

UNIVERSITY OF KOTA, KOTA

SYLLABUS

FACULTY OF EDUCATION

SCHEME OF EXAMINATION AND COURSES OF STUDIES



MASTER OF EDUCATION (M.Ed.)

Two Years Programme (Four Semesters)

SEMESTER I & II
(Session 2022-23)

University of Kota, Kota

PREAMBLE

The Master of Education (M.Ed.) Programme is a four semester professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes VI-XII).

Rules for Admission in M.Ed. (Four Semester Course)

A. ELIGIBILITY

Eligibility Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

B. RESERVATION

Reservation of seats for SC/ST/OBC/SBC/others & Specially-abled will be as per existing Rajasthan Govt. /Central Govt. /University rules.

C. ADMISSION RULES-

Admission Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

D. DURATION AND WORKING DAYS

- DURATION

The M.Ed. Programme shall be of duration of Two Academic Years (Four Semester). Which can be completed in a Maximum of Three Years from the date of the admission to the programme.

- WORKING DAYS

- Working days and attendance of the students for the M.Ed. course shall be the same as decided by the NCTE.

COURSE OBJECTIVES:

The students will be helped to:

- Understand the nature of education as a discipline/area of study.
- Understand the basic concept/issues of education especially with reference to the kind of concerns that NCF-2005 has raised in the context of understanding-oriented teaching.
- Understand the concepts, theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management, etc. and which could be used/practised suitably in the perspectives of teaching-learning in schools.
- Understand the need of teacher education in the context of changing school education.
- Integrate information and communication technology to teaching-learning and training transaction.
- Develop skills among students to manage internship, practicals and in-service training programmes.
- Develop competency in students to analyse and reflect upon her/his professional experience.
- Understand the process of school education and teacher education and the various factors) enriching the processes.
- Develop social sensitivity and finer human qualities.

MODES OF LEARNING ENGAGEMENT:

