, 3.3.Formation of Culture 3.4.Major Attributes of culture .5.Role of Education in the cultural con text, .6.Cultural determinants of Education, .7.Education and cultural change, 3.8.Impact of Culture on Education 3.9-.Problems created by Socio-cultural change 3.10-Problems created by modernization 3.11.Meaning and definition of Cultural Lag 3.12-Meaning of cultural conflict.	1. Constraints on social change in India



		3.13.concept of cultural conflict 3.14.characteristics of cultural conflict. 3.15.Cultural unity. 3.16.meaning and definition of Cultural unity. 3.17.characteristics of Cultural unity. 3.18.diversity inIndia, 3.19.Need for composite culture. 3.20.Need of composite culture for education 3.21.Meaning and definition of Social change. 3.22 nature of Social change, 3.23.characteristics of Social change, 3.24.Principles of Social Change 3.25 Factors responsible for social change 3.26. Relation ship between Education and Social Change 3.27.role of the teacher insocial change. 3.28 role of schools in social change Nature and direction change in India 3.29.Constraints on social change in India- caste,Class,Language, 3.30.-Religion and Regionalism.	
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**SW-3 Suggested Sessional Work (SW):**

**Brief of Hours suggested for the Course Outcome**

<b>Course Outcomes</b>	<b>Class Lecture (CI)</b>	<b>Sessional Work (SW)</b>	<b>Self Learning (SI)</b>	<b>Total hour (CI+SW+SI)</b>
CO1. Meaning and nature of educational sociology education and social organizations.	30	2	1	33
CO2. Group dynamics social instructions, social change and the contribution of education to these aspects	30	2	1	33
CO3. Meaning of culture and concepts of modernization, westernization and socialization. Various social factors and their impact on education	30	2	1	33
<b>Total Hours</b>	90	06	03	99

**Suggestion for End Semester  
Assessment Specification Table (For  
ESA)**

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Concept and Scope of Educational Sociology	04	10	05	19
CO-2	<b>Social Structure and Education</b>	04	10	05	19
CO-3	<b>Culture and Education</b>	02	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks **Note.**Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

**Suggested Instructional /Implementation Strategies:**

Improved Lecture,GroupDiscussion,Role Play,Visit to schools and college,Demonstration,ICT Based Teaching Learning(Whats app, Mobile, Online sources)

**Suggested Learning Resources:**

**(a)Books:**

S. No.	Title	Author
1	Sociological Foundations of Education in ContemporaryIndia	RuhelaKet al:
2	.Philosophical and Sociological Foundations of Education	SharmaYK:
3	Education and Society: Concepts,Perspectives and Suppositions	PrasadJ:
4	Sociological Foundations of Education	TalesraH:

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**COs,Pos and PSOs Mapping**

**CourseCode: 70ED123**

**CourseTitle:Sociological Foundations of Education-I**

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education :	Toproduce quality and competent teachers and each educators	Toprovide knowledge on historical, philosophical and sociological foundations of education practices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities to critically examine and reflect on the concept,
CO1 Meaning and nature of educational sociology education and social organizations.	1	1	1	2	3	2	3	2	2	3	1
CO2. Group dynamics social instructions, social change and the contribution of education to these aspects.	1	1	2	2	1	2	3	1	2	2	1
CO3. Meaning of culture and concepts of modernisation, westernisation and socialisation.	2	2	1	1	1	2	2	2	2	2	2

CO4. Various social factors and their impact on education Scheme of Studies:	3	2	2	2	3	2	3	1	3	3	2
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**CourseCurriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	CO1Meaningandnatureof educational sociology education and social organizations.	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit- 1.0Meaningand natureofeducation al sociology 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Meaning and nature of
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	CO2. Group dynamics social instructions, social changeandthecontribution of education to these aspects.	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2Group dynamics social instructions,social change and the Contribution of education to these aspects 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	educatio nal sociolo gy
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	CO3. Meaning of culture and concepts of modernisation,westernisati on and socialisation.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3 : Meaning of culture and concepts of modernisation, westernisation and socialisation. 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	Meaning of culture and concepts of modernisation, westernisation andsocialisatio n.
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	CO4. Variousocialfactor s and their impact on education Scheme of Studies:	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:Various social factors and their impact on education Scheme of Studies 4.1,4.2,4.3,4.4,4.5,4.6,4.7	

**CourseCode:** 70ED-124

**CourseTitle:** Methodology of educational research & Educational statistics–I

**Pre- requisite:** Student should have know about the Sources from where Knowledge could be obtained

**Rationale:** Student will know about the Sources from where Knowledge could be obtained.Nature, scope and limitations of educational research.Modalities.Sourcesforobtainingthedata, analyzing necessary for formulating research problem and drawing for solving an educational problem.

**CourseOutcomes:**

CO1- Sources from where Knowledge could be obtained. CO2. Nature, scope and limitations of educational research. CO3. Modalitiesnecessaryfor formulating research problem. CO4. Sources for obtaining the data,analyzing and drawing for solving an educational problem.

**SchemeofStudies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
MC	70ED-124	Methodology of educational research & Educational statistics –I	6	0	2	1	9	6

**CI:** Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T) and others)

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:**Sessional Work(includes assignment,seminar,mini project etc.),

**SL:** Self Learning,**C:** Credits.

**Note:**SW&SL has to be planned and performed under the continuous guidance and feed back of teacher to ensure out come of Learning. **Scheme**

**of**

**Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester	Total Marks
			5 Assignment 5 marks each (CA)	Class Test (CT)	Seminar (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+S A+C AT+AT)	Assessment  <b>(ESA)</b>	(PRA + ESA)
MC	<b>70ED-124</b>	Methodology of educational research & Educational statistics-I	25	-	-	5	-	30	70	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and sessional levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1-Sources from where Knowledge could be obtained.**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33



Session Outcomes(SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>ISO1.</b>Students will gain knowledge About Nature and scope of Educational Research Meaning, nature and limitations</p> <p><b>ISO2</b>Students will gain knowledge About Need and purpose Scientific Enquiry and Theory development</p> <p><b>ISO3.</b>Students will gain knowledge about Fundamental,Appliedandaction Research Qualitative and Quantitative Research ;</p> <p><b>ISO4.</b> Students will gain knowledge aboutMajorApproachestoresearch– Research Design, Descriptive Research, Ex-Post-facto Research</p> <p><b>ISO5.</b> Students will gain knowledge about Experimental Research and Historical Research. Ethnography</p>	0	<p>UNIT-1</p> <ol style="list-style-type: none"> <li>1.Nature of Educational Research</li> <li>2. scope of Educational Research</li> <li>3. Educational Research Meaning,</li> <li>4. Educational Research limitations</li> <li>5.research in behavioural sciences</li> <li>6.developmental research.</li> <li>7.Experimental design</li> <li>8.quasi experimental research</li> <li>9.Case study and single subject study research.</li> <li>10.documentary analysis research.</li> <li>11.research problem identification</li> <li>12.writing a research proposal(synopsis)</li> <li>13.searching and reviewing the related literature.</li> <li>14.research hypotheses</li> <li>15. sampling.</li> <li>16...Need of Scientific enquiry and Theory development</li> <li>17..purpose of Scientific enquiry and Theory development</li> <li>18. Fundamental, Research</li> <li>19. Applied Research</li> <li>20. action Research</li> <li>21.Qualitative Research</li> <li>22. Quantitative Research</li> <li>23. Major Approaches to research</li> <li>24.Research Design,</li> <li>25. Descriptive Research,</li> <li>26. Ex-Post-facto Research</li> <li>27.Experimental Research</li> <li>28.Historical Research.</li> <li>29.Ethnography</li> <li>30.characteristics of ethnographic.</li> </ol>	<ol style="list-style-type: none"> <li>1.Natureand scopeof Educational ResearchMeanir natureand limitation Experimental Researchand Historical Resear Ethnography</li> </ol>

**SW-1 Suggested Sessional Work(SW):**  
**CO2. Nature,scope and limitations of educational**

**research. ApproximateHour**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Formulation of Research Problem</p> <p>2SO2. Student will understand the Criteria of identifying the problem on the basis of tradition, experience, reasoning empiricism</p> <p>2SO3. Student will understand the Types of Sources of information</p> <p>2SO4. Student will understand the Variables – Nature and types</p> <p>2SO5. Student will understand the Hypothesis characteristics , types and formulation. It differences with assumption</p>	0	<p>Unit-2.0</p> <p>2.1. Formulation of Research Problem</p> <p>2.2. Criteria of identifying the problem on the basis of tradition</p> <p>2.3. Criteria of identifying the problem on the basis of experience,</p> <p>2.4. Criteria of identifying the problem on the basis of reasoning empiricism</p> <p>2.5. selecting a research problem.</p> <p>2.6. defining and stating the research problem.</p> <p>2.7. importance of research proposal.</p> <p>2.8. writing a research proposal.</p> <p>2.9. searching the related literature.</p> <p>2.10 abstracts and indexes</p> <p>2.11. review resources.</p> <p>2.12. use of internet in research.</p> <p>2.13. writing a good literature review.</p> <p>2.14. Types of Sources of information</p> <p>2.15. Variables – Nature and types</p> <p>2.16. Hypothesis meaning</p> <p>2.17. characteristics of a hypothesis</p> <p>2.18. function of hypothesis.</p> <p>2.19. types of hypothesis</p> <p>2.20 formulation of hypothesis.</p> <p>2.21 substantive hypothesis.</p> <p>2.22. directional research hypothesis.</p> <p>2.23. nondirectional hypothesis.</p> <p>2.24. statistical hypothesis.</p> <p>2.25. writing the hypothesis.</p> <p>2.26. null hypothesis.</p> <p>2.27. the concept of one tailed hypothesis.</p> <p>2.28 .two tailed hypothesis.</p> <p>2.29. two tailed hypothesis.</p> <p>2.30. differences with assumption</p>	<p>1. Hypothesis characteristics , types and formulation. It differences with assumption</p> <p>Variables Nature and types</p>

**SW-2 Suggested Sessional Work (SW):**

**CO3. Modalities necessary for formulating research problem. Sources for obtaining the data, analyzing and drawing for solving an educational problem. To cultivate insight into the objectives and scope of Secondary Education and teacher education, and to foster an awareness of professional ethics**

**Approximate Hours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

<b>Sessional Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>Self Learning (SL)</b>
3SO1. Student will understand the Collection of Data Concept of Population and sampling 3SO2. Student will understand the Methods of sampling probability and non-probability sampling 3SO3. Student will understand the Representative and Random sampling, Stratified sampling, cluster and quota sampling 3SO4. Student will understand the Sampling size and sampling error Techniques and tools characteristics of good research tool – objectivity, Reliability, Validity, Norms and Usability 3SO5. Student will understand the	0	Unit-3 3.1. Collection of Data 3.2. Concept of Population and sampling, 3.3. observation meaning and definition. 3.4. function of observation 3.5. technique Types of observation 3.6. procedure for carrying out observation 3.7. merits of employing observation technique 3.8. demerits of using observation technique. 3.9. measurement scales 3.10. Methods of sampling 3.11. advantages of sampling in research 3.12. types of sampling strategy 3.13. Sampling size 3.14. errors in sample research. 3.15. probability and non-probability sampling 3.16. Representative and Random sampling	1. Collection of Data Concept of Population and sampling

<b>S</b> Types of research Tool and Techniques Documents <b>S</b> <b>u</b> <b>g</b> <b>g</b> <b>e</b> <b>s</b> <b>t</b> <b>e</b> <b>d</b> <b>S</b> <b>e</b>		3.17.Stratified sampling, 3.18..cluster and quota sampling 3.19.Samplingsize 3.20.sampling errorTechniques 3.21..tools characteristics of good research 3.22.tool–objectivity, 3.23..Reliability, 3.24..Validity, 3.25..Norms and Usability 3.26.Types of research Tool 3.27.Techniques Documents, 3.28.Scrutiny Observation,27.Interview, 3.29.Questionnaires Rating Scale, Schedule inventory.performance Testf. 3.30.The Research Report Writing Evaluation	
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**ssional Work(SW):**

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1-Sources from where Knowledge could be obtained.	30	2	1	33
CO2. Nature,scope and limitations of educational research.	30	2	1	33
CO3. Modalities necessary for formulating research problem.Sources for obtaining the data,analysing and Drawing for solving an educational problem	30	2	1	33
Total Hours	90	06	03	99

**Suggestion for End Semester Assessment Suggested Specification Table (ForESA)**

CO	Unit Titles	Marks Distribution			Total
		R	U	A	Marks
CO-1	Sources from where Knowledge could be obtained.	4	10	5	19
CO-2	Nature,scope and limitations of educational research.	4	10	5	19
CO-3	Modalities necessary for formulating research problem Sources for obtaining the data,analyzing and drawing for solving an educational problem	2	20	10	32
	<b>Total-</b>	10	40	20	70

Legend: R: Remember, U: Understand, A:Apply

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration,ICT Based Teaching Learning Whatsapp, Mobile, Online sources)

Suggested Learning **Resources:**

**(a)Books:**

S. No.	Title	Author
1	Research in education	BestandKhan:
2	Research Methodology in Education	CohenandMarion:
3	Methodology of Educational Research	KoulL:
4	Statistics in Psychology and Education	MangalSK:

1. Best,JohnW.&Kahn.JamesV.(2001).Research in Education,Prentice Hall of India,NewDelhi.
2. Chauhan,S.S.(2005).Advanced Educational Psychology,Vikas Publishing house,NewDelhi.
3. Kaul,Lokesh.(1984).Methodology of Educational Research,Vikas Publishing house,NewDelhi.

4. Mangal, S.K. (2004). Advanced Educational Psychology, PHI Publications, Delhi.

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**COs, Pos and PSOs Mapping**

Course Code: 70ED-124

Course Title: Methodology of educational research & Educational statistics-I

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	Toproduce qualified competent teachers and reduce	Toprovide knowledge on historical, philosophical and social foundations of educational practices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> Sources from where Knowledge could be	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>



obtained.											
CO2. Nature, scope and limitations of educational research	1	1	2	2	1	2	3	2	2	2	2
CO3. Modalities necessary for formulating research problem	2	2	1	1	1	2	2	1	1	1	2
CO4. Source for obtaining the data, analyzing and drawing for solving an educational problem	3	2	2	2	3	2	3	2	3	3	2

**Legend: 1–Low, 2–Medium, 3–High**

**CourseCurriculum Map:**

POs&PSOsNo.	Cos No.&Titles	SOsNo.	Laboratory Instruction (LI)	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> Sourcesfromwhere Knowledge could be obtained	S01.1 S01.2 S01.3 S01.4 S01.5		Unit-1.0SourcesfromwhereKnowledge could be obtained 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Sourcesfrom where Knowledge could be obtained
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2.</b> Nature, scope and limitations of educational research.	SO2.1 SO2.3 SO2.3 SO2.4. SO2.5		Unit-2Nature,scopeandlimitationsofeducational research. 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	Nature, scope and limitations of educationalresearch h.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3.</b> Modalitiesnecessaryf or formulating research problem	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3:Understanding the SDGs: 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	Modalities necessaryfor formulating researchproblem
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4.</b> Sourcesforobtainingthe data,analyzinganddrawingfor solvinganeducationalproble m.	SO4. SO4.2 SO4.3 SO4.4 SO4.5		Unit-4:Climate Change, Energy and Sustainable Development4. 1,4.2,4.3,4.4,4.5,4.6,4.7	

**CourseCode:70ED-125**

**CourseTitle:Information and Communication Technology in Education**

**Pre-requisite:** Student should have knowledge of number Develop the professional ability in ICT Understand the impact of ICT Explain the various educational resources.

**Rationale:**Student will know about the Develop the professional ability in ICT Understand the impact of ICT Explain the various educational resources Describe the various assessment techniques Explain ways to create online community Understand the scope of ICT and its applications in teaching learning. Analyze the types of ICT and apply them in education Classify the new trends and techniques in education for achieving the goals of effective teaching and learning

**Course Outcomes:**

CO1:Develop the professional ability in ICT Understand the impact of ICT

CO2:Explain the various educational resources Describe the various assessment techniques

CO3:Explain ways to create online community Understand the scope of ICT and its applications in teaching learning. CO4: Analyze the types of ICT and apply them in education

CO5:Classify the new trends and techniques in education for achieving the goals of effective teaching and learning.

**Scheme of Studies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-125	Information and Communication Technology in Education	6	0	2	1	9	6

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategiesi.e.Lecture(L)andTutorial(T)andothers),

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**S:**Sessional Work (includes assignment, seminar,mini project etc.),

**SL:** Self Learning,**C:** Credits

**Note:**SW & S L has to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning

**Scheme of Assessment:Theory**

category	Course Code	Course Title	Scheme of Assessment( Marks)							
			Progressive Assessment (PRA)						End Semester Assessment  (ESA)	Total Marks  (PRA + ESA)
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one (CAT)	Class Attendance  (AT)	TotalMarks  (CA+CT+SA+ CAT+AT)		
MC	<b>70 E D- 125</b>	Information and Communication Technology in Education	25	-	-	5	-	30	70	100

#### Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and sessionl evels,which students areanticipated to a ccomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1:Develop the professional ability in ICT Understand th eimpact of ICT teaching and learning.**

ApproximateHours

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

Sessional, Outcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning (SL)
<p>1SO1.Students will gain knowledge about both Fundamentals of Information Technology and Computers</p> <p>1SO2.Student will understand the IT and the information processing cycle</p> <p>1SO3.Student will understand the IT and the information processing cycle</p> <p>1SO4. Student will understand the TutorialonWindows–Introductionto Desktop, Opening Windows, Using Mouse &amp; Keyboard,</p> <p>1SO5.Studentwillunderstandthe Exploring the computer, Using Widows Help, Organizing Files</p>	0	<p>UNIT1: Introduction</p> <p>1.1.meaning of Information Technology.</p> <p>1.2.concept and definition of Information Technology .</p> <p>1.3..Fundamentals of Information Technology.</p> <p>1.4.Fundamentals of Computers 1.5-.T processing cycle;</p> <p>1.6.the information processing cycle 1.7-.Tutorial on Windows.</p> <p>1.8-.Introduction to Desktop.</p> <p>1.9-.Opening Windows,.Using Mouse 1.10.using Key board,</p> <p>1.11.Exploring the computer,</p> <p>1.12.Using Widows Help,13.Organizing Files 1.13, Saving the File,</p> <p>1.14.Moving Texts</p> <p>1.15.Switching between Programs</p> <p>.1. 16.Closing an Application</p> <p>1. 17.Shutting down the Windows.</p> <p>1.18.importance of information technology and computer</p>	1.Fundamentalsof Information Technology and Computers

**SW-1Suggested Sessional Work(SW):**

Assignment:

**CO2: Explain the various educational resources Describe the various assessment techniques**

**Approximate Hours**

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

<b>Session Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>Self Learning (SL)</b>
<p>2SO1. Student will understand the Pedagogical Skills with MS Word</p> <p>2SO2. Student will understand the Exploring knowledge in MSword- Creating, Formatting, Checking spelling &amp; Grammar, Saving &amp; Enhancing a Document</p> <p>2SO3. Student will understand the Tutorials to develop Pedagogical</p> <p>2SO4. Student will understand the Word for Students, Creating Student support materials, Creating Teacher support materials</p> <p>2SO5. Student will understand the Creating Organizational Chart, Developing Plans for Implementation</p>	0	<p>Unit-2.0 Pedagogical Skills with MS Word</p> <p>2.1. Pedagogical Skills with MS Word</p> <p>2.2. Exploring knowledge in MSword</p> <p>2.3.- Creating,</p> <p>2.4 Formatting,</p> <p>2.5 Checking spelling</p> <p>2.6 Grammar Saving</p> <p>2.7. Enhancing a Document</p> <p>2.8. Inserting Table,</p> <p>2.9. Creating a Graph from the Table</p> <p>2.10 Adding Headers</p> <p>2.11. Footers</p> <p>2.12. Changing Page Settings;</p> <p>2.13. Tutorials to develop</p> <p>2.14. Pedagogical Skills</p> <p>2.15. Planning a unit Creating a Evaluation Tool, Application of M S</p> <p>2.16. Word for Students, Creating Student support materials, Creating Teacher support materials</p> <p>2.17. Creating Organizational Chart,</p> <p>2.18. Developing Plans for Implementation.</p>	1. Pedagogical Skills with MS Word

**SW-2SuggestedSessionalWork(SW):  
Assignment:**

**CO3:Explain ways to create on line community Understand the scope of ICT and its applications in teaching learning**

**ApproximateHour**

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning (SL)
<p>3SO1.Student will under stand the Pedagogical Skills with MS Excel</p> <p>3SO2. Student will understand the Exploring knowledge in MS Excel window–Setting up theSpread sheet to data input and analyze that</p> <p>3SO3. Student will understand the TutorialstodevelopPedagogicalSkills in - Setting up of Spreadsheet with Rows and Columns for entering and calculating data</p> <p>3SO4. Student will understand the Creating simple calculations,Using built-in formulas in Excel</p> <p>3SO5. Student will understand the Formatting a Worksheet &amp; its cells, UsingappropriateChartsandGraphs, Creating Student Grade book</p>	0	<p>Unit-3 Pedagogical Skills with MS Excel</p> <p>3.1.Pedagogical Skills with MS Excel</p> <p>3.2.Exploring knowledge in MS Excel window</p> <p>3.3Setting up the Spread sheet to data input and analyze that</p> <p>3.4.Tutorials to develop Pedagogical Skills in- Setting up of Spreadsheet with Rows</p> <p>3.5.Columns for entering</p> <p>3.6.calculating data,</p> <p>3.7.Creating simple calculations,</p> <p>3.8. Using built-in formulas in Excel,</p> <p>3.9.Formatting a Worksheet &amp; its cells,</p> <p>3.10.Using appropriate Charts and Graphs, 3.11.Creating Student Grade book.</p> <p>3.12.,uses of MS excel.</p> <p>3.13.Setting up the spread sheet to data analyze</p> <p>3.14. develop the skill in spread sheet with rows.</p> <p>3.15.collection of data and calculate them. 3.16.formating a work sheet.</p> <p>3.17.create knowledge of MS Excel.</p> <p>3.18.To develop formulas in excel.</p>	1.Pedagogical Skillswith MS Excel

**CO4:Analyze the types of ICT and apply the min education**

**Approximate Hours**

Item	Appx. Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

<b>SessionOutcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>ClassroomInstruction (CI)</b>	<b>SelfLearning (SL)</b>
<p>4SO1. Studentwillunderstand the PedagogicalSkillswithMSPower Point</p> <p>4SO2. Student will understand the Exploring knowledge in MS Power Point – Beginning of Multimedia</p> <p>4SO3. Student will understand the develop Pedagogical Skills in – Creating an Outline of Presentation</p> <p>4SO4. Student will understand the Enhancing a Presentation,Adding a back ground design</p> <p>4SO5. Student will understand the Adding a Hyper link,Embedding a file, Inserting a chart,</p>	0	<p>Unit-4.0 Pedagogical Skills with MS Power Point</p> <p>4.1.Pedagogical Skills with MS Power Point</p> <p>4.2.Exploring knowledge in MS Power Point</p> <p>4.3 Beginning of Multimedia</p> <p>4.4. Presentation</p> <p>4.5;Tutorials to develop Pedagogical Skillsin-Creating an Outline of Presentation,</p> <p>4.6.Saving a Presentation</p> <p>4.,7.Formatting the slides Inserting Clip</p> <p>4.8.Enhancing a Presentation,</p> <p>4.9.Adding a background design</p> <p>4.10,Adding graphics from Internet,</p> <p>4.11.Adding Animations</p> <p>4.12,Slide Order,</p> <p>4.13.Slide Transition,</p> <p>4.14.Recording a sound or voice narration,</p> <p>4.15.Inserting a sound on a single slide,Inserting a movie clip,</p> <p>4.16.Adding a Hyperlink, Embedding a file, Inserting a chart, Printing slides for Transparencies or Handouts</p> <p>4., 17.Saving a Multimedia Presentation in different Formats,</p> <p>4.18.Setting up a Show to Run Automatically</p>	1.Pedagogic al SkillswithMS Power Point

**SuggestedSessionalWork (SW):**

Assignment:



**CO5:Classify the new trends and techniques in education for achieving the goals of effective**

**ApproximateHours**

Item	Appx.Hrs
CI	18
LI	0
SW	2
SL	1
Total	21

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	Self Learning (SL)
<p>5SO1.Studentwillunderstand the Technical Skills in Internet, E-mail Audio-video &amp; Data CD and E-resources</p> <p>5SO2.Studentwillunderstand the Exploring knowledge in Internet, E-mail, Audio-video and Data CD</p> <p>5SO3.Studentwillunderstand the Understanding and using Directories and Search Engines, Exploring</p> <p>5SO4.Studentwillunderstand the Tutorials to develop Pedagogical Skills</p> <p>5SO5.Studentwillunderstand the Creating E-mail accounts for students,</p>	0	<p>Unit-5.0 Technical Skills inInternet</p> <p>5.1.Technical Skills inInternet</p> <p>5.2, E-mail Audio-video &amp; Data CD and E-resources</p> <p>5.3.Exploring knowledge in Internet,E-mail,Audio-video and Data CD etc. 5.4.Understanding and using Directories and Search Engines, 5.5 Exploring Copy right Laws related to Computer and Software use,E-resources;</p> <p>5.6.Tutorials to develop Pedagogical Skills in-Locating Internet resources</p> <p>5.7 Saving Web addresses in Favorites, Saving an image from a website,</p> <p>5.8 Saving a sound from a website, Saving a video clip from a website,</p> <p>5.9.Creating E-mail accounts for students,Locating Resource susing MS Encarta,</p> <p>5.10.Installing Encarta, Exploring Encarta,Copying Resources from Encarta,</p> <p>5.11.Saving favorite resources in Encarta, Exporting favorites to another computer,5.12.Exploring Copyright laws related to computer and software use, Using Communication Tools in the classroom, 5.13.Using E-resources.</p> <p>Pedagogical Skills in MS Publishing a.Exploring knowledge in MS Publishing</p> <p>5.14.Print Materials (Newsletter,Brochure, questionPaper,</p> <p>5.15.E-materials (Website);</p> <p>5.16.Tutorials to develop Pedagogical Skills in - Using Publisher Newsletter wizard, Saving the publication, Customizing the publication,</p>	<p>1. Technical Skills in Internet,E- mail Audio- video &amp; DataCD and E-resources</p>

		Enhancing the publication, Creating Student Publications–Newsletter or Brochure, Using Website wizard, Saving your Website, Customizing Website, Enhancing your Website, Uploading a Website, Evaluating site	

SW-5 Suggested Sessional Work(SW):

Assignments:

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
CO1: Develop the professional ability in ICT Understand the impact of ICT	18	2	1	21
CO2: Explain the various educational resources Describe the various assessment techniques	18	2	1	21
CO3: Explain ways to create online community Understand the scope of ICT and its applications in teaching learning.	18	2	1	21
CO4: Analyze the types of ICT and apply them in education	18	2	1	21
CO5: Classify the new trends and techniques in education for achieving the goals of effective	18	2	1	21
<b>Total Hours</b>	<b>90</b>	<b>10</b>	<b>05</b>	<b>105</b>

**Suggestion for End Semester Assessment Suggested Specification Table (ForESA)**

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	: Introduction	2	5	4	11
CO-2	Pedagogical Skills with MS Word	2	5	4	11
CO-3	. 3 Pedagogical Skills with MS Excel	2	10	4	16
CO-4	Pedagogical Skills with MS Power Poin	2	10	4	16
CO-5	Technical Skills inInternet	2	10	4	16
Total		10	40	20	70

**Legends:**

**R:Remember, U:Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration,ICT Based Teaching Learning Whatsapp, Mobile, Online sources,Brainstorming

**Suggested Learning Resources:**

<b>S. No.</b>	<b>Title</b>	<b>Author</b>	<b>Publisher</b>	<b>Edition&amp;Year</b>
1	Research methodology in behavioural sciences	Mangal S.K.	PHI Learning private limited Delhi	2014

CurriculumDevelopmentTeam

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**COs,POsandPSOsMapping**

**CourseCode:70ED-125**

**CourseTitle: Information and Communication Technology in Education**

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern - day education.	focus on under standing the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	To produce qualified competent teachers and educators	To provide knowledge in historical, philosophical and social foundations of education	To provide training to become educational psychologists and counsellors	To provide opportunities to critically examine and reflect on the concept,
<b>CO1: Develop the professional ability in ICT Understand the impact of ICT</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2: Explain the various educational resources Describe the various assessment techniques</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

CO3: Explain ways to create online community Understand the scope of ICT and its applications in teaching and learning.	2	2	1	1	1	2	2	1	1	2	2
CO4: Analyze the types of ICT and apply them in education	3	2	2	2	3	2	3	3	3	3	2
CO5: Classify the new trends and techniques in education for achieving the goals of effective teaching and learning	-	-	-	1	1	3	3	3	3	1	3

**Legend: 1–Low, 2–Medium, 3–High**

**Course Curriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laborator y Instruction (LI)	Classroom Instruction(CI)	SelfLearning (SL)
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	<b>CO1:</b> Developtheprofessiona l ability in ICT Understand the impact of ICT	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 Develop the professional ability in ICT UnderstandtheimpactofIC T 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Develop the professional ability in ICT Understandthe
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	<b>CO2:</b> Explainthevarious educational resources Describe the various assessment techniques	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2the various educational resources 2.1,2.2,2.3,2.4,2.5,2.6, 2.7, 2.8,2.9	impactof ICT
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	<b>CO3:</b> Explain ways to create onlinecommunityUnderstan d the scope of ICT and its applications in teaching learning.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:tocreateonlinecommunity Understand the scope of ICT 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	tocreateonline community Understandthe scope of ICT
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	<b>CO4:</b> Analyzethetypesof ICT and apply them in education	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:AnalyzethetypesofICTand apply them in education 4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5, 6 7, PSO1,2,3,4,	<b>CO5:</b> Classify the new trendsandtechniquesi n education for achieving the goals of effective teaching and learning	SO5.1 S O5.2S O5.3S O5.4 SO5.5		Unit5:Classifythenewtrendsand techniques in education 5.1,5.2,5.3,5.4,5.5,5.6	Classifythenew trends and techniques in education



**CURRICULUM**  
**M.A Education 2 SEMESTER**  
**AKSUNIVERSITYSATNAMP**

**DEPARTMENTOFEDUCATION**



**Course Code:** 70ED-221

**Course Title:** Philosophical Foundations of Education–II

**Pre-requisite:** Student should have knowledge of Dependency theory in Education, values and Indian contribution

**Rationale:** Student will know about the Develop the professional ability in Dependency theory in Education, values and Indian contribution .Concepts related to social philosophy of education. Nature and source of Knowledge getting process

**Course Outcomes:**

CO1.Dependency theory in Education, values and Indian contribution. CO2. Concepts related to social philosophy of education.

CO3. Nature and source of Knowledge getting process

**Scheme of Studies:**

Category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
MC	70ED-221	Philosophical Foundations of Education – II	6	0	2	1	9	6

Legend:

**CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others)

**LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:** Sessional Work (includes assignment, seminar, mini project etc.),

**SL:** Self Learning, **C:** Credits.

**Note:** SW & SL has to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**Scheme of Assessment : Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks  ( CA+CT+SA+ CAT+AT)		
MC	<b>70 E D- 221</b>	Philosophical Foundations of Education-II	25	-	-	5	-	30	70	100

**Course-CurriculumDetailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**.CO1.Dependency theory in Education,values and Indian contribution.**

ApproximateHours

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

SessionOutcomes (SOs)	Laboratory Instruction (LI)	ClassroomInstruction (CI)	SelfLearning (SL)
<p>1SO1. Students will gain knowledge about contribution of educational thinkers educational philosophy of Gandhi ji.</p> <p>1SO2.Studentwillunderst and the philosophy of life of Rvindra Nath tagore</p> <p>1SO3.Studentwillunderst and the Educational philosophy of Aurobindo</p> <p>1SO4.Studentwillunderst and the Educational philosophy of J.Krishna Murti</p> <p>1SO5.Studentwillunderst and the.Educational philosophy of Swami Vivekanand</p>	0	<p>Unit-IV Contribution of Educational Thinkers</p> <p>4.1Educational philosophy of Gandhiji.</p> <p>4.2 factors influencing Gandhi an philosophy.</p> <p>4.3 basis of Gandhijis educational philosophy.</p> <p>4.4 evaluation of Gandhi darshan.</p> <p>4.5 philosophy of life of Rvindra nath tagore.</p> <p>4.6 Educational philosophy of Ravindra nath tagore</p> <p>4.7 Aims of education of Rvindra nath tagore.</p> <p>4.8 methods of teaching.</p> <p>4.9 Anestimate of Tagore as an educationist.</p> <p>4.10 Educational philosophy of Aurobindo.</p> <p>4.11 Aims of education of Aurobindo.</p> <p>4.12 curriculum according Aurobindo.</p> <p>4.13 principle of teaching.</p> <p>4.14 Educational philosophy of J.Krishna Murti</p> <p>4.15 educational psychology of Herbert spencer</p> <p>4.16 Aims of education J.Krishna Murti</p> <p>4.17 freedom and discipline.</p> <p>4.18 Educational philosophy of Swami Vivekanand.</p> <p>4.19 Aims of education Swami Viveka nand</p> <p>4.20 process of teaching .Swami Viveka nand</p> <p>4.21 characteristics of education. Swami Vivekanand</p> <p>4.2 educational ideas of Mahatma Gandhi.</p> <p>4.23 educational ideas of Swami Vivekanand.</p> <p>4.24 method of teaching by Vivekanand,</p> <p>4.25- evaluation of educational thought of viveka nand.</p> <p>4.26 Educational philosophy of Mahatma Gandhi.</p> <p>4.27 philosophical thought of Gijjubhi.</p> <p>4.28 educational thought of Gijjibhai.</p> <p>4.29 method of teaching Gijju bhai</p> <p>4.30.evaluation of educational thought of Gijju bhai.</p>	<p>,1.Gandhiand Vivekanand educational philosophy.</p> <p>2.Aurobindo and Ravindra nath tagore philosophy</p>

**SW-1 Suggested Sessional Work(SW):**

CO2. Concepts related to social philosophy of education.

Approximate Hours

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
2SO1. Student will understand the sociology of education 2SO2. Student will understand the element of characteristics of social group 2SO3. Student will understand the importance of primary groups 2SO4. Student will understand the essential features of culture 2SO5. Student will understand the Factors influencing social processes	0	Unit- V Western Thinkers  5.1. western thinkers 5.2. Aims of education according to Aristotle. 5.3 educational thought of Aristotle. 5.4. methods of teaching. 5-5. Educational thoughts of Kant. 5.6. evaluation of Kant as an educational thinker. 5.7. philosophical ideas of Dewey 5.8 Educational Thought of Dewey. 5.9 educational ideas of Dewey. 5.10 evaluation of Dewey's ideas. 5.11 educational thought of Societies 5.12 aims of education. 5.13 method of teaching by Societies. 5.14 Philosophical thoughts of Froebel. 5.15 Educational thought of Froebel. 5.16 Froebel method of teaching. 5.17 kindergarten method. 5.18 evaluation of educational thought of Froebel. 5.19 philosophical thoughts of Montessori. 5.20 educational thoughts of Montessori. 5.21 principle of teaching methods. 5.22 evaluation of educational thought of Montessori. 5.23 philosophical thoughts of Hegel. 5.24 educational thoughts of Hegel. 5.25 philosophical thoughts of Spinoza. 5.26 educational thoughts of Spinoza. 5.27 philosophical thoughts of John Locke.	1. Indian culture heritage and education. concept of social process. basic forms of social process. characteristics of social process. factors influencing social processes. 2. Meaning of education sociology. definition of education sociology aims of educational sociology. scope of educational sociology.

		5.28 educational thoughts of johnlocke. karl marx. 5.29 philosophical thought of karlmarx. 5.30 educational thought of karlmarx.	
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**SW-2SuggestedSessionalWork(SW):**  
**CO3. Nature and source of Knowledge getting process**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the a) Ivan Illich and De-schooling.</p> <p>3SO2. Student will understand the Paulo Friere and Conscientisation</p> <p>3SO3. Student will understand the equality of educational opportunity</p> <p>3SO4. Student will understand the education for national integration</p> <p>3SO5. Student will understand the education and emotional integration</p> <p>a) Ivan Illich and De-schooling ;</p> <p>b) Paulo Friere and Conscientisation ;</p> <p>c) Learning: The Treasure Within (UNESCO, 1996</p>	0	<p><b>Unit VI; Introduction</b></p> <p>6.1 meaning and definition of socialization.</p> <p>6.2a) Ivan Illich and De-schooling</p> <p>6.3 Paulo Friere and Conscientisation.</p> <p>6.4 Learning: The Treasure Within (UNESCO, 1996,</p> <p>6.5 definition of social progress.</p> <p>6.6 essential elements of social progress.</p> <p>6.7 distinction between evolution and progress.</p> <p>6.8 meaning of social change.</p> <p>6.9 definition of social change.</p> <p>6.10 factors that determine social change.</p> <p>6.11 factors resisting social change.</p> <p>6.12 factors affecting social change in India.</p> <p>6.13 equality of opportunity.</p> <p>6.14 equality of educational opportunity.</p> <p>6.15 disparities of educational opportunities in India.</p> <p>6.16 measures to promote equality of educational opportunity.</p> <p>6.17 provisions the describable of new education policy</p> <p>6.18 Education for national integration.</p> <p>6.19 elements hindering national integration.</p> <p>6.20 measures for strengthening national integration.</p> <p>6.21 efforts made by the centre for national integration.</p> <p>6.22 suggestions for national integration committee.</p> <p>6.23 meaning of emotional integration.</p> <p>6.24 need of emotional integration.</p> <p>6.25 education and emotional integration.</p> <p>6.26 emotional integration committee.</p> <p>6.27 suggestions of emotional integration committee.</p> <p>6.28 international understanding.</p> <p>6.29 need for international understanding.</p> <p>6.30 give suggestion for developing international understanding</p>	<p>1. meaning and definition of socialization. Process of socialization. factors leading to the socialization of the child</p>

**SW-3 Suggested Sessional Work (SW):  
Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
CO1-Dependency theory in Education ,values and Indian contribution	30	2	1	33
CO2. Concepts related to social philosophy of education	30	2	1	33
CO3. Nature and source of Knowledge getting process	30	2	1	33
<b>Total Hours-</b>	<b>90</b>	<b>06</b>	<b>03</b>	<b>99</b>

**Suggested Specification Table (For ESA)**

CO	Unit Titles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Contribution of Educational Thinkers	4	10	5	19
CO-2	Western Thinkers	4	10	5	19
CO-3	Introduction	2	20	10	32
	Total	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration,ICT Based Teaching Learning Whatsapp, Mobile, Online sources,Brainstorming

**Suggested Learning Resources:Books:**

S. No.	Title	Author
1	:Mile stone in Modern Indian Education	PurkaitBR
2	Great Educators	SharmaR:
3	Democracy ,Schooling and Political Education	Wring,Calin
4	Value Education	NCERT

1. ButtenJ.Donald: Four Philosophies and their Practices in Education and Religion, Printice Hall of India, New Delhi.
2. RuskRobertR.:Philosophical Bases of Education University of London Press Ltd.
3. .AgarwalJ.C.(2004):TeacherandEducationinaDevelopingSociety,VikasPublishingHousePvt. Ltd., New Delhi,
4. AgarwalJ.C.(2004):Theory and Principles of Education,VikasPublishingHousePvt.'Ltd.,New Delhi,

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**Cos ,Pos and PSOs Mapping**

CourseCode:70ED-221

CourseTitle: Philosophical Foundations of Education–II

CourseOutcomes	ProgramOutcomes							ProgramSpecificOutcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduced and competent teacher and educators	Toprovide knowledge in historical, philosophical and sociological foundations of educational practices	Toprovide training to become education psychologists and counselors	Toprovide opportunities for critical examination and reflection on the concept,
CO1Dependency theory in Education, values and Indian contribution.	1	1	1	2	3	2	3	2	3	3	1
CO2. Concepts related to social philosophy of education.	1	1	2	2	1	2	3	2	2	2	1

CO3. Nature and source of Knowledge Learning process	2	2	1	1	1	2	2	1	1	2	2
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**CourseCurriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO1</b> Dependency theoryinEducation , values and Indian contribution	SO1.1S O1.2S O1.3S O1.4 SO1.5		Unit-1.0Dependencytheoryin Education, values and Indian contribution  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Dependen cy theoryin Education, valuesand Indian contribution
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO2.</b> Conceptsrelatedt o social philosophy of education.	SO2.1S O2.2S O2.3 SO2.4 SO2.5		Unit-2Conceptsrelatedtosocial philosophy of education 2.1,2.2,2.3,2.4,2.5,2.6, 2.7, 2.8,2.9	Concepts relatedtosocial philosophyo f education
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO3.</b> Natureandsourceo f Knowledge getting process	SO3.1S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:Natureandsourceof Knowledgegettingproces s 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	Natureand sourceof Knowledge gettingprocess

**CourseCode:** 70ED-222

**CourseTitle:** Psychological Foundations of Education Part-II

**Pre- requisite:** Student should have  
The contribution of  
different schools of  
Psychology to  
Educations

**Rationale:** Student will know about The  
contribution of different  
schools of Psychology to  
Educations. Definition,  
Nature and factors  
influencing Learning.The  
meaning and nature of  
higher mental process. The  
meaning measurement and  
adjustment of personality.

**CourseOutcomes:**

**CO1.**Concept of motivation and it's relationship to Learning.

**CO2.** Different theories of learning -behaviouristic ,cognitive and insight.

**CO3.** Meaning and nature of creativity and its development. Specific needs and traits of exceptional children

**SchemeofStudies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-222	Psychological Foundations of Education Part-II	6	0	2	1	9	6

**Legend:**

CI:Classroom Instruction(Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment ,seminar,mini project etc.),

SL:Self Learning,C:Credits.

Note: SW&SL has to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning

### Scheme of Assessment:Theory

category	Course Code	Course Title	Scheme of Assessment(Marks)							End	Total
			Progressive Assessment(PRA )					Semester Assessment  (ESA)	TotalMarks  (CA+CT+SA+ CAT+AT)		
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one (CA)	Class Attendance  (AT)				
MC	70 E D- 22 2	Psychological Foundations of Education Part-II	25	-	-	5	-	30	70	100	

#### Course-CurriculumDetailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

#### CO1. Concept of motivation and its relationship to Learning. children

##### ApproximateHours

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Concept of Educational psychology.</p> <p><b>1SO2.</b> Student will understand the Meaning, Nature, Scope and Methods of Educational Psychology</p> <p><b>1SO3.</b> Student will understand the Interrelationship between Education and Psychology</p> <p><b>1SO4.</b> Student will understand the Major schools of Psychology and their contribution towards Education – (i) Structuralism, (ii) Functionalism, (iii) Behaviorism, (iv) Gestalt, (v) Psychoanalysis and (vi) Humanistic</p>	0	<p>Unit-IV: Psychology of Learning</p> <p>4.1 Psychology of Learning</p> <p>4.2 Concept of Psychology of Learning</p> <p>4.3 Nature of Psychology of Learning</p> <p>4.4 types of Psychology of Learning</p> <p>4.5 Basic concepts and principles of major theories</p> <p>4.6 Connectionist behaviorist Theories</p> <p>4.7 Thorndike</p> <p>4.8, Pavlov,</p> <p>4.9. Hull,</p> <p>4.10 Skinner-synoptic views),</p> <p>4.11 Cognitive Field Theories</p> <p>4.12 Gestalt</p> <p>4.13 , Lewin,</p> <p>4.14 Tolman</p> <p>4.15 Gagne;s Hierarchy of Learning</p> <p>4.16 Types and Conditions with his own appropriate modification</p> <p>4.17 Types and Conditions with other appropriate modification;</p> <p>4.18 Constructivism-Bruner's and</p> <p>4.19 Vygotsky Theory of Learning; 4.20. Transfer of learning 4.21. Concept,</p> <p>4.22 Explanation</p> <p>4.23 Theories</p> <p>4.24 needs of Transfer of learning 4.25, Favourable conditions and Methods ;</p> <p>4.26 Remembering and Forgetting Concept</p> <p>4.27 Categories,</p> <p>4.28 Forms of raising motivation</p> <p>4.29 Types of raising motivation and</p> <p>4.30 Techniques of raising motivation</p>	1. Concept of Educational psychology

**SW-1 Suggested Sessional Work(SW): Assignment**

Co2. Different theories of learning -behavioristic, cognitive and insight.

**Approximate Hours**

item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Human Development</p> <p>2SO2. Student will understand the Development--- Concept, stages, Dimensions, Methods of study and Developmental tasks</p> <p>2SO3. Student will understand the Trends and patterns of development – Physical, Cognitive, Social and Emotional</p> <p>2SO4. Student will understand the Other development issues concept formation, Problem solving, Language development, Moral development</p> <p>2SO5. Student will understand the Development of attitudes and values</p>	0	<p>Unit-V: Psychology and Education of Exceptional Children</p> <p>5.1 Psychology and Education of Exceptional Children</p> <p>5.2 meaning of Exceptional Children</p> <p>5.3 position of Exceptional Children in society.</p> <p>5.4 Exceptional learners</p> <p>5.5 Meaning of mentally retarded</p> <p>5.6 characteristics of mentally retarded</p> <p>5.7 Meaning and salient characteristics of mentally retarded</p> <p>5.8 Visually Impaired</p> <p>5.9, Hearing Handicapped, 5.10. Physically Learning, 5. 11. Learning disabled, 5. 12. Emotionally Disturbed</p> <p>5.13. Gifted Children;</p> <p>14 Educational programmes of the exceptional learners</p> <p>5.15 placement of the exceptional learners the exceptional learners</p> <p>5. 5.16 Educational programmes and placement of</p> <p>7 Nature and of special schools,</p> <p>5.18 objectives of special schools</p> <p>5.19 Nature and objectives of special schools</p> <p>5.20 concept of mainstreaming, 5.21. Integrated schools</p> <p>5.22 Integrated schools and support services,</p> <p>5.23 needs of Integrated schools</p> <p>5.24 needs of Integrated schools and support services,</p> <p>5.25 importance of Integrated schools.</p> <p>5.26 importance of Integrated schools and support services,</p> <p>5.27 concept of remedial teaching</p> <p>5.28 needs of remedial teaching</p> <p>5.29 importance of remedial teaching</p> <p>5.30 importance of remedial teaching for learning disabled children</p>	1. Human Development



**SW-2 Suggested Sessional Work (SW):  
Assignment**

CO3. Meaning and nature of creativity and its development Specific needs and traits of exceptional

**Approximate Hours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Psychology of Individual Differences 3SO2. Student will understand the Concept of intra and inter differences, relevant attributes of Individual Difference 3SO3. Student will understand the Intelligence-- Concept, Nature and Theories 3SO4. Student will understand the Creativity-- Meaning and Nature, Fostering creativity and Guiding creative children 3SO5. Student will understand the Personality – Concept, Type and Trait	0	<b>Unit-VI: Introduction of guidance</b> 6.1 meaning of Guidance 6.2 needs of Guidance 6.3 importance of Guidance 6.4 concept of Guidance 6.5 meaning of Counseling 6.6 Definition of Counseling 6.7 concept of Counseling 6.8 needs of Counseling 6.9 importance of Counseling 6.10 needs of Guidance and Counseling 6.11 importance of Guidance and Counseling 6.12 principles of Guidance and Counseling 6.13 work of Guidance and Counseling 6.14 characteristics of Guidance and Counseling 6.15 Types of guidance and counseling	1. Recent trends in measuring Intelligence, Creativity and Personality Mental Health and Life skills education

		6.16 individual guidance and counseling 6.17 guidance and counseling inschools; 6.18 guidance and counseling in society 6.19 guidance and counseling in groups 6.20 tools of guidance and counseling; 6.21 needs of guidance and counseling; 6.22 importance of tools of guidance and counseling ; 6.23 Techniques of guidance and counseling 6.24 needs of Techniques of guidance and counseling 6.25 importance of Techniques of guidance and counseling 6.26 Tools and Techniques of guidance and counseling 6.27 Tools and Techniques of-Records, 6.28 Scales and Tests 6.29, Interview 6.30.Organizing guidance service at different levels of Education.	
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**SW-3** Suggested Sessional Work (SW):  
 Brief of Hours suggested for the Course Outcome

CourseOutcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1. Concept of motivation and it's relationship to Learning.	30	2	1	33
CO2. Different theories of learning-behaviouristic, cognitive and insight.	30	2	1	33
CO3. Meaning and nature of creativity and its Development .Specific needs and traits of exceptional children	30	2	1	33
Total Hours-	90	06	03	99

**Suggestion for End Semester Assessment Suggested Specification Table (ForESA)**

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	: Psychology of Learning	4	10	05	19
CO-2	: Psychology and Education of Exceptional Children	4	10	05	19
CO-3	Introduction of guidance	2	20	10	32
	<b>Total</b>	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration,ICT Based Teaching Learning Whatsapp, Mobile, Online sources, Suggested Learning Resources: Books:

1. Best,JohnW.&Kahn.JamesV.(2001).ResearchinEducation,PrenticeHallofIndia,NewDelhi.
2. Chauhan,S.S.(2005).AdvancedEducationalPsychology,VikasPublishinghouse,NewDelhi.
3. Kaul,Lokesh.(1984).MethodologyofEducationalResearch,VikasPublishinghouse,NewDelhi.
4. Mangal,S.K.(2004).AdvancedEducationalPsychology,PHIPublications,Delhi.

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**COs,Pos and PSOs Mapping**

**CourseCode:70ED-222**

**CourseTitle:Psychological Foundations of Education Part-II**

CourseOutcomes	ProgramOutcomes							ProgramSpecificOutcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	Toproduce qualified and competent teacher and reduce	Toprovide knowledge on historical, philosophical and sociological foundations of educational practices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> Concept of motivation and its relationship to Learning.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2.</b> Different theories of learning-behaviouristic, cognitive and insight.	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

CO3. Meaning and nature of creativity and its development. Specific needs and traits of exceptional children	2	2	1	1	1	2	2	1	1	2	2
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**Course Curriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction(LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO1 Concept of motivation and its relationship to Learning.	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 Concept of motivation and its relationship to Learning. : 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Concept of motivation and its relationship to Learning.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO2. Different theories of learning-behaviouristic, cognitive and insight.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 Different theories of learning-behaviouristic, cognitive and insight. 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	Different theories of learning-behaviouristic, cognitive and insight
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3. Meaning and nature of creativity and its development. Specific needs and traits of exceptional children	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: Meaning and nature of creativity and its development 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	Meaning and nature of creativity and its development

**CourseCode:** 70ED-223

**CourseTitle:** Sociological Foundations of Education-II

**Pre- requisite:** Student should have knowledge of number Develop the professional ability in Various social factors and their impact on education.

**Rationale:** Student will know about the Develop the professional ability in Various social factors and their impact on education. Social theories with special references to Swadeshi.Meaning of culture and concepts of modernisation, weseternisation and socialisation.Variou social factors and their impact on education

**CourseOutcomes:**

CO1. Various social factors and their impact on education.

CO2. Social theories with special references to Swadeshi.

CO3. Meaning of culture andconcepts of modernisation, weseternisation and socialisation.

CO4. Various social factors and their impact on education

**Scheme of Studies:**

category	Course Code	Course Title	Schemeofstudies(Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
MC	70ED-223	Sociological Foundations of Education-II	5	0	2	1	8	5

**Legend:**

CI:Classroom Instruction (Includes different instructional strategiesi.e.Lecture(L)and Tutorial (T)and others)

,LI:Laboratory Instruction (Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)

SW:Sessional Work(includes assignment,seminar,mini project etc.),

SL:Self Learning,C:Credits.Note:SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

Scheme of Assessment:Theory

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5 Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one (CAT)	Class Attendance  (AT)	Total Marks  (CA+CT+SA+CAT+AT)		
MC	70 E D-223	Sociological Foundations of Education-II	25	-	-	5	-	30	70	100

#### Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

#### CO1. Various social factors and their impact on education.

##### Approximate Hours

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>1SO1. Students will gain knowledge about Social principles and Education</p> <p>1SO2. Student will understand the Social principles in Education Social and Economic relevance to Education, Socioeconomic factors and their impact on education</p> <p>1SO3. Student will understand the Educationis relation to democracy, freedom, nationalism, nationalism, national integration international understanding and literacy movement in India</p> <p>1SO4. Student will understand the Concept of Urbanization, Modernization, Westernization and Sanskritization, Globalization with special reference to Indian society and its Educational implications</p>	0	<p>Unit-IV:  Social Principles and Education  4.1-meaning of Social principles  4.2.Social principles in education  4.3-Process of Social principles  4.4.Meaning and definition of Social relevance  4.5-Meaning and definition of Economic relevance  4.6Social relevance on education  4.7 Economic relevance on education  4.8Social Economic factors  4.9Impact of Social economic factors on education  4.10Definition of Democracy  4.11Democracy and Education  4.12-Education is relation to democracy,  4.13 Basic principles and Values of Democracy  4.14 Democracy is a part of curriculum in education  4.15 Freedom and Education  4.16 Relation between freedom and Discipline  4.17 About Nationalism  4.18 National integration  4.19 National integration and education  4.20 Differential forces of National Integration  4.21 Educational programme for National Integration  4.22.Education for International understanding  Need of education for international understanding  4.23.International understanding and educational programme  4.24 Meaning and concept of urbanization  4.25 Impact of urbanization in Indian society  4.26 Modernization and process of modernization in Indian society  4.27meaning of Westernization  4.28.About Sanskritization  4.29-Difference between Sanskritization and Westernization  4.30.Meaning and concept of Globalization</p>	1. Social principles and Education



**SW-1 Suggested Sessional Work(SW):**

**CO2. Social theories with special references to**

**Swadeshi.**

**ApproximateHours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Sociological Issues in Indian Education</p> <p>2SO2. Student will understand the Educational opportunity and equality and Inequality of educational opportunities and their impact on social growth and development</p> <p>2SO3. Student will understand the Education of the socially and economically</p> <p>2SO4. Student will understand the disadvantages section of the society, with special reference to schedule caste and schedule tribes, Women and rural population</p> <p>2SO5. Student will understand the Need for attitudinal change and role of Education</p>	0	<p>Unit-V:  <b>Emerging Sociological Issues in Indian Education.</b></p> <p>5.1-Meaning of equality</p> <p>5.2. Concept of Inequality</p> <p>5.3 Need of equality of educational opportunities.</p> <p>5.4 Inequality of educational opportunities in India.</p> <p>5.6 Means of equalization of educational opportunities in India</p> <p>5.7 Inequality of education</p> <p>5.8 Measures to remove educational Inequalities</p> <p>5.9- Government efforts for the remove unequal opportunity of education</p> <p>5.10- National education policy 1986 and equality of educational opportunity</p> <p>5.11- Opportunities and their impact on social growth and development</p> <p>5.12 About disadvantages section of the society</p> <p>5.13- Education of the socially disadvantages section of the society</p> <p>5.14. Education of the economically disadvantages section of the society</p> <p>5.15 Society and values.</p> <p>5.16 Schedule Caste</p> <p>5.17 Schedule Tribes</p>	<p>1. Inequality, Schedule caste, Schedule tribe, Women and rural Population</p>

		<p>5.18-Women education  5.19 Rural development  5.20 Rural population  1Role of the teacher in the development of equality.  2Role of the school in the development of equality.  .23 Role of the society in development of equality.  5.24-Role of the religion in the development of equality.  5.25-Statues of schedule caste and schedule tribes in India,  5.26-Development of education in schedule caste and schedule tribes, 5.27Scheme of government in development of education schedule caste and schedule tribes,  5.28-Constitutions and schedule caste and schedule tribes,  5.29-Statues of women in Indian society Meaning and definition of Attitudinal Change  5.30-Need for attitudinal change and role of Education.</p>	
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**SW-2SuggestedSessionalWork(SW)**

**CO3. Meaning of culture and concepts of modernisation, westernisation and socialisation.**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Indian Society and Education</p> <p>3SO2. Student will understand the Indian Social Thinkers – B.K.Sarkar</p> <p>3SO3. Student will understand the Radhakamal Mukherjee</p> <p>3SO4. Student will understand the .P.Mukherjee</p> <p>3SO5. Student will understand the G.S. Ghurey</p>		<p>Unit-VI: Indian Society and Education</p> <p>6.1. Indian Society and Education.</p> <p>6.2 concept of Indian society.</p> <p>6.3 characteristics of Indian society,</p> <p>6.4 culture of Indian society,</p> <p>6.5 Indian society and philosophy.</p> <p>6.6 religion and Indian society,</p> <p>6.7 Indian philosophy.</p> <p>6.8 Indian Social Thinkers and its philosophy.</p> <p>6.9 B.K.Sarkar,</p> <p>6.10 B.K. Sarkar and Indian society.</p> <p>6.11 Radha kamal Mukherjee,</p> <p>6.12 Radha kamal Mukherjee and its society.</p> <p>6.13 D.P.Mukherjee,</p> <p>6.14 D.P.Mukherjee and Indian society.</p> <p>6.15 G.S.Ghurey</p>	<p>1. Indian Social Thinkers – B.K.Sarkar, Radhakamal Mukherjee, D.P . Mukherjee, G.S . Ghurey</p>

**SW-3 Suggested Sessional Work (SW): Assignment**

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1. Various social factors and their impact on education.	30	2	1	33
CO2. Social theories with special references to Swadeshi	30	2	1	33
CO3. Meaning of culture and concepts of modernisation, westernisation and socialisation.	15	2	1	18

Various social factors and their impact on education				
<b>Total-</b>	75	06	03	84

**Suggestion for End Semester Assessment Suggested Specification Table(ForESA)**

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	. Social Principles and Education	4	10	05	19
CO-2	Emerging Sociological Issues in Indian Education.	4	10	05	19
CO-3	: Indian Society and Education	2	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies:Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration,ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Learning Resources:**

**(a)Books:**

S. No.	Title	Author
1	theschoolofSociety	DeweyJ
2	Sociological Foundations of Education in Contemporary India	RuhelaKetal
3	Philosophical and Sociological Foundations of Education	SharmaYK:
4	Education and Society:Concepts, Perspectives and Suppositions	PrasadJ:

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**COs,POsandPSOsMapping**

**CourseCode:70ED-223**

**CourseTitle:Sociological Foundations of Education-II**

CourseOutcomes	ProgramOutcomes							ProgramSpecificOutcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	To produce qualified and competent teachers and teacher educators	To provide knowledge on historical, philosophical and sociological foundations of educational practices	To provide training to become educational psychologists and counselors	To provide opportunities to critically examine and reflect on the concept,
CO1: Various social factors and their impact on education..	1	1	1	2	3	2	3	2	3	3	1
CO2. Social theories with special references to Swadeshi.	1	1	2	2	1	2	3	2	2	2	1
CO3. Meaning of culture and concepts of modernisation, westernisation and socialisation	2	2	1	1	1	2	2	1	1	2	2
CO4. Various social factors and their impact on education	3	2	2	2	3	2	3	3	3	3	2

**CourseCurriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instru	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO1: Various social factors and their impact on education.	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 Various social factors and their impact on education. : 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Various social factors and their impact on education.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO2. Social theories with special references to Swadeshi.	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 Social theories with special references to Swadeshi. : 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	Social theories with special references to Swadeshi.  Meaning of culture and concepts of modernisation, westernisation and socialisation
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3. Meaning of culture and concepts of modernisation, westernisation and socialisation.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3 : Meaning of culture and concepts of modernisation, westernisation and socialisation 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO4. Various social factors and their impact on education	SO4.1S O4.2 S O4.4 SO4.5		Unit-4: Various social factors and their impact on education 4.1,4.2,4.3,4.4,4.5,4.6,4.7	



**CourseCode:** 70ED-224

**CourseTitle:** Methodology of educational research & educational statistics–II

**Pre- requisite:** Student should have knowledge of number Develop the professional ability in Major approaches that are available for conducting the educational research.

**Rationale:** Student will know about the Develop the professional ability in Major approaches that are available for conducting the educational researchpreparing and communication of result-the research report Modalities necessary for formulating research problem.Sources for obtaining the data, analyzing and drawing for solving an educational problem

**Course Outcomes:**

CO1.Majorapproachesthatareavailableforconductingtheeducationalresearch

CO2 .Preparing and communication of result - the research report

CO3. Modalitiesnecessaryforformulatingresearchproblem.

CO4. Sources for obtaining the data,analyzing and drawing for solving an educational problem

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-224	Methodology of educational research & educational statistics –II	6	0	2	1	9	6

**Legend:**

CI:Classroom Instruction (Includes different instructional strategies i.e.Lecture(L)and Tutorial (T)and others)  
 ,LI:Laboratory Instruction (Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)  
 SW:Sessional Work(includes assignment,seminar,mini project etc.),  
 SL:Self Learning,C:Credits.Note:SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**Scheme of Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End	Total
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks  (CA+CT+SA+ CAT+AT)	Semester Assessment  (ESA)	Marks  (PRA + ESA)
MC	70E D-224	Methodology of educational research & educational statistics –II	25	-	-	5	-	30	70	100

**Course-CurriculumDetailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. Major approaches that are available for conducting the educational research**

**ApproximateHours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Educational Data and Descriptive Statistics Nature of educational data Qualitative and Quantitative</p> <p><b>1SO2.</b> Student will understand the Qualitative data – its analysis with emphasis on content Analysis, Analyses of Interview-based and Observation-based data</p> <p><b>1SO3.</b> Student will understand the Quantitative data – Scales of measurement – Nominal, Ordinal, Interval and Ratio</p> <p><b>1SO4.</b> Student will understand the Organization and Graphical representation of Data Frequency distribution, Frequency Polygon, Histogram, Ogive and Pie-chart</p> <p><b>1SO5.</b> Student will understand the Measures of central tendencies- Mean, Median, Mode Measures of variability – Range, Mean Deviation, Quartile Deviation and Standard Deviation</p>	0	<p>Unit-IV: Educational Data and Descriptive Statistics</p> <p>4.1. Educational Data and Descriptive Statistics</p> <p>4.2. Nature of educational data Qualitative</p> <p>4.3. Nature of educational data Quantitative</p> <p>4.4. Qualitative data – its analysis with emphasis on content</p> <p>4.5. Analysis,</p> <p>4.6. Analyses of Interview-based</p> <p>4.7. Observation-based data</p> <p>4.8. Quantitative data – Scales of measurement –</p> <p>4.9. Nominal</p> <p>4.10. Ordinal</p> <p>4.11. Interval and Ratio</p> <p>4.12. Organization representation of Data Frequency</p> <p>4.13. Graphical representation of Data Frequency distribution,</p> <p>4.14. Frequency Polygon, 4.15. Histogram,</p> <p>4.16. Ogive</p> <p>4.17. Pie-chart</p> <p>4.18. Measures of central tendencies</p> <p>4.19. Mean,</p> <p>4.20. Median</p> <p>4.21. Mode</p> <p>4.22. Measures of variability –</p> <p>4.23. Range</p> <p>4.24. mean</p> <p>4.25. Mean Deviation</p> <p>4.26. Quartile Deviation</p> <p>4.27. Standard Deviation</p> <p>4.28. Measures of relative position</p> <p>4.29. Percentile</p> <p>4.30. rank score standard score.</p>	<p>1. Educational Data and Descriptive Statistics Nature of educational data Qualitative and Quantitative</p>

**CO2.preparing and communication of result-the research report.Modalities necessary for formulating researproblem.Sources for obtaining the data, analyzing and drawing for solving an educational problem.**

**ApproximateHours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Probability distribution</p> <p>2SO2. Student will understand the Concept, characteristics and uses of Normal Distribution</p> <p>2SO3. Student will understand the Measure of Relationship Concept and uses of correlation Product moment, Rank difference and Scatter Diagram Methods</p> <p>2SO4. Student will understand the Further methods of correlation – Biserial, Point-Biserial, Tetra choric and Phi Coefficient of Correlations</p> <p>2SO5. Student will understand the Concept of partial and Multiple Correlations, Concept of Regression and Prediction, and Regression Equation</p>	0	<p><b>Unit-V Introductio of probability</b></p> <p>5.1 Probability</p> <p>5.2 Probability distribution</p> <p>5.3 Probability Concept,</p> <p>5.4. Probability. characteristics</p> <p>5.5 uses of Normal Distribution of Probability</p> <p>5.6 Measure of Relationship 5.7 Uses of correlation</p> <p>5.8 Concept of correlation</p> <p>5.9 Product moment,</p> <p>5.10 Rank difference</p> <p>5.11 Scatter Diagram Methods</p> <p>5.12 Further methods of correlation</p> <p>5.13 Biserial</p> <p>5.14 Point-Biserial,</p> <p>5.15 Tetra choric</p> <p>5.16 Phi Coefficient of Correlations</p> <p>5.17 Concept of partial Correlations,</p> <p>5.18 Concept of Multiple Correlations</p> <p>5.19 Concept of Regression</p> <p>5.20 Prediction,</p> <p>5.21 Regression Equation</p> <p>5.22 Needs of frequency distribution</p> <p>5.23 Measurement of central tendency.</p> <p>5.24 Mean.</p> <p>5.25 Median</p> <p>5.26 Mode</p>	1. Probability distribution
		<p>5.27 Analysis of variance.</p> <p>5.28 Chisquare test.</p> <p>5.29 Percentiles and its ranks.</p> <p>5.30 Advantages of percentile scores.</p>	

**CO3. Modalities necessary for formulating research problem.Sources for obtaining the data, analyzing and drawing for solving an educational problem**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

<b>Sessional Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>Self Learning (SL)</b>
<p>3SO1.Student will understand the Further methods of correlation</p> <p>3SO2.Student will understand the methods of correlation– Biserial, Point-Biserial, Tetra choric and Phi Co efficient of Correlations</p> <p>3SO3.Student will understand the Concept of partial and Multiple Correlations,Concept of Regression and Prediction, and Regression Equation</p>	0	<p><b>Unit-vi.</b> Further methods of correlation</p> <p>6.1 Further methods of correlation</p> <p>6.2 Biserial,</p> <p>6.3 Point-Biserial,</p> <p>6.4 Tetra choric</p> <p>6.5 Phi Coefficient of Correlations</p> <p>6.6 Types of corelation</p> <p>6.7 chi square test</p> <p>6.8 T-test</p> <p>6.9 U-test</p> <p>6.10 Range</p> <p>6.11 Scatterordot diagram method.</p> <p>6.12 The graphic method.</p> <p>6.13 Corelation table method.</p> <p>6.14 Karl Pearsons coefficient of correlation.</p> <p>6.15 Direct method of Karl Pearsons correlation</p> <p>6.16Short cut method of Karl Pearsons</p>	<p><b>1.</b> Concept of partial and Multiple Correlations, Concept of Regression and Prediction, and Regression Equation</p>

		correlation. 17 Spear mans rank fferences method. 6.18 Least square method. 6.19 Importance of corelation. 6.20 Concept of partial 21. Multiple Correlations, 22. Concept of Regression 6.23 Prediction, 6.24 Regression Equation 6.25 Meaning of regression 6.26 Determination of regression lines 6.27 Regression equation by least square method 6.28 Co efficient of regression 6.29 Characteristics of regression. 6.30 Analysis of variance	
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**Brief of Hours suggested for the Course Outcome**

<b>Course Outcomes</b>	<b>Class Lectur e (Cl)</b>	<b>Sessiona l Work (SW)</b>	<b>Self Learnin g (SI)</b>	<b>Total hour (Cl+SW+SI)</b>
CO1. Major approaches that are available for conducting the educational research	30	2	1	33
CO2 .preparing and communication of result-the Research report	30	2	1	33
CO3. Modalities necessary for formulating research problem .Sources for obtaining the data, analyzing and Drawing for solving an educational problem	30	2	1	33
<b>Total Hours-</b>	90	06	03	99



**Suggestion for End Semester Assessment Suggested Specification Table (For ESA)**

CO	UnitTitles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Educational Data and Descriptive Statistics	04	10	05	19
CO-2	Introductio of probability	04	10	05	19
CO-3	. Further methods of correlation	02	20	10	32
	Total	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies: Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Learning Resources:**

S.No.	Title	Author
1	Measurement and Evaluation in Psychology and Education	ThordikeR N:
2	Statistics in Psychology and Education	GarrettHE:
3	Fundamental Statisticsvin Psychology and Education	GilfordJP:
4	Methodology of Educational Research	KoulL:

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**Cos ,Pos and PSOs Mapping**

**CourseCode:70ED-224**

**CourseTitle:Methodology of educational research & educational statistics–II**

CourseOutcomes	ProgramOutcomes							ProgramSpecificOutcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	todevelop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	Toproduce qualified and competent teachers and teacher educators	Toprovide knowledge of historical, philosophical and sociological foundation of educational practices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities for critical examination and reflection on concept,
CO1 Major approaches that are available for conducting the educational research	1	1	1	2	3	2	3	2	3	3	1
CO2 .preparing and communication of result - the research report	1	1	2	2	1	2	3	2	2	2	1
CO3.Modalities necessary for formulating research problem	2	2	1	1	1	2	2	1	1	2	2

CO4. Sources for obtaining the data, analyzing and drawing for solving an educational problem	3	2	2	2	3	2	3	3	3	3	2
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**Course Curriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> Major approaches that are available for conducting the educational research	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 Major approaches that are available for conducting the educational research : 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	preparing and communication of result - the research report  Modalities necessary for
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2</b> .preparing and communication of result- the research report	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 preparing and communication of result - the research report 2.1,2.2,2.3,2.4,2.5,2.6, 2.7, 2.8,2.9	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3.</b> Modalities necessary for formulating research problem	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3: Modalities necessary for formulating research problem 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	Formulating research problems
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4.</b> Sources for obtaining the data, analyzing and drawing for solving an educational problem	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4: Sources for obtaining the data, analyzing and drawing for solving an educational problem 4.1,4.2,4.3,4.4,4.5,4.6,4.7	

**CourseCode:** 70ED-271

**CourseTitle:** SYNOPSIS

**Pre- requisite:** Student should have knowledge of Develop the professional ability in Proposal Presentation Seminar with project title, Significance of the study

**Rationale:** Student will know about the Develop the professional ability in Proposal Presentation Seminar with project title, Significance of the study, brief review of related studies, research question/objectives/hypothesis study design and/or problem analysis Project Submission Seminar for critical,technical and academic discussion with the worked-out project .Document of the Project report

**CourseOutcomes:**

CO1.Proposal Presentation Seminar with project title,Significance of the study,brief review of related studies,research question /objectives /hypothesis study design and/or problem analasis

CO2.Project Submission Seminar for critical,technical and academic discussion with the worked-out project. CO3. Document of the Project report

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
LC	70ED-271	SYNOPSIS	2	04	2	1	9	2

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategies i.e. Lecture(L)and Tutorial(T)and others)

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:**Sessional Work(includes assignment,seminar,mini project etc.)

**SL:**Self Learning, **C:**Credits.

**Note:**SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning. Researcher understand the construction of synopsis for educational research

**Scheme of Assessment:Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			SYNOPSIS (SN)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	TotalMarks (SN+CT+SA+CAT+AT)		
LC	70E D-271	SYNOPSIS	50	-	-	-	-	50	50	100

#### Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

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**COs,Pos and PSOs Mapping**

**CourseCode:70ED-271**  
**CourseTitle:SYNOPSIS**

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	To produce equalified and competent teachers and teacher educators	To provide knowledge on historical, philosophical and sociological foundation of education	To provide training to become educational psychologists and counsellors	To provide opportunities to critically examine and reflect on the concept,
CO1 Proposal Presentation Seminar with project title, Significance of the study, brief review of related studies, research question/objectives/hypotheses study design and/or probable analysis	1	1	1	2	3	2	3	2	3	3	1
CO2. Project Submission Seminar for critical, technical	1	1	2	2	1	2	3	2	2	2	2

an d academic											
discussion with the worked-out project.											
CO3.Document t of the Project report	2	2	1	1	1	2	2	1	1	1	2

**Legend:1–Low,2–Medium,3–High**

## SEMESTER III

**CourseCode:** 70ED-321

**CourseTitle:** EDUCATIONAL TECHNOLOGY PART-1

**Pre- requisite:** Student should have knowledge To enable the students teacher to understand about the Meaning, nature, scope and significance of E.T

**Rationale:** Student will know about the Develop the professional ability To enable the students teacher to understand about the Meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.To help the students teachers to distinguish between communication and instruction sothat they can develop and design a sound instructional system.To acquaint students teachers with levels,strategies and models of teaching for future improvement.To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.

**CourseOutcomes:**

CO1. To enable the students teacher to understand about the Meaning ,nature, scope and significance of E.T.and its important components in terms of Hardware and Soft ware.

CO2. To help the students teachers to distinguish between communication and instruction sothat they can develop and design a sound instructional system. CO3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.

CO4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T. CO5. To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-321	Educational Technology Part-1	6	0	2	1	9	6

**Legend:**

CI:Classroom Instruction (Includes different instructional strategies i.e. Lecture(L)and Tutorial(T)and others)

,LI:Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW:Sessional Work(includes assignment,seminar,mini project etc.)

SL:Self Learning, C:Credits.

**Note:** SW&SI has to be planned and performed under the continuous guidance and feed back of teacher to ensure out come of Learning.



category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one  (CAT)	Class Attendance  (AT)	TotalMarks  ( CA+CT+SA+ CAT+AT)		
MC	70 E D- 321	Educational Technology part-1	25	-	-	5	-	30	70	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. To enable the students teacher to understand about the Meaning, nature, scope and significance of E.T.and its important components in terms of Hardware and Software**  
**ApproximateHours**

Item	
CI	30
LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about both Fundamentals of Information Technology and Computers</p> <p><b>1SO2.</b> Student will understand the IT and the information processing cycle</p> <p><b>1SO3.</b> Student will understand the Components of Educational Technology</p> <p><b>1SO4.</b> Student will understand the Tutorial on Windows–Introduction to Desktop, Opening Windows, Using Mouse &amp; Keyboard,</p> <p><b>1SO5.</b> Student will understand the Exploring the computer, Using Windows Help, Organizing Files</p>	0	<p>Unit-I: Introduction of Educational Technology</p> <p>1.1 Meaning of Educational Technology</p> <p>1.2 Scope of Educational Technology</p> <p>1.3 Concept of Educational Technology</p> <p>1.4 Nature of Educational Technology</p> <p>1.5 Scope of Educational Technology</p> <p>1.6 Significance of Educational Technology</p> <p>1.7 Components of Educational Technology</p> <p>1.8 Hardware</p> <p>1.9 Uses of hardware.</p> <p>1.10 Keyboard.</p> <p>1.11 Mouse</p> <p>1.12 UPS</p> <p>1.13 CPU</p> <p>1.14 printer</p> <p>1.15 plotter.</p> <p>1.16 Joystick</p> <p>1.17 Trackball.</p> <p>1.18 Digital camera</p> <p>1.19 Monitor</p> <p>1.20 OCR</p> <p>1.21 Software</p> <p>1.21 Meaning of software,</p> <p>1.22 Concept of software.</p> <p>1.23 Definition of software.</p> <p>1.24 Uses of software.</p> <p>1.25 Utility of software.</p> <p>1.26 Needs of software</p> <p>1.27 Types of Software</p> <p>1.28 Educational Technology</p> <p>1.29 Instructional Technology</p> <p>1.30 importance of Instructional Technology</p>	1. Fundamentals of Information Technology and Computers

**SW-1 Suggested Sessional Work (SW):**

**CO2. To help the students teachers to distinguish between communication and instruction sothat they can develop and design a sound instructional system.**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

<b>Sessional Outcomes (SOs)</b>	<b>Laborator y Instruction n (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>SelfLearning (SL)</b>
<p>2SO1.Student will understand the Pedagogical Skills with MS Word</p> <p>2SO2. Student will understand the Exploring knowledge in MSword- Creating, Formatting, Checking spelling &amp; Grammar, Saving &amp; Enhancing a Document</p> <p>2SO3.Student will understand the Tutorials to develop Pedagogical</p> <p>2SO4. Student will understand the Word for Students,Creating Student support materials,CreatingTeacher support materials</p>	0	<p>Unit-II. Communication and instruction</p> <p>2.1 Communication and instruction.</p> <p>2.2 Communication System</p> <p>2.3 Concept of Communication.</p> <p>2.4 needs of Communication.</p> <p>2.5 instruction of Communication.</p> <p>2.6.Importance of communication</p> <p>2.7.Nature,of Communication</p> <p>2.8.Process of Communication, 2.9-. Type of Communication</p> <p>2.10 .Theory of Communication,2.11-- .Classroom communication</p> <p>2.12.uses of communication.</p> <p>2.13.meaning of mass media.</p> <p>2.14.concept of mass media. 2.15- needs of mass media.</p>	1.Pedagogical SkillswithMS Word

2SO5. Student will understand the Creating Organizational Chart, Developing Plans for Implementation		2.16 uses of mass media. 2.17 importance of mass media. 2.18. Mass media approach. 2.19 Instructional Design 2.20. uses of instructional design. 2.21- importance of Instructional Design 2.22 needs of Instructional Design 2.23 utility of Instructional Design 2.24- Psycho-analytic approach, 2.25 Learning theory approach 2.26 special emphasis on social learning theory 2.27.-Cognitive developmental approach 2.28. Piaget theory. Kohler 2.29-. Systems approach. 2.30-social learning theory	
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**SW-2 Suggested Sessional Work (SW):**

**CO3. To acquaint students teachers with levels, strategies and models of teaching for future improvement. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T. To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Pedagogical Skills with MS Excel</p> <p>3SO2. Student will understand the Exploring knowledge in MS Excel window – Setting up the Spreadsheet to data input and analyze that</p> <p>3SO3. Student will understand the Tutorials to develop Pedagogical Skills in- Setting up of Spreadsheet with Rows and Columns for entering and calculating data</p> <p>3SO4. Student will understand the Creating simple calculations, Using built-in formulas in Excel</p> <p>3SO5. Student will understand the Formatting a Worksheet &amp; its cells, Using appropriate Charts and Graphs, Creating Student Grade book</p>	0	<p>Unit-III: Emerging Trends in Educational Technology</p> <p>3.1 Emerging Trends in Educational Technology</p> <p>3.2 Educational Technology in Formal Education,</p> <p>3.3 Non-Formal Education, 3.4. Informal Education, 3.5. Distance Education</p> <p>3.6. Open Learning Systems</p> <p>3.7. Uses of Communication Technology in Teaching</p> <p>3.8. Videotape,</p> <p>3.9. Radio-Vision</p> <p>3.10, Tele conferencing, 3.11. CCTV, 3.12. INSAT</p> <p>3.13, Computer simulated Multimedia approach</p> <p>3.14. problems of introducing</p> <p>3.15. new technologies in the Indian context</p> <p>3.16. Resources centers for Educational Technology</p> <p>3.17 CIET</p> <p>3.18 UGC</p> <p>3.19 NOS,</p> <p>3.20 State ET Cell,</p> <p>3.21 AVRC</p> <p>3.22, EMRC</p> <p>3.23, NIST</p> <p>3.24 their activity for the improvement of learning processes.</p> <p>3.25 Importance of resource centers</p> <p>3.26 importance of educational technology in formal education</p> <p>3.27 importance of educational technology in nonformal education.</p> <p>3.28 importance of educational technology in formal education</p> <p>3.29 importance of educational technology in distance education.</p>	Pedagogical Skills with MS Excel
		3.30. importance of educational technology in open learning system.	

**Brief of Hours suggested for the Course Outcome**

CourseOutcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (SI)	Total hour (Cl+SW+SI)
CO1. To enable the students teacher to understand about the Meaning,nature,scope and significance of E.T.and its important components in terms of Hardware and Software.	30	2	1	33
CO2.To help the students teachers to distinguish between communication and instruction sothat they can develop and design a sound instructional system.	30	2	1	33
CO3. To acquaint students teachers with levels, strategies and models of teaching for future improvement. To enable the students teachers to understand about the importance of programmed instructions and researches inE.T.To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.	30	2	1	33
Total Hours-	90	06	03	99

**A)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction of Educational Technology	04	10	05	19
CO-2	Communication and instruction	04	10	05	19
CO-3	: Emerging Trends in Educational Technology	02	20	10	32
	Total	10	40	20	70

**Legend:****R: Remember, U: Understand, A: Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies: Improved Lecture, Group Discussion, Role Play, Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Learning Resources:****(a)****Books:**

<b>S. No.</b>	<b>Title</b>	<b>Author</b>
1	Educational Technology	Chand, Tara:
2	Educational Technology	Agarwal J C
3	Educational Technology	Sharma YK:
4	Educational Technology	Sampat:

Curriculum Development Team

1. Dr. R. S. Mishra
2. Dr. Bhagwan Deen
3. Dr. Sanand Kumar Gautam
4. Dr. Shikha Tripathi
5. Dr. Kalpana Mishra



**COs, Pos and PSOs Mapping**

**CourseCode:70ED-321**

**CourseTitle:EDUCATIONAL TECHNOLOGY**

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	todevelop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organisational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialisation in areas of education:	Toproduce qualified and competent teachers and educators	Toprovide knowledge on historical, philosophical and sociological foundation of educational practices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities for critical lyexamine and reflect on the concept,
<b>CO1</b> To enable the students teacher to understand about the Meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>
<b>CO2.</b> To help the students teachers to distinguish	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>1</b>		

between											
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communication and instructions so that they can develop and design a sound instructional system.											
<b>CO3:</b> Understand and acquaint students with levels, strategies and models of teaching for or future improvement.	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>
CO4. To enable the student teachers to understand about the importance of programmed instructions and researches in E.T.	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
CO5. To acquaint the student teachers with emerging trends in ET along with the resources of E.T.	-	-	-	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>

**Legend:1–Low,2–Medium,3–HighCourse CurriculumMap:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning(SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,,	<b>CO1</b> To enable the students teacher to understand about the Meaning,nature, scopeand significanceof E.T. and its important components in terms of Hardware and Software	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 understand about the Meaning, nature,scope and significance of E.T.:  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	understand about the Meaning, nature,scope and significance of E.T.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2.</b> To help the students teacher to distinguish between communication and instructions so that they can develop and design a sound instructional system.	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 to distinguish between communication and instructions so that they can develop and design a sound instructional system: 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	to distinguish between communication and instructions so that they can develop and design a sound instructional system  importance of programmed instructions and researches in E.T.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3:</b> To acquaint students teachers with levels, strategies and models of teaching for future improvement	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3: To acquaint student teachers with levels, strategies and models of teaching for future improvement: 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4.</b> To enable the student teacher to understand about the importance of programmed instructions and researches in E.T.	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4: importance of programmed instructions and researches in E.T.  4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO5.</b> To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.	SO5.1 S O5.2S O5.3S O5.4 SO5.5		Unit5: emerging trends in ET along with the resources centres of E.T.  5.1,5.2,5.3,5.4,5.5,5.6	

**CourseCode:** 70ED-322

**CourseTitle:** Curriculum Studies-I

**Pre- requisite:**

Students should have knowledge to acquire the knowledge of curriculum planning and alignment

**Rationale:** Student will know about the Develop the professional ability to acquire the knowledge of curriculum planning and alignment To understand the dimensions of knowledge and cognitive processes To analyze the curriculum and pedagogy as envisaged by various educational pioneers To understand the planning, management and support practices of pedagogy To evaluate the effectiveness of students' learning outcomes

**CourseOutcomes:**

CO1: To acquire the knowledge of curriculum planning and alignment CO2: To understand the dimensions of knowledge and cognitive processes

CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers CO4: To understand the planning, management and support practices of pedagogy

CO5: To evaluate the effectiveness of students' learning outcomes and learning.

**Scheme of Studies:**

Category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-322	Curriculum Studies-I	6	0	2	1	9	6

**Legend:**

**CI:** Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

**LI:** Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:** Sessional Work (includes assignment, seminar, mini project etc.),

**SL:** Self Learning,

**C:** Credits.

**Note:** SW & SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning.

**Scheme of Assessment:Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5 Assignments 5 marks each (CA)	Class Test (CT)	Seminar (SA)	Class Activity (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
MC	70E D-322	Curriculum Studies-I	25	-	-	5	-	30	70	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**.CO1: To acquire the knowledge of curriculum planning and alignment**

Approximate Hours

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Concept of Curriculum Meaning and concept of curriculum</p> <p><b>1SO2.</b> Student will understand the Curriculum development– Theories and procedures</p> <p><b>1SO3.</b> Student will understand the Bases of determinants of curriculum development – Philosophical, Psychological, Sociological, Discipline- oriented and Administrative consideration</p> <p><b>1SO4.</b> Student will understand the Categories and type of curriculum,</p>	0	<p>Unit-I: Introduction of curriculum</p> <p>1.1 Concept of Curriculum.</p> <p>1.2 Meaning of curriculum.</p> <p>1.3- Curriculum development.</p> <p>1.4 needs of curriculum.</p> <p>1.5 utility of curriculum.</p> <p>1.6 types of curriculum</p> <p>1.7 curriculum making process.</p> <p>1.8 Theories and procedures.</p> <p>1.9. Bases of determinants of curriculum development.</p> <p>1.10 Philosophical Bases of determinants of curriculum development.</p> <p>1.11 Psychological Bases of determinants of curriculum development.</p> <p>1.12 Sociological Bases of determinants of curriculum development.</p> <p>1.13 Discipline Bases of determinants of curriculum development</p> <p>1.14 oriented Bases of determinants of curriculum development.</p> <p>1.15 Administrative consideration</p> <p>Bases of determinants of curriculum development.</p> <p>1.16 Categories of curriculum</p> <p>1.17 Categories of curriculum in Indian context</p> <p>1.18 modal of curriculum.</p> <p>1.19 primary school curriculum .</p> <p>1.20 middle school curriculum</p> <p>1.21 high school curriculum</p> <p>1.22 higher secondary school curriculum</p> <p>1.23 curriculum type</p> <p>1.24 child centered curriculum.</p> <p>1.25–concept of child centered curriculum.</p> <p>1.26 needs of child centered curriculum.</p> <p>1.27 teacher centered curriculum.</p> <p>1.28 needs of teacher centered curriculum</p>	1. Concept of Curriculum Meaning and concept of curriculum
*		<p>1.29 subject centered curriculum</p> <p>1.30 needs of subject centered curriculum.</p>	



**SW-1 Suggested Sessional Work (SW):**  
**CO2: To understand the dimensions of knowledge and cognitive processes**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Principles of curriculum Construction  Curriculum construction Designs and Organizations</p> <p>2SO2. Student will understand the Formulation and Validation of Educational objectives</p> <p>2SO3. Student will understand the Criteria for selection, sequence, continuity structure and integration of contents</p> <p>2SO4. Student will understand the Curriculum implementation strategies</p> <p>2SO5. Student will understand the Curriculum support materials Roles and Types.</p>	0	<p>Unit-II: Principles of curriculum Construction</p> <p>2.1. Principles of curriculum Construction.</p> <p>2.2 meaning of curriculum construction.</p> <p>2.3 concept of curriculum Construction.</p> <p>2.4 needs of curriculum Construction.</p> <p>2.5 utility Curriculum Construction</p> <p>2.6 Construction of curriculum construction.</p> <p>2.7 Designs curriculum Construction</p> <p>2.8 Organizations of curriculum Construction.</p> <p>2.9 Formulation of curriculum Construction</p> <p>2.10 Validation of Educational objectives</p> <p>2.11 types of Educational objectives</p> <p>2.12 curriculum Designs.</p>	<p>1. Principles of curriculum Construction  Curriculum construction Designs and Organizations</p>

		2.13 meaning of curriculum Designs 2.14 concept of curriculum Designs. 2.15needs of curriculum Designs. 2.16 utility of curriculumDesigns. 2.17Criteria for selection, 2.18Criteria for selection curriculum Designs. 2.19Criteria for selection of curriculum. 2.20utility of Criteria for selection. 2.21needs of Criteria for selection 2.22 sequence for selection 2.23–meaning and concept. 2.24 continuity structure 2.25 integration of contents 2.26. Curriculum implementation strategies. 2.27concept of Curriculum implementation strategies. 2.28-.Curriculum support materials 2.29 Roles of Curriculum support materials 2.30 Types of Curriculum support materials	
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**SW-2Suggested Sessional Work(SW):**

CO3:To analyze the curriculum and pedagogy as envisaged by various educational pioneers  
 To understand the planning ,management and support practices of pedagogy To evaluate the effectiveness of students' learning outcomes

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Models of curriculum Implementation</p> <p>3SO2. Student will understand the Administrative model</p> <p>3SO3. Student will understand the Administrative model.</p> <p>3SO4. Student will understand the Demonstration model.</p> <p>3SO5. Student will understand the System Analysis model.</p>	0	<p>Unit-III: Models of curriculum Implementation</p> <p>3.1. Models of curriculum Implementation</p> <p>3.2 meaning Models of curriculum Implementation</p> <p>3.3 concept of Models of curriculum Implementation</p> <p>3.4 needs of Models of curriculum Implementation.</p> <p>3.5 utility of Models of curriculum Implementation</p> <p>3.6 Indian education system in Models of curriculum Implementation.</p> <p>3.7 scheme of Indian education for Models of curriculum Implementation.</p> <p>3.8 primary education Models of curriculum Implementation.</p> <p>3.9- secondary education Models of curriculum Implementation.</p> <p>3.10 higher secondary level Models of curriculum Implementation</p> <p>3.11 middle education Models of curriculum Implementation</p> <p>3.12 high school level Models of curriculum Implementation</p> <p>3.13 higher education level Models of curriculum Implementation.</p> <p>3.14. Administrative model,</p> <p>3.15 meaning of Administrative model.</p> <p>3.16 concept of Administrative model.</p> <p>3.17 types of Administrative model.</p> <p>3.18 needs of Administrative model.</p> <p>3.19 utility of Administrative model.</p> <p>3.20 Grass-root.</p> <p>3.21 meaning of Grass-root.</p> <p>3.22 concept of Grass-root.</p> <p>3.23 types of Grass-root.</p> <p>3.24 needs of Grass-root.</p> <p>3.25 utility of Grass-root.</p>	1. Models of curriculum Implementation

		3.26.Demonstration model, 3.27meaning of Demonstration model, 3.28concept of Demonstration model, 3.29needs of Demonstration model System Analysis model. 3.30 Meaning and concept of System Analysis	
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**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1:To acquire the knowledge of curriculum planning and alignment	30	2	1	33
CO2:To understand the dimensions of knowledge and cognitive processes	30	2	1	33
CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers To understand the planning, management and support practices of pedagogy To evaluate the effectiveness of students Learning outcomes	30	2	1	33
Total Hours-	90	06	03	99

**Suggestion for End Semester Assessment Suggested Specification Table (For ESA)**

CO	UnitTitles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction of curriculum	4	10	5	19
CO-2	Models of curriculum Implementation	4	10	5	19
CO3	.Principles of curriculum Construction				32
	Total-	2	20	10	
		10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement,  
for end semester assessment.

Suggested Instructional /Implementation Strategies: Improved Lecture,Group Discussion,Role Play,Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Instructional/ Implementation Strategies:**

Improved  
Lecture Group  
Discussion Role  
Play  
Visit to schools and  
college Demonstration  
ICT Based Teaching Learning

## **Suggested Learning Resources:**

### **Books:**

- 1- Rajesh Kumar Vashistha. Published by Laxmi Book Depot. Additional information.
- 2- **Curriculum**, community, and urban school reform. New York: Palgrave Macmillan. Dei, G. J. S. (2010).
- 3- Abdi, A. A., & Richardson, G. (Eds.). (2008). Decolonizing democratic education: Transdisciplinary dialogues. Rotterdam, The Netherlands: Sense. Andrzejewski, J., Baltodano, M., & Symcox, J. (Eds.). (2009). Social justice, peace, and environmental education. New York: Routledge. Apple, M. W., Au, W., & Gandin, L. A. (Eds.). (2009). The Routledge international handbook of critical education. New York: Routledge.
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### **Curriculum Development Team**

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**COs, Pos and PSOs Mapping**

**CourseCode:70ED-322**  
**CourseTitle:Curriculum Studies-I**

CourseOutcomes	Program Outcomes										Program Specific Outcome
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified and competent teachers and other educators	Toprovide knowledge on historical, philosophical and sociological foundations of educational practices	Toprovide training to become educational psychologists and counselors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> To acquire the knowledge of curriculum planning and alignment	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2:</b> To understand the dimensions of knowledge and cognitive processes	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

CO3: To analyze the curriculum and pedagogy as envisaged by various educational pioneers	2	2	1	1	1	2	2	1	1	2	2
CO4: To understand the planning, management and support practices of pedagogy	3	2	2	2	3	2	3	3	3	3	2
CO5: To evaluate the effectiveness of students' learning outcomes	-	-	-	1	1	3	3	3	3	1	3

**Legend: 1–Low, 2–Medium, 3–High Course**



**curriculumMap:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> To acquire the knowledge of curriculum planning and alignment	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 acquire the knowledge of curriculum planning and alignment 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	acquire the knowledge of curriculum planning and

POS1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2:</b> To understand the dimension of knowledge and cognitive processes	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 understand the dimension of knowledge and cognitive processes 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	alignment
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3:</b> To analyze the curriculum and pedagogy as envisaged by various educational pioneers	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3: analyze the curriculum and pedagogy 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	analyze the curriculum and pedagogy
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4:</b> To understand the planning, management and support practices of pedagogy.	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4: understand the planning, management and support practices of pedagogy 4.1,4.2,4.3,4.4,4.5,4.6,4.7	evaluate the effectiveness of
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO5:</b> To evaluate the effectiveness of students' learning outcomes	SO5.1 S O5.2S O5.3S O5.4 SO5.5		Unit5: To evaluate the effectiveness of students' learning outcomes 5.1,5.2,5.3,5.4,5.5,5.6	students' learning outcomes

**CourseCode:** 70ED323-A

**CourseTitle:** Special Paper Course-I Teacher Education

**Pre- requisite:** Student should have knowledge To enable the students to understand the meaning scope, objectives of teacher educations and its development in India.

**Rationale:** Student will know about the Develop the professional ability To enable the students to understand the meaning scope, objectives of teacher educations and its development in India. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education. To acquaint the students with the various aspects of student-teaching programmes ,prevailing in the country. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India. To develop in the students and understanding about the important research findings in teacher education.

**Course Outcomes:**

CO1. To enable the students to understand the meaning scope, objectives of teacher educations and its development in India.

CO2. To develop an understanding in the student about various modalities used for teachers ,teacher educators and educational administrators for different levels of Education.

CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.

4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India. CO5. To develop in the students and understanding about the important research findings in teacher education.

**Scheme of Studies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)				TotalStudyHours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
OEC	70ED323-A	Special Paper Course-I Teacher Education	3	0	2	1	6	3

**Legend:** CI:Classroom Instruction(Includes different instructional strategies i.e.Lecture (L)and Tutorial(T)and others), LI:Laboratory Instruction(Includes Practical performances in laboratory workshop,field or other locations using different instructional strategies)  
SW: SessionalWork (includes assignment,seminar,miniprojectetc.),  
SL:Self Learning,  
C:Credits.

Note: SW&SL has to be planned and performed under the continuous guidance and feedback of teacher to ensure outcome of Learning

**Scheme of Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment(PRA)						End Semester Assessment	Total Marks
			5 Assignments 5 marks each (CA)	Class Test (CT)	Seminar (SA)	Class Activity (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	70E D323 -A	Special Paper Course I Teacher Education	25	-	-	5	-	30	70	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. To enable the students to understand the meaning scope,objectives of teacher educations and in its development in India.**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b>Students will gain knowledge about Meaning and Scope of Teacher Education</p> <p><b>1SO2.</b>Student will understand the Teacher Education – Concept and Scope</p> <p><b>1SO3.</b>Student will understand the Aims and objectives at levels (Elementary,Secondary and College levels)</p>	0	<p>Unit-I:</p> <p>1.1 Meaning of Teacher Education</p> <p>1.2 Scope of Teacher Education</p> <p>1.3 Scope of Teacher Education.</p> <p>4 Development of teacher education in india.</p> <p>5 Needs of teacher education.</p> <p>1.6 Objectives of teacher education.</p> <p>1.7 importance of teacher education. 1. 8-.Aims of teacher education at Elementary level.</p> <p>1.9.Aims of teacher education at, Secondary level.</p> <p>1.10.Aims of teacher education at, College levels.</p> <p>1.11 NCTE and teacher.</p> <p>1.12 NCERT and teacher education.</p> <p>1.13 Teacher education in ancient education system.</p> <p>1.14 Teacher education in Muslim education system.</p> <p>1.15 Teacher education in British education system.</p>	1. Meaning and Scope of Teacher Education

**CO2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education.**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Development of teacher Education</p> <p>2SO2. Student will understand the brief review of historical perspective of the development of teacher Education</p> <p>2SO3. Student will understand the critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teachers education in the post-independence era</p>	0	<p><b>Unit-II:</b></p> <p>2.1 Development of teacher Education.</p> <p>2.2 Modern education.</p> <p>2.3 Development of teacher education in modern India education system.</p> <p>2.4 Radha Krishan commission and teacher education.</p> <p>2.5 Mudaliyar commission and teacher education.</p> <p>2.6 Kothari commission and teacher education.</p> <p>2.7. A brief review of Historical perspective of the Development of teacher Education,</p> <p>2.8-National education policy-1986. 2.9-National education policy and teacher education.</p> <p>2.10 Implications of National education policy 1986 .</p> <p>2.11 government scheme in teacher education.</p> <p>2.12.A critical appraisal of the present system of education in India.</p> <p>2.13 on the basis of various recommendations of commissions and committees on Teachers</p> <p>2.14- committees on Teachers</p> <p>2.15 Education in the post-independence era with special reference to Kothari Commission and National Policy of Education</p>	1. A brief review of historical perspective of the development of teacher Education

**SW-2 Suggested Sessional Work (SW):**

Assignment:



**CO3.**To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.To enable the students to unders tand the prevailing trends in teacher education and agenciesto develop and implement the concerned policies, in India.To develop in the students and understanding about the important research findings in teacher education

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Types of Teaching Education programs</p> <p>3SO2.Student will understand the In- service Teacher Education</p> <p>3SO3.Student will understand the Pre- service Teachers Education</p> <p>3SO4.Student will understand the Distance Education and refresher course</p> <p>3SO5. Student will understand the training of Educational Administrators</p>	0	<p><b>Unit-III:</b></p> <p>3.1Types of Teaching Education programs-</p> <p>3.2 Elementary education.</p> <p>3.3Primary teacher education.</p> <p>3.4 Vocational education.</p> <p>3.5 Bachelor degree courses.</p> <p>3.6 Early childhood education.</p> <p>3.7 Refresher course.</p> <p>3.8 Teaching certificate.</p> <p>3.9. In-service Teacher Education</p> <p>3.10. Pre-service Teachers Education</p> <p>3.11- Concept and need of pre service teacher education.</p> <p>3.12-Role of pre service teacher education. 3.13-.Distance Education.</p> <p>3.14- Disteance education in india.</p> <p>3. 15 Training of Educational Administrators</p>	<p>1. .Typeso f Teaching Education programs</p> <p>2. training ofEducationa l Administrators</p>

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1. To enable the students to understand the meaning scope, objectives of teacher educations and its development in India.	15	2	1	18
CO2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education	15	2	1	18
CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India. To develop in the students and understanding about The important research findings in teacher education	15	2	1	18
Total Hours-	45	06	03	54

Suggestion for End Semester Assessment Suggested Specification Table (ForESA)

CO	UnitTitles	MarksDistribution			Total Marks
		R	U	A	
CO-1	Toenablethestudentstounderstandthe meaningscope,objectivesofteachereducatio ns and its development in India	4	10	5	19
CO-2	Todevelopanunderstandinginthestudentabo ut various modalities used for teachers, teacher educatorsand educational administratorsfor different levels of Education	4	10	5	19
CO-3	Toacquaintthestudentswiththevariousaspect s of student-teachingprogrammes, prevailing in the country.Toenablethestudentstounderstand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.To develop in the studentsandunderstandingabouttheimport ant research findings in teacher education	2	20	10	32
	Total	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note.Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks.Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies: Improved Lecture, Group Discussion, Role Play,Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Instructional/Implementation Strategies:**

Improved Lecture  
Group Discussion  
Role Play  
Visit to cement plant  
Demonstration  
ICT Based Teaching Learning (Whatsapp, Mobile, Online sources)

**Suggested Learning Resources::**

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**Cos ,Pos and PSOs Mapping**

Course Code:70ED323-A

CourseTitle:Special Paper Course-I- Teacher Education

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified competent teachers and teacher educators	Toprovide knowledge on historical, philosophical, sociological foundation of education alpractices	Toprovide training to become educational psychologists and counsellors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> To enable the students to understand the meaning scope, objectives of teacher education and its development in India.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>

CO2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education.	1	1	2	2	1	2	3	2	2	2	1
CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.	2	2	1	1	1	2	2	1	1	2	2
CO4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.	3	2	2	2	3	2	3	3	3	3	2

CO5. To develop in the students and understanding about the	-	-	-	1	1	3	3	3	3	1	3
important research findings in teacher education.											

**Legend: 1–Low, 2–Medium, 3–High**

**Course Curriculum Map:**

POs&PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4, 5, 6, 7, PSO1,2,3,4,	<b>CO1</b> To enable the students to understand the meaning scope, objectives of teacher education and its development in India	SO1.1 SO1.2 SO1.3 SO1.4 SO1.5		Unit-1.0 to understand the meaning scope, objectives of teacher education and its development in India: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7,	to understand the meaning scope, objectives of teacher education and its development in India
PO1,2,3,4, 5, 6, 7, PSO1,2,3,4,	<b>CO2.</b> To develop an understanding in the student about various modalities used for or teachers, teacher educators and educational administrators for different levels of Education.	SO2.1 SO2.2 SO2.3 SO2.4 SO2.5		Unit-2 various modalities used for teachers 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	various modalities used for teachers

PO1,2,3,4,5,6,7, PSO1,2,3,4,,	CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.	SO3.1 SO3.2 SO3.3 SO3.4 SO3.5		Unit-3: various aspects of student-teaching programmes, prevailing in the country. : 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	various aspects of student-teaching programmes, prevailing in the country.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.	SO4.1 SO4.2 SO4.3 SO4.4 SO4.5		Unit-4: prevailing trends in teacher education and agencies 4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO5. To develop in the students and understanding about the important research findings in teacher education.	SO5.1 SO5.2 SO5.3 SO5.4 SO5.5		Unit-5: the important research findings in teacher education 5.1,5.2,5.3,5.4,5.5,5.6	



**CourseCode:** 70ED323-B

**CourseTitle:** Education of the children with special needs–I (Special Paper)

**Pre- requisite:** Student should have knowledge in Enable students to understand RPWD Act and educational implications of learning

**Rationale:** Student will know about the Develop the professional ability in Enable students to understand RPWD Act and educational implications of learning  
Make students to comprehend learning resources and strategies for inclusive pedagogy Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education. Create awareness on inclusive learning environments for successful inclusive education Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Frame work and its significance

**CourseOutcomes:**

CO1: Enable students to understand RPWD Act and educational implications of learning  
CO2: Make students to comprehend learning resources and strategies for inclusive pedagogy

CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.  
CO4: Create awareness on inclusive learning environments for successful inclusive education

CO5: Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Frame work and its significance

**Scheme of Studies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)					Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL			
OEC	70ED323-B	Education of the children with special needs–I(Special Paper)	3	0	2	1	6	3	

**Legend:**

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning,

**. Scheme of Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment	Total Marks
			Progressive Assessment (PRA)								
			5 Assignments 5 marks each (CA)	Class Test (CT)	Seminar (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)	(ESA)	(PRA + ESA)	
OEC	<b>70E D323 -B</b>	Education of the children with special needs – I (Special Paper)	25	-	-	5	-	30	70	100	

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1: Enable students to understand RPWD Act and educational implications of learning**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1

Total	18
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Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	SelfLearning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Concept, Nature and provisions of Education of the Children with Special Needs</p> <p><b>1SO2.</b> Student will understand the Meaning and scope of special education A brief history of special Education in India</p> <p><b>1SO3.</b> Student will understand the Special Education and Universalization of elementary Education – Constitutional provisions, government policies and state-wise positions</p> <p><b>1SO4.</b> Student will understand the Recommendation suggested in the National Policy of Education(1986), POA(1992)and person with disability Act (1995),</p> <p><b>1SO5.</b> Student will understand the National Institutes of handicapped and the role of Rehabilitation Council of India</p>	0	<p>Unit-I Special needs and education Concept of special needs.</p> <p>1.1 Special needs and education Concept of special needs.</p> <p>1.2 Types of special needs. Physical needs of special children.</p> <p>1.33-Sensory needs of special children. Develop mental needs of special children.</p> <p>1.4-Sociocultural needs of special children. Psychological Needs of special children.</p> <p>1.5- Mental needs of special children. educational needs of special children.</p> <p>1.6. Education of children with special needs its implication for universalisation of elementary education.</p> <p>1.7- Special needs laws. special needs</p> <p>1.8. Educational considerations. Understanding and respecting diversity.</p> <p>1.9-Trends of education for children with special needs in india . policies schemes about the education of children with special educational needs</p> <p>1.10-Legislation about the education of children with special educational needs.</p> <p>1.11-throw light on the policies of children with special educational needs-schemes of children with special educational needs.</p> <p>1.12.Policies of children with special educational</p> <p>A brief history of special Education in India</p> <p>1.13. Special Education and Universalization of elementary Education Constitutional</p>	1. Concept, Nature and provisions of Education of the Children with Special Needs

		provisions, government policies and state- wise positions 1.14 Recommendation suggested in the National Policy of Education (1986),POA (1992) 1.15-Person with disability Act (1995) National Institutes of handicapped the role of Rehabilitation Council of India.	
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**CO2:Make students to comprehend learning resources and strategies for inclusive pedagogy**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

<b>Sessional Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>SelfLearning (SL)</b>
2SO1.Student will Understand the Exceptional Learners  2SO2. Student will understand the meaning and salient characteristics of each category of exceptional Learners in a manner that paves way for early and easy identification	0	Unit-II: Introduction of special children 2.1 nature of special children types of special children 2.2 characteristics of special children what is psycho-social disability. 2.3characteristics psycho-social disability..The meaning of each category of exceptional Learners in a manner that paves way for early and easy 2.4 salient characteristics of each category of exceptional Learners in a manner that pavesway for early and easy educational characteristics functional limitations with	1.Exceptional Learners

		reference to psycho- socialdisablitiy.	
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<p>2SO3. Student will understand the Mentally retarded Visually impaired, Hearing impaired</p> <p>2SO4. Student will understand the Suffering with learning difficulties</p> <p>2SO5. Student will understand the Gifted and creative children Orthopedically handicapped Juvenile delinquents</p>		<p>2.5 what is Locomotor impairment, meaning and nature, characteristics Locomotor impairment,</p> <p>2.6 needs of Locomotor impairment, education needs of Locomotor impairment,</p> <p>2.7 - what is the hearing impairment Children. causes of the hearing impairment Children.</p> <p>2.8- characteristics of hearing impairment Children . education needs of hearing impairment Children. 2.9- Suffering with learning difficulties what is the visual impairment Children.</p> <p>2.10- causes of visual impairment Children. Characteristics of visual impairment Children.</p> <p>2.11- Suffering with learning difficulties education needs of visual impairment Children. 2.12- what is the learning impairment Children education needs of learning impairment Children.</p> <p>2.13- Suffering with learning difficulties Gifted children</p> <p>2.14- disadvantaged children Mental retardation children slow learners children Exceptional Learners</p> <p>2.15- Gifted Orthopedically handicapped Juvenile delinquents. Creative children Orthopedically handicapped Juvenile delinquents.</p>	
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**SW-2 Suggested Sessional Work (SW):**

Assignments:

**CO3: Enable student to understand the concept of universal design for learning(UDL) in the context of inclusive education. Create awareness on inclusive learning environments for successful inclusive education Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Frame work and its significance**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18



Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Educational Interventions Nature and objective of Special schools</p> <p>3SO2. Student will understand the Concept of main streaming Integrated schools and its support services including Resources Room, Resource Teacher, Counselor</p> <p>3SO3. Student will understand the Concept of Remedial teaching specially for the children facing learning difficulties</p> <p>3SO4. Student will understand the Teacher and peer group in the school, in the family of the exceptional child and in the community</p>	0	<p><b>Unit-III:</b> Educational Interventions. Nature of Special schools.</p> <p>3.2-objective of Special schools. needs of Special schools.</p> <p>3.3 utility of Special schools. Concept of main streaming Integrated schools</p> <p>3.4-its support services including Resources Room, its support services including Resource Teacher,</p> <p>3.5 its support services including Counselor etc. Resource teachers in Special schools.</p> <p>3.6- Role of class teachers for Special schools. classroom management for implementing Special schools.</p> <p>3.7- Concept of Remedial teaching specially for the children facing learning difficulties Remedial teaching.</p> <p>3.8—Teacher group in the school, peer group in the school</p> <p>3,9.in the family of the exceptional child. in the community of the exceptional child.</p> <p>3.10. implicating of assessment for Instructional planning. - implicating of assessment for Instructional curriculum.</p> <p>3.11—curriculum Special schools. Adaptation in Special schools.</p> <p>3.12-teaching strategies in Special schools. -evaluation in Special schools.</p> <p>3.13—Principles of curriculum adaptation and adjustment to address diversity. methods of curriculum adaptation and adjustment to address diversity.</p> <p>3.14-Teaching learning strategies. Teaching learning strategies children with special</p>	<p>1. Educational Interventions Nature and objective of Special schools</p>
		<p>educational needs in Special schools. 3.15</p> <p>-Comparative learning in Special schools.</p> <p>-behavior modification in Special schools.</p>	

**Brief of Hours suggested for the Course Outcome**

CourseOutcomes	Class Lectur e (Cl)	Sessional Work (SW)	Self Learnin g (Sl)	Total hour (Cl+SW+Sl)
CO1:Enable students to understand RPWDAct and educational implications of learning	15	2	1	18
CO2: Make students to comprehend learning resources and strategies for inclusive pedagogy	15	2	1	18
CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education Create awareness on inclusive learning environments for successful inclusive education Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Frame work and its significance	15	2	1	18
TotalHours	45	06	03	54

**Suggested SpecificationTable (ForESA)**

CO	UnitTitles	Marks Distribution			Total Marks
		R	U	A	
CO-1	: Introduction	4	10	5	19
CO-2	Introduction of special children	4	10	5	19
CO-3	Educational Interventions. Nature of Special schools.	2	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

Note. Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional /Implementation Strategies: Improved Lecture, Group Discussion, Role Play, Visit to schools, Demonstration, ICT Based Teaching Learning Whatsapp, Mobile, Online sources

**Suggested Learning**

**Resources:**

**(a) Books:**

- 1- [Sharda Pustak Bhawan](#) prayagraj.
- 2- Special Education Hindi Vishisht Shiksha Evam Nitiya, vinitkuamrsinghandsarladwivedi, RPPublishingHouse, First.
- 3- Creating an **Inclusive School** MANGAL, S.K., MANGAL, SHUBHRA – agrawal publication agra
- 4- Creating an **Inclusive School** .: KP Singh, Satyaveer Singh: RL all books merut

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**COs,Pos and PSOs Mapping**

**CourseCode:70ED323-B**

**CourseTitle:Education of the children with special needs–I (SpecialPaper)**

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified and competent teachers and teacher educators	Toprovide knowledge on historical, philosophical, social, psychological, and foundational of education practices	Toprovide training to become educational psychologists and counselors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> Enable students to understand RPWD Act and educational implications of learning	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>
<b>CO2:</b> Make students to comprehend learning resources and strategies for inclusive pedagogy	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>

CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.	2	2	1	1	1	2	2	2	2	1	1
CO4: Create awareness on inclusive learning environments for successful inclusive education	3	2	2	2	3	2	3	1	2	3	3
CO5: Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Framework and its significance	-	-	-	1	1	3	3	1	2	2	3

**Legend: 1–Low, 2–Medium, 3–High**

**Course Curriculum Map:**

POs&PSOsNo.	Cos No.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> Enable students to understand RPWD Act and educational implications of learning	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 RPWD Act and educational implications of learning  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	RPWD Act and educational implications of learning  Make students to comprehend learning resources and strategies for inclusive pedagogy
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2:</b> Make students to Comprehend learning Resources and strategies for Inclusive pedagogy	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 Make students to comprehend learning Resources and strategies for inclusive pedagogy 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	the concept of universal design for learning (UDL) in the context of inclusive education
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3:</b> Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:the concept of universal design for learning(UDL)inthecontextofinclusive education 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4:</b> Create awareness on Inclusive learning Environments for successful Inclusive education.	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:inclusive learning environments for successful inclusive education 4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO5:</b> Encourage students to understand curriculum and the importance of guidelines Given by National Curriculum Framework and its significance	SO5.1 S O5.2S O5.3S O5.4 SO5.5		Unit5:Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Frame work and its significance 5.1,5.2,5.3,5.4,5.5,5.6	

**Course Code:** 70ED323-C

**CourseTitle:** Educational Measurement and Evaluation (SpecialPaper) part-1

**Pre- requisite:** Student should have knowledge to Develop the concept ,meaning and nature of measurement and evaluation.

**Rationale:** Student will know about the Develop the concept, meaning and nature of measurement and evaluation. Understand the relationship between measurement and evaluation. Acquire knowledge about various tools of measurement and evaluation in existence. Develop skills on using psychological test for measurement and evaluation. Get hands on SPSS to learn various statistical measurement and its analysis

**Course Outcomes:**

CO1:Comprehend the concept, meaning and nature of measurement and evaluation.

CO2: Understand the relationship between measurement and evaluation.

CO3:Acquire knowledge about various tools of measurement and evaluation in existence.

CO4: Develop skills on using psychological test for measurement and evaluation.

CO5:Get hands on SPSS to learn various statistical measurement and its analysis.

**Scheme of Studies:**

category	Course Code	CourseTitle	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	TotalStudyHours (CI+LI+SW+SL)	
OEC	70ED323 - C	Educational Measurement and Evaluation (Special Paper)part -1	3	0	2	1	06	03

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others),

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:** Sessional Work (includes assignment,seminar,mini project etc.),

**SL:**Self Learning,**C:**Credits.





**.Scheme of Assessment:**

category	Course Code	Course Title	Scheme of Assessment (Marks)								End Semester Assessment	Total Marks  (PRA+ESA)
			Progressive Assessment(PRA)						TotalMarks  (	(ESA)		
			5Assignment ent 5marks each (CA)	Class Test (CT)	Seminar on e  (SA)	Class Activ ity any one	Class Atten danc e  (AT)	)				
						(CAT)			CA+CT+SA+C AT+AT)			
OEC	<b>70E D323 -C</b>	Educational Measurement and Evaluation(Special Paper)part -1	25	-	-	5	-		30	70	100	

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1:Comprehend the concept,meaning and nature of measurement and evaluation.**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

SessionOutcomes (SOs)	Laborator y Instruction n (LI)	ClassroomInstruction (CI)	SelfLearning (SL)
<p><b>1SO1.</b>Students will gain knowledge about The Measurement and Evaluation Process</p> <p><b>1SO2.</b>Student will understand the scope and Need, taxonomies of educational objectives, Norm-referenced and criterion referenced Measurement</p> <p><b>1SO3.</b>Student will understand the Evaluation : functions and Basic principles, Interrelationship between measurement and evaluation in education</p> <p><b>1SO4.</b>Student will understand the The status of educational measurement in India</p>	0	<p>Unit-I:Introduction of measurment</p> <p>1.1The Measurement Process</p> <p>1.2The Evaluation Process</p> <p>1.3 scope of educational objectives</p> <p>1.4 Need,of educational objectives</p> <p>1.5 scope and Need, taxonomies of educational objectives, Norm</p> <p>1.6 scope and Need ,taxonomies of educational objectives, referenced</p> <p>1.7 criterion referenced Measurement</p> <p>1.8 scope and Need, taxonomies of educational objectives, Norm-referenced and criterion referenced Measurement</p> <p>1.9 Evaluation:</p> <p>1.10 Evaluation functions</p> <p>1.11 Evaluation Basic principles</p> <p>1.12 Inter relationship between measurement and evaluation in education</p> <p>1.13The status of educational measurement in India.</p> <p>1.14 needs of educational measurement in India.</p> <p>Importance of educational measurement in India</p>	<p>1. Evaluation : functions and Basic principles, Inter relationship between measurement and evaluation in education</p>

**SW-1 Suggested Sessional Work(SW):**

**CO2:Understand the relationship between measurement and evaluation.**

**Approximate hours**

Item	Appx.Hrs
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CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Tools, Models and Techniques of Measurement and Evaluation</p> <p>2SO2. Student will understand the Tools of measurement and evaluation</p> <p>2SO3. Student will understand the Model in measurement and evaluation</p> <p>2SO4. Student will understand the 3D model, total reflection model and individual judgment model</p>	0	<p><b>Unit-II: Tools, Models and Techniques of Measurement and Evaluation Models</b></p> <p>2.1 Tools, Models and Techniques of Measurement and Evaluation Models of Measurement</p> <p>2.2 Techniques of Measurement Tools of Evaluation</p> <p>2.3 Models of Evaluation Techniques of Evaluation</p> <p>2.4 Tools of measurement and evaluation. Subjective tools,</p> <p>2.5 objective tools, essay type test,</p> <p>2.6 objective test, questionnaires</p> <p>2.7 interview, . Rating scale</p> <p>2.8, Inventories ,schedules</p> <p>2.9 performance tes</p> <p>Model in measurement and valuation</p> <p>2.10 Model inevaluation. 3D model 2.11, total reflection model. individual judgment model</p> <p>2.12 projective technique. sociometry.</p> <p>2.13 cumulative records. anecdotal records.</p> <p>2.14 difficulties in measurement.. qualities of a good measuring tool.</p> <p>2.15 objectivity and objectivity pe test.</p>	<p>1. Tools, Models and Techniques of Measurement and Evaluation</p>

**SW-2 Suggested Sessional Work (SW):**

**CO3:Acquire knowledge about various tools of measurement and evaluation in existence. Develop skills on using psychological test for measurement and evaluation Get hands on SPSS to learn various statistical measurement and its analysis**

**Approximate Hours**

Item	Appx.Hrs
Cl	15
LI	0
SW	2
SL	1
Total	18

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Acquaintance with some Psychological tests used in the Field of Education</p> <p>3SO2. Student will understand the Intelligence ,Interest</p> <p>3SO3. Student will understand the Values and Personality.</p> <p>3SO4. Student will understand the Aptitude, d) Attitude, Creativity</p>	0	<p><b>Unit-III:</b> Introduction of measurement</p> <p>3.1 Acquaintance with some Psychological tests used in the Field of Education</p> <p>3.2 measurement of Intelligence history of measurement of Intelligence</p> <p>3.3 techniques of measurement of intelligence mental age test</p> <p>3.4 Intelligence quotient Nature of intelligence</p> <p>3.5 theory of Intelligence .tasks used to measure. Intelligence</p> <p>3.6 deviation Intelligence quotient. types of Intelligence</p> <p>3.7 individual Intelligence tests. group Intelligence tests.</p> <p>3.8 verbal Intelligence tests non verbal Intelligence tests .use of Intelligence tests</p> <p>3.9 developmental sequence of Intelligence tests. construction of Intelligence tests</p> <p>3.10. Interest ,test. Measurement of personality.</p> <p>3.11 theories of personality. type of personality.</p> <p>3.12 methods of personality. Measurement.. Measurement of Attitude</p> <p>3.13 methods of Attitude Measurement. Construction of Attitude</p> <p>3.14 Measurement of Values. Measurement of interest.</p> <p>3.15 Measurement of Aptitude. Measurement of Creativity</p>	<p>1. Acquaintance with some Psychological tests used in the Field of Education</p>

**SW-3 Suggested Sessional Work (SW): Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+S+W+Sl)
CO1: Comprehend the concept, meaning and nature of measurement and evaluation.	15	2	1	18
CO2: Understand the relationship between measurement and evaluation.	15	2	1	18
CO3: Acquire knowledge about various tools of measurement and evaluation in existence. Develop skills on using psychological test for measurement and evaluation. Get hands on SPSS to learn various statistical measurement and its analysis	15	2	1	18
Total hours-	45	06	03	54

**Suggestion for End Semester Assessment Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Introduction of measurement	4	10	5	19
CO-2	Tools, Models and Techniques of Measurement and Evaluation Models	4	10	5	19
CO-3	: Introduction of measurement	2	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A: Apply**

The end of semester assessment for Introduction to pedagogy will be held with written examination of 70 marks

**Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

**Suggested Instructional /Implementation Strategies:**

- Improved Lecture Group
- Discussion Role Play
- Visit to schools and college
- Demonstration

**Suggested Learning Resources:**

**a) Books:**

- 1- Sharma, R. A. (2006), Fundamentals of Guidance and Counselling. Merrut, Surya Publication.
2. Bhargav, M. (2007), Modern Psychological Testing & Measurement. Agra, H. P. Bhargav Book House
3. Singh, A. K. (2006), Advanced General Psychology, Varanasi, Motilal Banarasi Das
- 4- Allport, G. W. (1937). Personality: A psychological interpretation. New York: Holt, Rinehart & Winston.
5. Child (1968). Personality in Culture, in Borgatta & Lambert (eds.): Handbook of Personality Theory and Research, p. 83
6. Eysenck, H. J. et. al. (1952) The Structure of Human Personality and later editions. London,
7. Eysenck, H. J. et. al. (1972) Encyclopedia of Psychology. London, Searchpress.

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**COs, Pos and PSOs Mapping**

**CourseCode:70ED323-C**

**CourseTitle: Educational Measurement and Evaluation (Special Paper) part-1**

CourseOutcomes	ProgramOutcomes										Program Specific Outcome	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3		PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproducequalified and competent teachers andeducators	Toprovide knowledge on historical,philosophical andsociological foundationof educational practices	Toprovide training to becomeeducationalpsychologists andcounselors		Toprovide opportunities to critically examine andreflect on the concept,
<b>CO1</b> Comprehend the concept, meaning and nature of measurement and evaluation.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	
<b>CO2:</b> Understand the relationship between measurement and evaluation	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	
<b>CO3:</b> Acquire knowledge about various tools of measurement and evaluation in existence.	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	



CO4: Develop skills on using psychological test for measurement and evaluation	3	2	2	2	3	2	3	3	3	3	2
CO5: Get hands on SPSS to learn various statistical measurement and its analysis	-	-	-	1	1	3	3	3	3	1	3

Legend:1–Low,2–Medium,3–High

Course Curriculum Map:

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO1 Comprehend the concept, meaning and nature of measurement and evaluation.	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 Comprehend the concept meaning and nature of measurement and evaluation.  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	Comprehend the concept, meaning and nature of measurement and evaluation.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO2: Understand the relationship between measurement and evaluation	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 relationship between measurement and evaluation  2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	relationship between measurement and evaluation.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3: Acquire knowledge about various tools of measurement and evaluation in existence.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3: Acquire knowledge about various tools of measurement and evaluation in existence: 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	Acquire knowledge about various tools of measurement and evaluation
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO4: Develop skills on using psychological test for measurement and evaluation	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4 : Develop skills on using psychological test for measurement and evaluation 4.1,4.2,4.3,4.4,4.5,4.6,4.7	Acquire knowledge about various tools of measurement and evaluation in existence

PO1,2,3,4,5, 6,7, PSO1,2,3,4,	CO5: Get hands on SPSS to learn various statistical measurement and its analysis	SO5.1 S O5.2S O5.3S O5.4 SO5.5	Unit 5: SPSS to learn various statistical measurement and its analysis  5.1,5.2,5.3,5.4,5.5,5.6	
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**Course Code:** 70ED-371

**CourseTitle:** Review of literature

**Pre- requisite:** Student should have knowledge the theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem

**Rationale:** Student will know about the theories ,ideas, explanations or hypothesis which may prove useful in the formulation of a new problem. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication.It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies. It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem. It locates comparative data and findings useful in the interpretation and discussion of results.The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.It helps in developing experts and general scholarship of the investigator in the are a investigated. It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue to wards making one self. This knowledge is an as set ever after wards, whether one is employed in an institution of higher learning or a researchh organization

**Course Outcomes:**

CO1.It provides theories, ideas, explanations or hypothesis which may prove useful in the Formulation of an ew problem .It indicates whether the evidence already available solves the problem adequately with out requiring further investigation. It avoids the replication.

CO2.It provides the sources for hypothesis.The researcher can formulate research hypothesis On the basis of available studies.It suggests method,procedure,sources of data and statistical techniques appropriate to the solution of the proble

CO3 It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.

CO4.It helps in developing expertsand general scholarship of the investigator in the area investigated.

CO5.It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good a venue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization.

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL			
LC	70ED-371	Review of literature	6	0	2	1	9	6	

**Legend:**

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, C: Credits.

**Scheme of Assessment:**

**Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			Review of literature (RT)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (RT+CT+SA+CAT+AT)		
LC	70ED-371	Review of literature	50	-	-	-	-	50	50	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session

Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

Note. It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It avoids the replication. It locates comparative data and findings useful in interpretation and discussion of results.

The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study. It helps in developing experts and general scholarship of the investigator in the area investigated. It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue towards making one self. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization.

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**Cos ,Pos and PSOs Mapping**

**Course Code:70ED-371**

**Course Title:Review of literature**

Course Outcomes	Program Outcomes										Program Specific Outcome
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	To produce qualified and competent teachers and educators	To provide knowledge on historical, philosophical and sociological foundations of educational practices	To provide training to be competent educational psychologists and counselors	To provide opportunities to critically examine and reflect on the concept,
<b>CO1</b> It provides theories, ideas, explanations or hypothesis which May prove useful in the	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
Formulation of a new problem.It indicates whether the evidence already available solves the problem adequately without Requiring further investigation. It avoids the replication..											

CO2.It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies .It suggests method ,procedure, sources of data and statistical technique sappropriate to The solution of the problem.	1	1	2	2	1	2	3	2	2	2	1
The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.	2	2	1	1	1	2	2	1	1	2	2
CO4.It helps in developing experts and general scholarship of the investigator in the area investigated	3	2	2	2	3	2	3	3	3	3	2

<p>CO5.It contributes towards the accurate knowledgeofthe evidence or literatureinone's area of activity is a good avenue towardsmaking oneself. This knowledgeisan asset ever afterwards, whether oneis employed in an institution of higherlearningor a research organization.</p>	-	-	-	1	1	3	3	3	3	1	3
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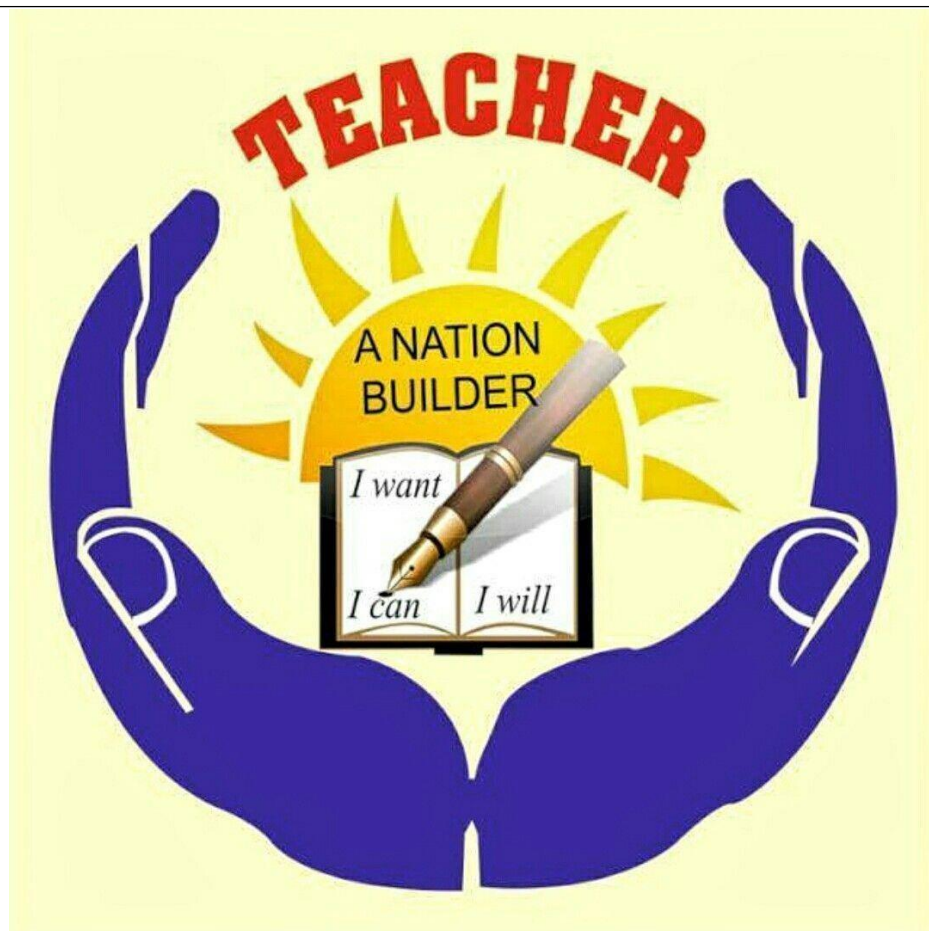
**Legend:1–Low,2–Medium,3–High**



**Course Curriculum Map:**

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> It provides theories, ideas, explanations or hypothesis which may prove useful in the formulation of a new problem. It indicates whether the evidence already available solves the problem adequately without requiring further investigation. It	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 Introduction to Sustainable Development:  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	comparative data and findings
	avoid the replication.				useful in the interpretation and discussion of results
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2.</b> It provides the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies. It suggests method, procedure, sources of data and statistical techniques appropriate to the solution of the problem.	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2 the sources for hypothesis. The researcher can formulate research hypothesis on the basis of available studies 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3.</b> It locates comparative data and findings useful in the interpretation and discussion of results. The conclusions drawn in the related studies may be significantly compared and may be used as the subject for the findings of the study.	SO3.1 S SO3.2 SO3.3 SO3.4 SO3.5		Unit-3 : comparative data and findings useful in the interpretation and discussion of results 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	

<p>PO1,2,3,4,5,6,7, PSO1,2,3,4,</p>	<p>CO4.It helps in developing experts and general scholarship of the investigator in the area investigated</p>	<p>SO4.1 S O4.2S O4.3S O4.4 SO4.5</p>		<p>Unit-4:developing experts and general scholarship of the investigator in the area investigated 4.1,4.2,4.3,4.4,4.5,4.6,4.7</p>	
<p>PO1,2,3,4,5,6,7, PSO1,2,3,4,</p>	<p>CO5.It contributes towards the accurate knowledge of the evidence or literature in one's area of activity is a good avenue towards making oneself. This knowledge is an asset ever afterwards, whether one is employed in an institution of higher learning or a research organization.</p>	<p>SO5.1S O5.2S O5.3S O5.4 SO5.5</p>		<p>Unit5: evidence or literature in one's area of activity is a good avenue towards making oneself 5.1,5.2,5.3,5.4,5.5,5.6</p>	



**CURRICULUM**  
**M.A Education 4 SEMESTER**  
**AKSUNIVERSITYSATNAMP**

**Course Code:** 70ED-421

**CourseTitle:** Educational Technology- II

**Pre- requisite:** Student should have knowledge of number To help the students teachers to distinguish between communication and instruction

**Rationale:** Student will know about the Develop the professional ability To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.To acquaint students teachers with levels,strategiesand models of teaching for future improvement.To enable the students teachers to understand about the importance of programmed instructions and researches inE.T.To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.

**CourseOutcomes:**

CO1. To help the students teachers to distinguish between communication and instruction sothat they can develop and design a sound instructional system. CO2. To acquaint students teachers with levels, strategies and models of teaching for future improvement.

CO3. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T. CO4. To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.

Lectures

**SchemeofStudies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
MC	70ED-421	Educational Technology-II	6	0	2	1	9	6

**Legend:**

CI:Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others),

LI:Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar,mini project etc.),

SL:Self Learning, C:Credits.

**Note:** SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**Scheme of Assessment**

category	Course Code	Course Title	Scheme of Assessment (Marks)							End Semester Assessment	Total Marks
			Progressive Assessment (PRA)								
			5 Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one  (CAT)	Class Attendance  (AT)	TotalMarks  ( CA+CT+SA+ CAT+AT)	(ESA)	(PRA + ESA )	
MC	70E D- 42 1	Educational Technology-II	25	-	-	5	-	30	70	100	

#### Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.**

#### Approximate Hours

Item	Appx. Hrs
CI	30

LI	0
SW	2
SL	1
Total	33

Session Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Science and Teaching Modalities of teaching–Concepts of teaching, instruction, Training and Conditioning and their differences</p> <p><b>1SO2.</b> Student will understand the Levels of teaching – Memory, Understanding and reflective levels</p> <p><b>1SO3.</b> Student will understand the Stages of teaching – Pre-active, Interactive and Post-active Teaching strategies–Meaning ,Nature ,Function and type</p> <p><b>1SO4.</b> Student will understand the Models of Teaching - Meaning, Nature, Function and Family</p> <p><b>1SO5.</b> Student will understand the Components of Advance Organizer, concept Attainment, Non-directive, Jurisprudential Inquiry and Training Models of Teaching</p>	0	<p>Unit-IV: .Science and Teaching</p> <p>4.1.Science and Teaching Modalities of teaching</p> <p>4.2–Concepts of teaching, instruction of teaching</p> <p>4.3, Training and Conditioning and their differences</p> <p>4.4 Levels of teaching–</p> <p>4.5 Memory levels</p> <p>4.6 Understanding levels</p> <p>4.7 Reflective levels</p> <p>4.8 Stages of teaching–</p> <p>4.9 Pre-active Teaching strategies,</p> <p>4.10 Interactive Teaching strategies</p> <p>4.11. Post-active Teaching strategies</p> <p>4. 12. Teaching strategies Meaning,</p> <p>4.13. Teaching strategies Nature,</p> <p>4.14 Teaching strategies.Functions</p> <p>4.15 Type of Teaching strategies</p> <p>4.16.Models of Teaching–</p> <p>4.17.Meaning of Models</p> <p>4.18Nature,of Models</p> <p>4.19Function of Models and Family</p> <p>4.20Components of Advance Organizer 4.21, concept Attainment,</p> <p>4.22 Non-directive</p> <p>4.23Jurisprudential Inquiry</p> <p>4.24Training Models of Teaching</p> <p>4.25importance of Modalities of teaching</p> <p>4.26 Needs of Levels of teaching</p> <p>4.27 Needs of Stages of teaching</p> <p>4.28Importance of teaching strategies</p> <p>4.29 Importance of teaching of Levels</p> <p>4.30.Importance of teaching of Stages</p>	1.Models of Teaching - Meaning, Nature, Function and Family

SW-1 Suggested Sessional Work(SW):

Assignments :Ancient Indian Educational system, Morden educational system of India,Impact of education on society,Methods of preservation of culture and heritage,



**CO2. T oacquaint students teachers with levels, strategies and models of teaching for future improvement.**

**Approximate Hours**

Item	Appx. Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Modification of Teaching Behavior</p> <p>2SO2. Student will understand the Formulation of Instructional Objectives and task Analysis</p> <p>2SO3. Student will understand the Simulation and micro-teaching</p> <p>2SO4. Student will understand the Flander's interaction Analysis technique and its modern development</p>	0	<p><b>Unit-V:</b> Modification of Teaching Behavior</p> <p>5.1-.Modification of Teaching Behavior</p> <p>5.2-.Needs of Modification of Teaching Behavior.</p> <p>5.3 concept of Teaching Behavior</p> <p>5.4 .utility of Teaching Behavior.</p> <p>5.5.Formulation of Instructional Objectives</p> <p>5.6 Formulation of Instructional Objectives task Analysis</p> <p>5.7 Simulation.</p> <p>5.8 Meaning of Simulation.</p> <p>5.9 Concept of Simulation.</p> <p>5.10 Utility of Simulation.</p> <p>5.11- Micro-teaching.</p> <p>5.12 Meaning of Micro teaching.</p> <p>5.13 Concept of Micro teaching.</p> <p>5.14 Micro teaching skill.</p> <p>5.15 Introduction skill.</p> <p>5.16 Blackboard skill.</p> <p>5.17 Needs of Micro teaching.</p> <p>5.18.Flander's interaction.</p> <p>5.19 Classroom interaction analysis.</p> <p>5.20 Classroom interaction analysis theory.</p>	1. Modification of Teaching Behavior

		5.21 Analysis technique. 5.22 Flender's category. 5.23 Formation or interaction matrix. 5.24 Flander's interaction modern development. 5.25 Flander's coding chart. 5.26 Flander's evaluation. 5.27 Flander's interaction limitations. 5.28 Flender's category theory. 5.29 Merits of Flender's category. 5.30 Limitations of Flender's category.	
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**SW-2 Suggested Sessional Work (SW):** Assignments:

**CO3.** To enable the students teachers to understand about the importance of programmed instructions and researches in E.T. To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T.

**Approximate Hours**

Item	Ap px. Hr s
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
3SO1. Student will understand the Recent Trends in Educational Technology 3SO2. Student will understand the Individualized Instruction – Programmed Instruction (Linear and Branching), Computer Assisted Instruction and Language	0	<b>Unit-VI:</b> .Recent Trends in Educational Technology 6.1.Recent Trends in Educational Technology. 6.2 Scope of Educational Technology.  6.3.Importance of Educational Technology 6.4.Individualized Instruction Programmed.	1. Recent Trends in Educational Technology
3SO3. Student will understand the Researches in Educational Technology 3SO4. Student will understand the Future priorities in Educational technology		6.5 Concept of Individualized Instruction Programmed . 6.6 Needs of the Individualized Instruction Programmed . 6.7 Individualized Instruction and differentiated instructing. 6.8 Instruction Linear. 6.9 Individualized Instruction Programmed an overview. 6.10 -Individualized Instruction Programmed Instruction Branching 6.11.Computer Assisted Instruction. 6.12what is the Computer Assisted Instruction. 6.13 Types of Computer Assisted Instruction. 6.14 Drill and practice. 6.15 Tutorial. 6.16 Games. 6.17 Simulation.	

		<p>6.18 Discovery.</p> <p>6.19 Problem solving.</p> <p>6.20 Advantages Of CAI.</p> <p>6.21 Limitations of CAI.</p> <p>6.22.Language Laboratory.</p> <p>6.23 Advantages of Language Laboratory.</p> <p>6.24.Researches in Educational Technology.</p> <p>6.25 Uses of Researches in Educational Technology.</p> <p>6.26 Advantages of uses of Researches in Educational Technology.</p> <p>6.27.Future priorities in Educational technology.</p> <p>6.28 Advantages of Future priorities in Educational technology.</p> <p>Needs of Future priorities in Educational technology.</p> <p>6.29–Uses of Future priorities in Educational technology.</p> <p>6.30—Limitations of Future priorities in Educational technology</p>	
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**SW-3 Suggested Sessional Work (SW):****Assignment:****Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
CO1. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.	30	2	1	33
CO2. To acquaint students teachers with levels ,strategies and models of teaching for future improvement	30	2	1	33
CO3. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T. To acquaint the student teachers with emerging trends in ET along with the resources centres of E.T	30	2	1	33
Total Hours-	90	06	03	99

**Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	.Science and Teaching	4	10	5	19
CO-2	Recent Trends in Educational Technology	4	10	5	19

CO-3	Recent Trends in Educational Technology	2	20	10	32
	Total-	10	40	20	70

**Legend:**      **R: Remember,**      **U: Understand,**      **A:Apply**

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

**Note.**Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

**Suggested Instructional / Implementation Strategies:**

Improved Lecture

Group Discussion

Role Play

Visit to schools

Demonstration

ICT Based Teaching Learning

**Suggested Learning Resources:**

**(a)Books:**

Educational Technology	Chand, Tara:
Educational Technology	Agarwal J C
Educational Technology	Sharma YK:
Educational Technology	Sampat:

Curriculum Development Team

1.Dr.R.S.Mishra

2.Dr.Bhagwan Deen

3.Dr.Sanand Kumar Gautam

4.Dr.Shikha Tripathi

5.Dr.Kalpana **Mishra**

Cos ,Pos and PSOs Mapping

Course Code:70ED-421

CourseTitle: Educational Technology-II

Course Outcomes	Program Outcomes							Program Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical	to develop specialization in areas of education:	To produce qualified and competent teachers and teacher educators	To provide knowledge on historical, philosophical and sociological foundation of educational practices	To provide training to become educational psychologists and counsellors	To provide opportunities to critically examine and reflect on the concept,
	Learning				Education	thinking and skills					
<b>CO1</b> To help the students teachersto distinguish between communication and instruction so that they can develop and design	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>



sound instructional system.											
CO2. To acquaint students with levels, strategies and models of teaching for future improvement	1	1	2	2	1	2	3	2	2	2	1
CO3. To enable the student to understand and about the importance of programmed instructions and researches in E.T	2	2	1	1	1	2	2	1	1	2	2

CO4. Toacquint thestuden t teach ers withemer gingtrend s in ET alongwith theresou rcescentr es of E.T. Lectures	3	2	2	2	3	2	3	3	3	3	2
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**Course Curriculum Map:**

POs&PSOsNo.	Cos No.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO1 To help the studentsteachersto distinguishbetween communicationand instruction so that theycandevlopand designasound instructionalssystem.	SO1.1SO1.2SO1.3SO1.4 SO1.5		Unit-1.0helpthestudents teachers to distinguish betweencommunication andinstruction 1.1,1.2,1.3,1.4,1.5,1.6,1.7	help the students teachers to distinguish between communication andinstruction
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO2. To acquaint students teachers with levels,strategiesan dmodels ofteachingforfuture improvement	SO2.1SO2.2SO2.3 SO2.4 SO2.5		Unit-2To acquaintstudent s teachers with levels, strategies and models of teachingfo r future improvement 2.1,2.2,2.3,2.4,2.5,2.6,2.7, 2.8,2.9	importance of programmed instructionsand
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3. To enable the students teachers to understand about the importance of programmed instructionsand researchesinE.T	SO3.1SO3.2 SO3.3SO3.4SO3.5		Unit-3:importanceof programmed instructions and researches inE.T 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	researchesinE.T
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO4. Toacquit thestudentteachers with CO4. Toacquin t thestudentteache rs withemergingtrends inETalongwiththe	SO4.1SO4.2SO4.3SO4.4 SO4.5		Unit-4:emergingtrends in ET along with the resourcescentresofE.T. Lectures 4.1,4.2,4.3,4.4,4.5,4.6,4.7	emergingtrend s inETalongwith the resources centres of E.T. Lectures

	resourcescentresof E.T. Lectures.			
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**Course Code:** 70ED-422

**CourseTitle:** Curriculum studies-II

**Pre- requisite:** Student should have knowledge To understand the dimensions of knowledge and cognitive processes

**Rationale:** Student will know about the Develop the professional ability To understand the dimensions of knowledge and cognitive processes To analyze the curriculum and pedagogy as envisaged by various educational pioneers To understand the planning, management and support practices of pedagogy To evaluate the effectiveness of students' learning outcome

**Course Outcomes:**

CO1: To understand the dimensions of knowledge and cognitive processes

CO2: To analyze the curriculum and pedagogy as envisaged by various educational pioneers CO3: To understand the planning, management and support practices of pedagogy

CO4: To evaluate the effectiveness of students' learning outcome

Lectures

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
MC	70ED-422	Curriculum studies-II	3	0	2	1	6	3

**Legend:**

CI: Classroom Instruction (Includes different instructional strategies i.e. Lecture (L) and Tutorial (T) and others),

LI: Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar, mini project etc.),

SL: Self Learning, C: Credits.

Note: SW & SL has to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**Scheme of Assessment: Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)		
			Progressive Assessment (PRA)	End Semester Assessment	Total Marks
				(ESA)	(PRA + ESA)

			5Assign ment 5marks each (CA)	Clas s Test (CT)	Sem i nar one  (SA)	Clas s Acti vity any one  (CAT )	Class Attendan ce  (AT)	TotalMarks  ( CA+CT+SA+ C AT+AT)		
MC	<b>70 E D- 422</b>	<b>Curricu lum studies - II</b>	25	-	-	5	-	30	70	100

#### Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1:To understand the dimensions of knowledge and cognitive processes**

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b>Students will gain knowledge about Curriculum Evaluation</p> <p><b>1SO2.</b>Student will understand the Concept , Scope and Importance</p> <p><b>1SO3.</b>Student will understand the Methods</p> <p><b>1SO4.</b>Interpretation of evaluation result</p>	0	<p>Unit-IV: Curriculum Evaluation.</p> <p>4.1. Curriculum Evaluation</p> <p>4.2-Meaning of Curriculum Evaluation.</p> <p>4.3 Concept of Curriculum Evaluation.</p> <p>4.4 Scope of Curriculum Evaluation.</p> <p>4.5 Importance of Curriculum Evaluation.</p> <p>4.6 Advantages of Curriculum Evaluation.</p> <p>4.7 Needs of Evaluation.</p> <p>4.8 Limitations of Curriculum Evaluation.</p> <p>4.9 Needs of. limitations</p> <p>4.10 Importance of. limitations</p> <p>4.11 Uses of. limitations</p> <p>4.12 Causes of .limitations</p> <p>4.13-Methods of Curriculum Evaluation.</p> <p>4.14-. Interpretation of evaluation result.</p> <p>4.15- Types of Evaluation.</p>	<p>1. Curriculum Evaluation</p> <p>2. Interpretation of evaluation result</p>

**SW-1 Suggested Sessional Work(SW):**

**CO2:To analyze the curriculum and pedagogy as envisaged by various educational pioneers**

Approximate Hours

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18



Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Suggestions and Recommendations in curriculum Development as per the Commission</p> <p>2SO2. Student will understand the University Education Commission (1948)</p> <p>2SO3. Student will understand the Secondary Education Commission (1952)</p> <p>2SO4. Student will understand the Education Commission (1966)</p>	0	<p><b>Unit-V: Suggestions in curriculum</b></p> <p>5.1-Suggestions in curriculum Development as per the Commission</p> <p>5.2 Needs of Suggestions in curriculum Development</p> <p>5.3 Uses of Suggestions in curriculum Development</p> <p>5.4 Importance of Suggestions in curriculum Development</p> <p>5.5-Recommendations in curriculum Development as per the Commission</p> <p>5.6 Characteristics of Recommendations in curriculum Development as per the Commission</p> <p>5.7 Needs of Recommendations in curriculum Development as per the Commission</p> <p>5.8 Importance of Recommendations in curriculum Development as per the Commission</p> <p>5.9 University Education Commission(1948)</p> <p>5.10 Needs of University Education Commission</p> <p>5.11 Recommendations of University Education Commission</p> <p>5.12 Importance of Recommendations</p> <p>5.13 Secondary Education Commission(1952)</p> <p>5.14 Importance of Secondary Education Commission (1952)</p> <p>5.15-.Education Commission (1966)</p>	1 University Education Commission (1948)

**SW-2 Suggested Sessional Work (SW):**

**CO3: To understand the planning ,management and support practices of pedagogy To evaluate the effectiveness of students' learning outcome**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Contemporary Trends in Curriculum Implementation</p> <p>3SO2. Student will understand the New Education Policy (1986) – Primary, Secondary</p> <p>3SO3. Student will understand the New Education Policy (1986) – Primary, Secondary</p> <p>3SO4. Student will understand the Curriculum research in India</p>	0	<p>5.1 <b>Unit-VI:</b> Contemporary Trends in Curriculum Implementation</p> <p>5.2 Contemporary Trends in Curriculum Implementation</p> <p>6.2 Recommendations of New Education Policy (1986) for Primary</p> <p>6.3 Recommendations of New Education Policy (1986) for Secondary level</p> <p>6.4 Needs of New Education Policy (1986)</p> <p>6.5 Characteristics of New Education Policy (1986)</p> <p>6.6 Importance of New Education Policy (1986) for Primary</p> <p>6.7 Importance of New Education Policy (1986) for secondary levels.</p> <p>6.8 New Education Policy for Higher Education levels</p> <p>6.9 Needs of New Education Policy for Higher Education levels</p> <p>6.10 Importance of New Education Policy for Higher Education levels</p> <p>6.11 Recommendations of New Education Policy for Higher Education levels</p> <p>6.12 Curriculum research in India.</p> <p>6.13 Needs of Curriculum research in India.</p> <p>6.14 Importance of Curriculum research in India.</p> <p>6.15 Utility of Curriculum research in India.</p>	1. New Education Policy (1986) – Primary ,Secondary

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1:To understand the dimensions of knowledge and cognitive process	15	2	1	18
CO2:To analyze the curriculum and pedagogy as envisaged by various educational pioneers	15	2	1	18
CO3:To understand the planning,management and Support practices of pedagogy To evaluate the effectiveness of students' learning outcome	15	2	1	18
Total Hours-	45	06	03	54

**Suggested Specification Table (For ESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Curriculum Evaluation	4	10	5	19
CO-2	Suggestions in curriculum	4	10	5	19
CO-3	Contemporary Trends in Curriculum Implementation	2	20	10	32
	Total-	10	40	20	70

**Legend:** R: Remember, U: Understand, A: Apply

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

**Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

**Suggested Instructional / Implementation Strategies:**

- Improved Lecture
- Group Discussion
- Role Play
- Visit to schools
- Demonstration
- ICT Based
- Teaching
- Learning

**Suggested Learning Resources:**

**(a) Books:**

- 1- Rajesh Kumar Vashistha. Published by Laxmi **Book** Depot. Additional information.
- 2- **Curriculum**, community, and urban school reform. New York: Palgrave. Macmillan. Dei, G. J.S. (2010).
- 3- Abdi, A.A., & Richardson, G. (Eds.). (2008). Decolonizing democratic education: Transdisciplinary dialogues. Rotterdam, The Netherlands: Sense. Andrzejewski,
- 4- J., Baltodano, M., & Symcox, J. (Eds.). (2009). Social justice, peace, and environmental education. New York: Routledge. Apple, M. W.,
- 5- Au, W., & Gandin, L.A. (Eds.). (2009). The Routledge international handbook of critical education. New York: Routledge.
- 6- Arnot, M. (2008). Educating the gendered citizen: Sociological perspectives on national and global agendas. New York: Routledge.
- 7- Bache, C.M. (2008). The living classroom: Teaching and collective consciousness. Albany, NY: SUNY. Baker, B. (2009). New curriculum history. Rotterdam, The Netherlands: Sense. Baldacchino,

- 8- J.(2009).Educationbeyondeducation:SelfandtheimaginaryinMaxineGreene'sphilosophy. NewYork:Peter Lang.
- 9- Bracher,M.(2009).Radicalpedagogy:Identity,generativity,andsocialtransformation.N ew York: Palgrave Macmillan.

CurriculumDevelopmentTeam

1. 1. 1.Dr.R.S .Mishra

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**COs, Pos and PSOs Mapping**

CourseCode:70ED-422

CourseTitle: Curriculum studies-II

Course Outcomes	Program Outcomes										Program Specific Outcome
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO3	PSO4
	to develop dedication and motivation	high standards of professional competency	to create and sustain the environment in modern -	focusing on understanding the	to examine critically the theories and	To develop the spirit of inquiry and	to develop specialization in areas	To produce qualified and competent teachers and	To provide knowledge on historical,phil	To provide training to become educational psychologists	To provide opportunities to critically examine and reflect on
	ation towards lifelong learning		day education.	principles of organizational management	concepts of education	critical thinking and skills	of education:	hereducators	osophical and sociological foundation of educational practices	dcounselors	heconcept,
<b>CO1:</b> To understand the dimensions of knowledge and cognitive processes	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2:</b> To analyze the curriculum and pedagogy as envisaged by various educational pioneers	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

CO3: To understand the planning, management and support practices of pedagogy	2	2	1	1	1	2	2	1	1	2	2
CO4: To evaluate the effectiveness of students' learning outcome	3	2	2	2	3	2	3	3	3	3	2

PO1,2,3,4,5,6,7, PSO1,2,3,4, <b>Course Curriculum Map:</b>	CO2: To understand the dimensions of knowledge and cognitive processes as envisaged by various educational pioneers.	SO2.1S O2.2SSO2 .4SO2.5		Unit-2 dimensions of knowledge and cognitive processes 2.1,2.2,2.3,2.4,2.5,2.6, 2.7, 2.8,2.9	
POs & PSOs No. PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3: To understand the planning, management and support practices of pedagogy	SO3.1S O3.2 SO3.3 SO3.4 SO3.5	Laboratory Instruction (LI)	Classroom Instruction (CI) Unit-3: planning, management and support practices of pedagogy 3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4, PSO1,2,3,4,	CO1: To understand the dimensions of knowledge and cognitive processes CO4: To evaluate the effectiveness of students' learning outcome.	SO1.1 SO4.1S O4.2S O4.3S O4.4 SO4.5		Unit-1.0 dimensions of knowledge and cognitive processes How to evaluate the effectiveness of students' learning 1.1,1.2,1.3,1.4,1.5,1.6,1.7, 4.2,4.3,4.4,4.5,4.6,4.7	dimensions of knowledge and cognitive processes

**Course**  
**Code:**  
**Course Title:**  
**Pre-**

**Rationale:** Student should have knowledge To enable the students to understand the meaning scope,objectives of teacher educations and its development in India. planning, management and support practices of pedagogy

Student will know about the Develop the professional ability To enable the students to understand the meaning scope,objectives of teacher educations and its development in India.To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education.To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.To develop in the students and understanding about the important research findings in teacher education

**Course Outcomes:**

- CO1. To enable the students to understand the meaning scope, objectives of teacher educations and its development in India.
- CO2. To develop an understanding in the student about various modalities used for teachers ,teacher educators and educational administrators for different levels of Education.
- CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.
- CO4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
- CO5. To develop in the students and understanding about the important research findings in teacher education Lectures.

scheme of Studies

	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL			
OEC	70ED423 - A	Teacher Education (Special Paper) Course II:	4	0	2	1	7	4	



**Legend:**

CI:Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others),

LI:Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar,mini project etc.),

SL:Self Learning, C:Credits.

Note: SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning.

**SchemeofAssessment:**

**Theory**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment(PRA)						End Semester Assessment	Total Marks
			5Assignment 5marks each (CA)	Class Test (CT)	Seminar one  (SA)	Class Activity any one  (CAT)	Class Attendance  (AT)	TotalMarks  ( CA+CT+SA+ CAT+AT)		
OEC	70E D423 -A	Teacher Education (Special Paper) Course II:	25	-	-	5	-	30	70	100

**Course-CurriculumDetailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion.

**CO1. To enable the students to understand the meaning scope, objectives of teacher educations and in its development in India.**

**Approximate Hours**

Item	Appx.Hrs
CI	30
LI	0
SW	2
SL	1
Total	33

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b> Students will gain knowledge about Teacher Education Curriculum</p> <p><b>1SO2.</b> Student will understand the Teacher Education curriculum at different stages. Patterns of student teaching</p> <p><b>1SO3.</b> Student will understand the Internship, Block teaching, teaching practice</p> <p><b>1SO4.</b> Student will understand the Techniques of Teachers' Training –Coreteaching</p> <p><b>1SO5.</b> Student will understand the Micro teaching and intersection Analysis; Evaluation of student teaching; taxonomy of teacher Education</p>	0	<p>Unit-IV: Teacher Education Curriculum</p> <p>4.1Teacher Education Curriculum</p> <p>4.2Teacher Education curriculum at different stages</p> <p>4.3Patterns of student teaching</p> <p>4.4.Internship</p> <p>4.5 , Block teaching</p> <p>4.6,Teaching practice</p> <p>4.7Techniques of Teachers' Training–</p> <p>4.8 Core teaching,</p> <p>4.9 Micro teaching</p> <p>4.10 Inter section Analysis;</p> <p>4.11.Evaluation of student teaching;</p> <p>4.12 Taxonomy of teacher Education</p> <p>4.13Aims of teacher education curriculum</p> <p>4.14 Teacher training planning in primary level</p> <p>4.15 Teacher training planning in middle level</p> <p>4.16 Teacher training planning in high school level</p> <p>4.17 Teacher training planning in secondary level</p> <p>4.18 Needs of teacher training planning in primary level</p> <p>4.19 Needs of teacher training planning in primary level</p> <p>4.20 Needs of teacher training planning in middle level</p> <p>4.21 Needs of teacher training planning in high school level</p> <p>4.22 Needs of teacher training planning in secondary level</p> <p>4.23 Importance of teacher training in primary level.</p> <p>4.24 Importance of teacher training in middle level</p> <p>4.25 Importance of teacher training in high school level</p> <p>4.26 Importance of teacher training in secondary level</p> <p>4.27 Importance of Micro teaching.</p> <p>4.28 Importance of Evaluation of student teaching.</p> <p>4.29 Importance of Core teaching and Techniques of Teachers' Training</p> <p>4.30 Importance of Internship And Block teaching</p>	1. Teacher Education Curriculum

**CO2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education.**

**Approximate Hours**

Item	Appx. Hrs
CI	15
LI	0
SW	2
SL	1
Total	18

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand The Trends and Research in Teacher Education</p> <p>2SO2. Student will understand the Innovation in teacher education</p> <p>2SO3. Student will understand the Teaching effectiveness, schools Effectiveness and modification of Teacher behavior</p> <p>2SO4. Student will Understand the Research and implications</p>	0	<p><b>Unit-V: Trends in Teacher Education</b></p> <p>5.1 Trends in Teacher Education</p> <p>5.2 Research in Teacher Education</p> <p>5.3 Needs of Research in Teacher Education</p> <p>5.4 Importance of Research in Teacher Education</p> <p>5.5 Innovation in teacher education</p> <p>5.6 Needs of Innovation in teacher education</p> <p>5.7 Importance of Innovation in teacher education</p> <p>5.8 Teaching effectiveness,</p> <p>5.9 Importance of teaching effectiveness</p> <p>5.10 Schools effectiveness</p> <p>5.11 Importance of schools effectiveness</p> <p>5.12 Modification of teacher behavior</p> <p>5.13 Needs of .modification of teacher behavior</p> <p>5.14 Research and implications</p> <p>5.15 Importance of Research and implications</p>	<p>1. teaching effectiveness, schools effectiveness and modification of teacher behavior</p>

**CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India To develop in the students and understanding about the important research findings in teacher education**

**Approximate Hours**

Item	Appx Hrs
CI	15
LI	0
SW	2
SL	1

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Current problems Teacher Education</p> <p>3SO2. Student will understand the professional Organizations for various levels of teachers, Education and performance appraisal of teacher</p> <p>3SO3. Student will understand the Teacher education and practicing schools, teacher education and Community</p> <p>3SO4. Student will understand the Teacher Education and other institution , implementation of curriculum of Teacher Education</p> <p>3SO5. Student will understand the Education of the children with special needs</p>	0	<p><b>Unit-VI:</b> 1Current problems of Teacher Education</p> <p>6.1Current problems of Teacher Education</p> <p>6.2 professional Organizations for various levels of teachers,</p> <p>6.3Education and performance appraisal of teacher</p> <p>6.4 Teacher education and Community</p> <p>6.5 Teacher education and practicing schools</p> <p>6.6 Needs of practicing schools for Teache reducation</p> <p>6.7 Teacher Education and other institution</p> <p>6.8, Implementation of curriculum of Teacher Education</p> <p>6.9 Needs of implementation of curriculum of Teacher Education</p> <p>6.10 Importance of ., implementation of curriculum of Teacher Education</p> <p>6.11Education of the children with special needs:</p> <p>6.12 Needs of Education of the children with special needs</p> <p>6.13 Importance of Education of the children with special needs</p> <p>6.14 Utility of Education of the children with special needs.</p> <p>6.15 Types of children with special needs</p>	1. Teacher education and practicing schools, teacher education and Community

**SW-3 Suggested Sessional Work (SW):**

**Assignment**

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)

CO1. To enable the students to understand the meaning scope, objectives of teacher educations and its development in India.	30	2	1	33
CO2. To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators for different levels of Education	15	2	1	18
CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the	15	2	1	18
country. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India. To develop in the students and understanding about the important research findings in teacher education				
Total Hours-	60	06	03	69

#### Suggested Specification Table (For ESA)

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Current problems of Teacher Education	4	10	5	19
CO-2	Trends in Teacher Education	4	10	5	19
CO-3	Current problems of Teacher Education	2	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A: Apply**

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

**Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

#### **Suggested Instructional / Implementation Strategies:**

Improved Lecture

Group Discussion Role Play

Visit to schools Demonstration

ICT Based Teaching

#### **Suggested Learning Resources: Books:**

Curriculum Development Team

1. Dr. R. S. Mishra

2. Dr. Bhagwan Deen

3. Dr. Sanand Kumar Gautam

4. Dr. Shikha Tripathi

5. Dr. Kalpana Mishra

6. Smt. Neeta Singh



**COs,Pos and PSOs Mapping**

CourseCode:70ED423-A

CourseTitle:Teacher Education (Special Paper) Course-II:

Course Outcomes	ProgramOutcomes							ProgramSpecificOutcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO4
	to develop dedication and motivation towards lifelong learning	high standards of professional competence in modern-day education	to create and sustain the environment in modern-day education.	focus on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified competent teachers and teaching aids	Toprovide knowledge on historical, philosophical and sociological foundations of educational practices	Toprovide training to become educators and psychologists and counselors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1</b> To enable the students to understand the meaning, scope, objectives of teacher education and its development in India.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>

CO2.To develop an understanding in the student about various modalities used for teachers, teacher educators and educational administrators	1	1	2	2	1	2	3	2	1	1	2
s for different levels of Education											
CO3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country..	2	2	1	1	1	2	2	2	1	2	1
CO4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.	3	2	2	2	3	2	3	2	2	1	2

CO5. To develop the students and understanding about the important research findings in teacher education Lectures	-	-	-	1	1	3	3	3	1	1	2
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**Legend: 1–Low, 2–Medium, 3–High**

### CourseCurriculumMap:

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO1</b> To enable the studentsto Understand the meaning scope,objectivesofteacher educations and its development in India.	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 the meaning scope,objectivesofteacher educations and its development inIndia 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	the meaning scope,objectives of teacher educations and itsdevelopment inIndia
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO2.</b> To developan Understanding in the student About various modalities used for teachers, teacher Educators and educational Administrators for different Levels of Education	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2variousmodalitiesusedfor teachers, teacher educators and educational administrators:  2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	aspects of student-teaching programmes, prevailing in the country
PO1,2,3,4,5, 67, PSO1,2,3,4,	<b>CO3.</b> To acquaint the students with the various aspects of student-teaching programmes,prevailing in the country.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3:aspectsofstudent-teaching programmes, prevailing in the country: 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	prevailing trends in teacher education and agencies to develop and implementthe concerned policies, in India
PO1,2,3,4,5,6 7, PSO1,2,3,4,	<b>CO4.</b> To enablethe Students to understand the Prevailing trends in teacher Education and agencies to Develop and implement the Concerned policies,in India.	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:prevailingtrendsin teacher education and agencies to develop and implement the concerned policies, in India 4.1,4.2,4.3,4.4,4.5,4.6,4.7	the important research findings in teacher education Lecture
PO1,2,3,4,5, 67, PSO1,2,3,4,	<b>CO5.</b> To develop in the students and understanding abouttheimportantresearch findingsinteachereducatio n Lecture	SO5.1S O5.2 S O5.3 S O5.4 SO5. 5		Unit5:theimportantresearch findingsinteachereducatio n  Lecture 5.1,5.2,5.3,5.4,5.5,5.6	

**Course Code:** 70ED423-B

**CourseTitle:** Course-ii:Education of the children with special needs-II

**Pre- requisite:** Student should have knowledge To Make the students to recognize the concept of Curriculum

**Rationale:** Student will know about the Develop the professional ability To Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs Enable students to know about Continuous and Comprehensive Evaluation and its importance Enable students to identify suitable tools and methods of evaluation Encourage students to aware of provision and exemptions for educational evaluation

**Course Outcomes:**

CO1: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting CO2: students to learn universal design of learning and differentiated learning instruction to engage learners with special needs

CO3:Enable students to know about Continuous and Comprehensive Evaluation and its importance Enable students to identify suitable tools and methods of evaluation

CO4:Encourage students to aware of provision and exemptions for educational evaluation Lectures

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)					Total Credits (C)
			CI	LI	SW	SL	Total Study Hours (CI+LI+SW+SL)	
OEC	70ED423-B	Education of the children with special needs-II	4	0	2	1	7	4

**Legend:**

CI:Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others),

LI:Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

SW: Sessional Work (includes assignment, seminar,mini project etc.),

SL:Self Learning, C:Credits.

Note: SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning

**Scheme of Assessment:**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5 Assignment 5 marks each (CA)	Class Test (CT)	Seminar (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	70E D42 3 -B	Education of the children with special needs-II	25	-	-	5	-	30	70	100

### Course-Curriculum Detailing:

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting**

### Approximate Hours

Item	Appx. Hrs
CI	20
LI	0
SW	2
SL	1
Total	23

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b>Students will gain knowledge about Rehabilitation of M R Children</p> <p><b>1SO2.</b>Student will understand the Psycho-social problems</p> <p><b>1SO3.</b>Student will understand the preventive measures</p> <p><b>1SO4.</b>Student will understand the Educational programs,</p> <p><b>1SO5.</b>Student will understand the placement of mentally Retarded children with learning disabilities</p>	0	<p>Unit-IV-1 Rehabilitation</p> <p>4.1 Rehabilitation of MR Children</p> <p>4.2 Meaning of Rehabilitation.</p> <p>4.3 Overview of Rehabilitation.</p> <p>4.4 Benefits of Rehabilitation.</p> <p>4.5 Misconceptions about Rehabilitation.</p> <p>4.6 Unmet global need for rehabilitation.</p> <p>4.7 Rehabilitation in emergencies.</p> <p>4.8 WHO response for Rehabilitation.</p> <p>4.9 Goals of Rehabilitation.</p> <p>4.10. Rehabilitation program.</p> <p>4.11 Areas covered in rehabilitation programs include.</p> <p>4.12 Rehabilitation council of india. 4.13 characteristics of Rehabilitation</p> <p>4.14- .Psycho-social problems, 4.15- .Preventive measures, 4.16-. Educational programs for Rehabilitation.</p> <p>4.17. Placement of mentally Retarded children</p> <p>4.18 placement of learning disabilities children.</p> <p>4.19 Psycho-social problems in 4.20 Mentally Retarded children</p>	1. placement of mentally Retarded children with learning disabilities

**CO2: Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs**

**Approximate Hours**

Item	Appx. Hrs
CI	19
LI	0
SW	2
SL	1
Total	22

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>2SO1. Student will understand the Rehabilitation of ED Children</p> <p>2SO2. Student will understand the Psycho-social problems</p>	0	<p>Unit-V: Rehabilitation of ED Children</p> <p>5.1 Rehabilitation of ED Children.</p> <p>5.2 Needs of ED Children.</p> <p>5.3 Causes of ED Children.</p> <p>5.4 Education in ED Children.</p>	<p>1. Rehabilitation of ED Children</p> <p>2. Educational Programs and placement of</p>
<p>2SO3. Student will understand the preventive measures</p> <p>2SO4. Student will understand the Educational programs and placement of emotionally disturbed children with speech and language disorder</p>		<p>5.5 Role of society in development of ED Children .</p> <p>Role of school in development of ED Children .</p> <p>5.6 Role of family in development of ED Children .</p> <p>5.7 Role of teacher in development of ED Children</p> <p>5.8- Role of the Rehabilitation Council of India development of Rehabilitation</p> <p>5.9- Characteristics of Rehabilitation</p> <p>5.10-. Psycho-social problems</p> <p>5.11 Causes of Psycho-social problems</p> <p>5.12 Affect Of psycho-social problem,</p> <p>5.13. Preventive measures,</p> <p>5.14. Educational programs</p> <p>5.15 Needs of Educational programs</p> <p>5.16 Importance of Educational programs for ED Children .</p> <p>5.17 placement of emotionally 5.18 Disturbed children with speech</p> <p>5.19- Placement of emotionally disturbed children</p> <p>5.20- Language disorder.</p>	<p>emotionally disturbed children with speech and language disorder</p>

**CO3: Enable students to identify suitable tools and methods of evaluation Encourage students to aware of provision and exemptions for educational evaluation**

**Lectures**



### Approximate Hours

Item	Appx. Hrs
CI	21
LI	0
SW	2
SL	1
Total	24

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1. Student will understand the Rehabilitation of VI Children</p> <p>3SO2. Student will understand the Psycho-social problems</p> <p>3SO3. Student will understand the preventive measures, Educational programs and placement of visually impaired children with hearing impairment</p>	0	<p>Unit-VI: -Rehabilitation of VI Children.</p> <p>6.1-Rehabilitation of VI Children.</p> <p>6.2-Needs of VI Children .</p> <p>6.3 Causes of VI Children.</p> <p>6.4 Education in VI Children.</p> <p>6.5 Role of society in development of VI Children .</p> <p>6.6. Role of school in development of VI Children</p> <p>6.7-Role of family in development of VI Children</p> <p>6.8-Role of teacher in development of VI Children</p> <p>6.9-Role of the Rehabilitation council of india development Of Rehabilitation</p> <p>6.10 Importance of Rehabilitation council of india</p> <p>6.11 Work of Rehabilitation council of india</p> <p>6.12 Characteristics of Rehabilitation</p> <p>6.13-.Psycho-social problems</p> <p>6.14. Causes of Psycho-social problems, 6.15- .preventive measures,</p> <p>6.16-Educational programs visually impaired children.</p> <p>17 Importance of Educational programs visually impaired children</p> <p>6.18 Needs of Educational programs visually impaired children</p> <p>6.19-Placement of visually impaired children with hearing impairment.</p> <p>6.20. Needs of the hour placement of visually impaired children with hearing impairment</p> <p>6. 21-Psycho-social problems in visually impaired children.</p>	<p>1. Rehabilitation of VI Children</p>

**SW-3 Suggested Sessional Work(SW):  
Assignment:**

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (Cl)	Sessional Work (SW)	Self Learning (Sl)	Total hour (Cl+SW+Sl)
CO1: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting	20	2	1	23
CO2:Train students to learn universal design of learning And differentiated learning instruction to engage learners with special needs	19	2	1	22
CO3: Enable students to know about Continuous and Comprehensive Evaluation and its importance Enable students to identify suitable tools and methods of evaluation Encourage students to aware of provision and exemptions for educational evaluation Lectures	21	2	1	24
TotalHours-	60	06	03	69

**Suggestion for End Semester  
Assessment Suggested  
Specification Table (ForESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Rehabilitation	4	10	5	19

CO-2: Rehabilitation of ED	4	10	5	19
CO-3 -Rehabilitationof VI Children.	2	20	10	32
Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A:Apply**

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks  
**Note.**Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per equirement, for end semester assessment.

Suggested Instructional / Implementation Strategies:

Improved Lecture

Group Discussion Role Play

Visit to schools Demonstration

ICT Based Teaching

**Suggested Learning Resources: Books:**

1- (DevelopmentOfLearnerAndTeachingLearing ProcessSharda Pustak Bhawan <http://www.shardapustakbhawan.com>)

2SpecialEducationHindiVishishtShikshaEvamNitiya,vinitkuamrsingh and sarla dwivedi, R P

**Publishing House, First.**

- 1- Creatingan**InclusiveSchool**MANGAL,S.K.,MANGAL,SHUBHRA–agrawalpublication agra
- 2- Creatingan**InclusiveSchool**.:KPSingh,SatyaveerSingh:RLallbooksmerut

Curriculum Development Team

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**COs,Pos and PSOs Mapping**

**CourseCode:70ED423-B**

**CourseTitle:Education of the children with special needs-II**

Course Outcomes	Program Outcomes										Program Specific Outcome
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focusing on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified competent teachers and teacher educators	Toprovide knowledge in historical,philosophical and sociological foundations of educational practices	Toprovide training to become education psychologists and counselors	Toprovide opportunities for critical examination and reflection on the concept,
CO1 Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting	1	1	1	2	3	2	3	2	3	3	1
CO2: Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs	1	1	2	2	1	2	3	2	2	2	1

CO3: Enable students to know about Continuous and Comprehensive Evaluation and its importance Enable studentsto identify suitable tools and methodsof evaluation	2	2	1	1	1	2	2	1	1	2	2
CO4:Encourage studentstoaware of provision and exemptions for educational evaluation Lectures	3	2	2	2	3	2	3	3	3	3	2

### Course Curriculum Map:

POs&PSOsNo.	CosNo.& Titles	SOsNo.	Laboratory Instruction (LI)	Classroom Instruction(CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4, PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> Makethe studentsto recognize the concept of CurriculumAdaptationand makeplanfor inclusive setting	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.the concept of Curriculum Adaptationandmakeplan for inclusivesetting : 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	the concept of Curriculum Adaptation and make plan for inclusivesetting  Traind students to learn universaldesign of learning
	<b>CO2:</b> Traind studentstolearn universaldesignof learning anddifferentiatedlearning instructiontoengagelearners withspecialneeds	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2Traind studentstolearn universaldesignof learning 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	

PO1,2,3,4,5,6,7, PSO1,2,3,4, PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3:Enable studentstoknow about Continuous and Comprehensive Evaluation and its importance Enable studentstoidentifysuitable toolsandmethodsof evaluation	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3 : Continuous and ComprehensiveEvaluation3.1, 3.2,3.3,3.4,3.5,3.6,3.7,3.8	Continuous and Comprehensive Evaluation
	CO4:Encourage studentsto aware of provision and exemptions for educational evaluation Lectures	SO4.1S O4.2 S O4.3 S O4.4 SO4.5		Unit-4 : aware of provision and exemptionsforeducational evaluation 4.1,4.2,4.3,4.4,4.5,4.6,4.7	

**Course Code:** 70ED423-C

**CourseTitle:** Course-ii:Educational Measurement and Evaluation-II

**Pre- requisite:** Student should have knowledge ability Enable to distinct various competencies in standardizing different types of measuring instrument

**Rationale:** Student will know about the Develop the professional ability Enable to distinct various competencies in standardizing different types of measuring instrument. Familiarize to construct different kinds of tests and tools. Obtain knowledge on statistical concepts, test scores and its transformation. Assimilate the new trends in evaluation in terms of grading ,semester ,CC E and on line test.Prepare question banks and other self-study materials

**Course Outcomes:**

CO1:Enable to distinct various competencies in standardizing different types of measuring instrument. CO2: Familiarize to construct different kinds of tests and tools.

CO3:Obtain knowledge on statistical concepts,tests cores and its transformation.

CO4:As simulate the new trends inevaluation in terms of grading ,semester,CC E and on line test. CO5: Prepare question banks and other self-study materials

Lectures

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours/Week)				TotalStudyHours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
OEC	70ED423 - C	Educational Measurement and Evaluation-II	6	0	2	1	9	6

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategies i.e.Lecture (L) and Tutorial (T)and others),

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:** Sessional Work (includes assignment, seminar,mini project etc.),

**SL:**Self Learning, C:Credits.

**Note:** SW&SLhas to be planned and performed under the continuous guidance and feed back of teacher to ensure outcome of Learning

**Scheme of Assessment:**

category	Course Code	Course Title	Scheme of Assessment (Marks)							
			Progressive Assessment (PRA)						End Semester Assessment	Total Marks
			5 Assignments 5 marks each (CA)	Class Test (CT)	Seminar one (SA)	Class Activity any one (CAT)	Class Attendance (AT)	Total Marks (CA+CT+SA+CAT+AT)		
OEC	70ED423-C	Educational Measurement and Evaluation-II	25	-	-	5	-	30	70	100

**Course-Curriculum Detailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction (CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

**CO1: Enable to distinct various competencies in standardizing different types of measuring instrument.**

**Approximate Hours**

Item	Appx.Hrs
CI	20
LI	0
SW	2
SL	1
Total	23



Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p><b>1SO1.</b>Students will gain knowledge about Construction of Test</p> <p><b>1SO2.</b> Student will understand the General principles of test construction and its standardization</p> <p><b>1SO3.</b>Student will understand the Writing test items—objective type, Essay type and Interpretive type</p> <p><b>1SO4.</b> Student will understand the Item analysis procedures for Norm- referenced and Criterion-referenced tests.</p>	0	<p>Unit-IV: Construction of Test</p> <p>4.1 Construction of Test</p> <p>4.2 General principles of test construction</p> <p>4.3General principles of test standardization</p> <p>4.4 Writing test items</p> <p>4.5 Needs of Writing test items</p> <p>4.6 Importance of Writing test items</p> <p>4.7 Uses of Writing test items</p> <p>4.8 Objective type</p> <p>4.9 Needs of objective type test items</p> <p>4.10 Importance of objective type test items</p> <p>4.11 Essay type test items</p> <p>4.12Needs of Essay type test items</p> <p>4.13 Importance of Essay type test items</p> <p>4.14Interpretive type test items</p> <p>4.15 Needs of Interpretive type test items</p> <p>4.15 Importance of Interpretive type test items</p> <p>4.16 Item analysis procedures for Norm-referenced</p> <p>4.17 Item analysis procedures for Criterion-referenced tests</p> <p>4.18 Needs of Item analysis</p>	1. General principles of test construction and its standardization

		procedures for Criterion-referenced tests. 4.19 Importance of Item analysis 4.20 procedures for Criterion-referenced tests	
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**SW-1 Suggested Sessional Work (SW):**

**CO2:Familiarize to construct different kinds of tests and tools.**

**Approximate Hours**

Item	Appx. Hrs
CI	20
LI	0
SW	2
SL	1
Total	23

<b>Sessional Outcomes (SOs)</b>	<b>Laboratory Instruction (LI)</b>	<b>Classroom Instruction (CI)</b>	<b>Self Learning (SL)</b>
<p>2SO1. Student will understand the Standardization of Measuring Instrument</p> <p>2SO2. Student will understand the Basic characteristics of good measuring instruments – validity, Objectivity, Reliability, Usability and Norms</p> <p>2SO3. Student will understand the Types of text, Ways of determination, Importance and application</p> <p>2SO4. Student will understand the Item analysis ;Test standardization Norm-referenced and criterion-referenced tests, Scaling, Standard score, T-score and C-score</p> <p>2SO5. Student will understand the Steps involved in standardizing a test.</p>	0	<p>Unit-V: Standardization of Measuring Instrument</p> <p>5.1 Standardization of Measuring Instrument</p> <p>5.2 Meaning of Standardization of Measuring Instrument</p> <p>5.3 Basic characteristics of good measuring instruments</p> <p>5.4. Validity,</p> <p>5.5 Objectivity</p> <p>5.6, Reliability</p> <p>5.7, Usability</p> <p>5.8 Norms</p> <p>5.9 Types of text</p> <p>5.10, Ways of determination,</p> <p>5.11 Importance</p> <p>5.12 Application;</p> <p>5.13 Item analysis</p> <p>5.14; Test standardization</p> <p>5.15. Norm-referenced</p> <p>5.16. Criterion-referenced tests,</p> <p>5.17. Scaling, Standard score</p> <p>5.18. T-score,</p> <p>5.19 C-score,</p> <p>5.20. Steps involved in standardizing a test</p>	<p>1. Types of text, Ways of determination, Importance and application</p>

**CO3:Obtain knowledge on statistical concepts, tests cores and its transformation.**

Item	Appx.Hrs
CI	20
LI	0
SW	2
SL	1
Total	23

Sessional Outcomes (SOs)	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
<p>3SO1.Student will understand the Interpretation of scores</p> <p>3SO2.Student will understand the New trends in evaluation</p> <p>3SO3.Student will understand the Grading Semester system</p> <p>3SO4. Student will understand the Continuous Internal Assessment system</p> <p>3SO5. Student will understand the Question bank Use of Computer in evaluation.</p>	0	<p>Unit-VI: Interpretation of scores</p> <p>6.1 Interpretation of scores</p> <p>6.2 New trends in evaluation</p> <p>6.3 Needs of New trends in evaluation</p> <p>6.4 Importance of New trends in evaluation</p> <p>6.5 Utility of New trends in evaluation</p> <p>6.6 Grading Semestersystem</p> <p>6.7 Meaning of Grading Semester system</p> <p>6.8 Characteristics of Grading Semester system</p> <p>6.9 Needs of Grading Semester system</p> <p>6.10 Importance of Grading Semester system</p> <p>6.11 Result of Grading Semester system</p> <p>6.12 Continuous Internal Assessment system</p> <p>6.13 Definition of Continuous Internal Assessment system</p> <p>6.14 Meaning of Continuous Internal Assessment system</p> <p>6.15 Concept of Continuous Internal Assessment system</p> <p>6.16 Needs of Continuous Internal Assessment system</p> <p>6.17 Importance of Continuous Internal Assessment system</p> <p>6.18 Question bank</p> <p>6.19 Needs and importance of Question bank</p> <p>6.20 Use of Computer in evaluation.</p>	1. Grading Semester system

**Brief of Hours suggested for the Course Outcome**

Course Outcomes	Class Lecture (CI)	Sessional Work (SW)	Self Learning (SI)	Total hour (CI+SW+SI)
<b>CO1: Enable to distinct various competencies in standardizing different types of measuring instrument.</b>	20	2	1	23
<b>CO2:Familiarize to construct different kinds of tests and tools.</b>	20	2	1	23
<b>CO3:Obtain knowledge on statistical concepts, test scores and its transformation. Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test. Prepare question banks and other self-study materials</b>	20	2	1	23
Total Hours-	60	06	03	69

**Suggestion for End Semester Assessment Suggested Specification Table (ForESA)**

CO	Unit Titles	Marks Distribution			Total Marks
		R	U	A	
CO-1	Construction of Test	4	10	5	19
CO-2	Standardization of Measuring Instrument	4	10	5	19
CO-3	Interpretation of scores	2	20	10	32
	Total-	10	40	20	70

**Legend: R: Remember, U: Understand, A: Apply**

The end of semester assessment for Introduction to Pedagogy will be held with written examination of 70 marks

**Note.** Detailed Assessment rubric need to be prepared by the course wise teachers for above tasks. Teachers can also design different tasks as per requirement, for end semester assessment.

Suggested Instructional / Implementation Strategies:

Improved Lecture

Group Discussion Role Play

Visit to schools Demonstration

ICT Based Teaching

**Suggested Learning Resources:**

1-Sharma,R.A.(2006),Fundamentals of Guidance and Counselling.Merrut,Surya Publication.

2. Bhargav,M.(2007),Modern Psychological Testing & Measurement.Agra,H.P.Bhargav Book House

3. Singh,A.K.(2006),Advanced General Psychology,Varanasi,Motilal Banarasi Das

4 Allport,G.W.(1937).Personality:A psychological interpretation.New York:Holt,Rinehart & Winston.

5. Child(1968).Personality in Culture,in Borgatta & Lambert(eds.):Handbook of Personality Theory And Research, p. 83

6. Eysenck,H.J.et.al.(1952)The Structure of Human Personality and later editions.London,

7. Eysenck,H.J.et.al.(1972)Encyclopedia of Psychology.London,Searchpress.

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**Cos ,Pos and PSOs Mapping**

**CourseCode:70ED423-C**

**CourseTitle:Educational Measurement and Evaluation-II**

Course Outcomes	Program Outcomes										Program Specific Outcome
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO 1	PSO 2	PSO 3	PSO 4
	to develop dedication and motivation towards lifelong learning	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles of organizational management	to examine critically the theories and concepts of education	To develop the spirit of inquiry and critical thinking and skills	to develop specialization in areas of education:	Toproduce qualified competent teachers and educators	Toprovide knowledge on historical, philosophical and sociological foundations of educational practices	Toprovide training to become education psychologists and counselors	Toprovide opportunities to critically examine and reflect on the concept,
<b>CO1:</b> Enable to distinct various competencies in standardizing different types of measuring instrument.	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>CO2:</b> Familiarize to construct different kinds of tests and tools.	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>

CO3: Obtain knowle dgeon statistic al concep ts,test scores and its transform ation.	2	2	1	1	1	2	2	1	1	2	2
CO4: Assimilate the new tre nds in evaluatio n in terms of g	3	2	2	2	3	2	3	2	2	1	2
semester , CCE and online test											
CO5: Prepare questionba nks and other self- study materials Lectures	-	-	-	1	1	3	3	3	1	1	2

**Legend: 1–Low, 2–Medium, 3–  
High**



**Course Curriculum Map:**

POs&PSOsNo	CosNo.& Titles	SOsNo.	Laboratory Instru	ClassroomInstruction(CI)	SelfLearning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1:</b> Enable to distinct various competencies in standardizing different types of measuring instrument.	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 measuring instrument. t: 1.1,1.2,1.3,1.4,1.5,1.6,1.7,	measuring instrument.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO2:</b> Familiarize to construct different kinds of tests and tools.	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2Familiarize to construct different kinds of tests and tools : : 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	Familiarize to construct different kinds of tests and tools.
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO3:</b> Obtain knowledge on statistical concepts, test scores and its transformation.	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3 : Obtain knowledge on statistical concepts, tests cores and its transformation 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	Scores and its transformation  Obtain knowledge on statistical concepts, test
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO4:</b> Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:Assimilate the new trends in evaluation in terms of grading, semester, CCE and online test 4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6,7 PSO1,2,3,4,	<b>CO5:</b> Prepare question banks and other self-study materials Lectures	SO5.1 S O5.2S O5.4 SO5.5		Unit5:Prepare question banks 5.1,5.2,5.3,5.4,5.5,5.6	

**Course Code:** 70ED-471

**Course Title:** Dissertation-viva voce

**Pre-requisite:** Student should have knowledge of each prospective teacher educator has to select/develop the research tools /instruments and collect the data pertaining to his/her research problem.

**Rationale:** Student will know about the Develop each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem.The Principal /Head shall arrange a Research Colloquium to enable each student give a presentation on adoption /development of research tools /instruments related his /her research the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation . To enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.To enable to identify research problem/topic ; To help students to formulate research questions, objectives, hypotheses etc. To enable students to make research design or actual plan of work analysis

**Course Outcomes:**

CO1.each prospective teacher educator has to select /develop the research tools /instruments and collect the data pertaining to his / her research problem.

CO2.The Principal /Head shall arrange a Research Colloquium to enable each student give a presentation on adoption /development of research tools /instruments related his/her research.

CO3.the prospective teacher educators have to complete the data analysis ,interpretations and submit the dissertation

CO4.To enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.

CO5.To enable to identify research problem /topic;To help students to formulate research questions,objectives, hypothesis etc. To enable students to make research design or actual plan of work analysis

Lectures.

**Scheme of Studies:**

category	Course Code	Course Title	Scheme of studies (Hours / Week)				Total Study Hours (CI+LI+SW+SL)	Total Credits (C)
			CI	LI	SW	SL		
LC	71ED-114	Dissertation-vivavoce	12	0	2	1	15	12

**Legend:**

**CI:**Classroom Instruction (Includes different instructional strategies.i.e .Lecture (L) and Tutorial (T)and others),

**LI:**Laboratory Instruction (Includes Practical performances in laboratory workshop, field or other locations using different instructional strategies)

**SW:** Sessional Work (includes assignment, seminar ,mini project etc.),

**SL:**Self Learning,

**C:**Credits.

**Note;** Each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem. The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research..the prospective teacher educators have to complete the data analysis, interpretations and submit the dissertation . To enable each student give a presentation before submission of the dissertation to the university for external evaluation subject to the approval of the Research Advisory Committee.To enable to identify research problem/topic;To help students to

formulate research questions, objectives, hypothesis etc. To enable students to make research design or actual plan of work analysis

**Scheme of Assessment:  
Theory**

category	Course Code	Course Title	Scheme of Assessment(Marks)							End Semester Assessment	Total Marks
			Progressive Assessment (PRA)						TotalMarks		
			Dissertation(DI)	Class Test (CT)	Seminarone (SA)	Class Activity any one (CAT)	Class Attendance (AT)	(DI+CT+SA+CAT+AT)			
LC		Dissertation- viva voce	100	-	-	-	-	100	100	200	

**Course-CurriculumDetailing:**

This course syllabus illustrates the expected learning achievements, both at the course and session levels, which students are anticipated to accomplish through various modes of instruction including Classroom Instruction(CI), Laboratory Instruction (LI), Sessional Work (SW), and Self Learning (SL). As the course progresses, students should showcase their mastery of Session Outcomes (SOs), culminating in the overall achievement of Course Outcomes (COs) upon the course's conclusion

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**COs,Pos and PSOs Mapping**

**CourseCode:70ED-471**

**CourseTitle:Dissertation-viva voce**

Course Outcome s	Program Outcomes										Prog ram Specific Outc ome
	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PSO 1	PS O2	PS O 3	PS O 4
	to develop dedication and motivation toward lifelong	high standards of professional competency	to create and sustain the environment in modern-day education.	focus on understanding the principles	to examine critically the theories and concepts of	To develop the spirit of inquiry and critical	to develop specialization in areas of education:	Toproduce qualified competent teachers and	Toprovide knowledge on historical,philosophical and	Toprovide training to become educators and psychologists	Toprovide opportunities to critically examine and reflect on the
	learning			es of organizational management	education	thinking and skills		ucators	ociological foundation of educational practices	unselectors	concept,

CO1 Each prospective teacher educator has to select/develop the research tools/instrument and collect the data pertaining to his/her research problem.	1	1	1	2	3	2	3	2	3	3	1
CO2.The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research	1	1	2	2	1	2	3	2	2	2	1
CO3.the prospective teachereducators have to completethe data analysis, interpretations andsubmitthe dissertation.	2	2	1	1	1	2	2	2	1	2	1
CO4.Toenable each student give a presentation before	3	2	2	2	3	2	3	2	2	1	2

submission of the dissertation to the university for external evaluation subject to the approval of the Committee												
CO5. To enable to identify research problem/topic; To help students to formulate research questions, objectives, hypotheses etc. To enable students to make research design or actual plan of work analysis Lectures	-	-	-	1	1	3	3	3	1	1	2	

Legend: 1–Low, 2–Medium, 3–High

**Course Curriculum Map:**

POs&PSOs No.	Cos No. & Titles	SOs No.	Laboratory Instruction (LI)	Classroom Instruction (CI)	Self Learning (SL)
PO1,2,3,4,5,6,7, PSO1,2,3,4,	<b>CO1</b> each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem	SO1.1 S O1.2S O1.3S O1.4 SO1.5		Unit-1.0 each prospective teacher educator has to select/develop the research tools/instruments and collect the data pertaining to his/her research problem  1.1,1.2,1.3,1.4,1.5,1.6,1.7,	each prospective teacher educator has to select/develop the research tools/instrument

PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO2.The Principal / Head shall arrange a Research Colloquium to enable each student give a presentation on adoption/development of research tools/instruments related his/her research	SO2.1 S O2.2S O2.3 SO2.4 SO2.5		Unit-2enable each student give a presentation on adoption/development of research tools/instruments related his/her research 2.1,2.2,2.3,2.4,2.5,2.6,2.7,2.8,2.9	sandcollectthe data pertaining to his/her research problem
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO3.the prospective teacher educatorshavetocompletethe data analysis , interpretations and submit the dissertation .	SO3.1 S O3.2 SO3.3 SO3.4 SO3.5		Unit-3 : the prospective teacher educatorshavetocompletethe data analysis 3.1,3.2,3.3,3.4,3.5,3.6,3.7,3.8	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO4.To enable each student give a presentation before submission of the dissertation to the university for external evaluationsubjecttothe approval of the Research AdvisoryCommittee.	SO4.1 S O4.2S O4.3S O4.4 SO4.5		Unit-4:thedissertationtothe university for external evaluationsubjecttothe approval 4.1,4.2,4.3,4.4,4.5,4.6,4.7	
PO1,2,3,4,5,6,7, PSO1,2,3,4,	CO5. To enable to identify research problem/topic ; To help students to formulate research questions, objectives, hypotheses etc. To enable students to make research design or actual plan of work analysis Lectures	SO5.1 S O5.2S O5.3S O5.4 SO5.5		Unit 5: identify research problem/topic;Tohelpstudentsto formulate research questions, objectives, hypotheses etc.  5.1,5.2,5.3,5.4,5.5,5.6	identifyresearch problem/topic ; Tohelpstudents to formulate research questions, objectives, hypotheses etc.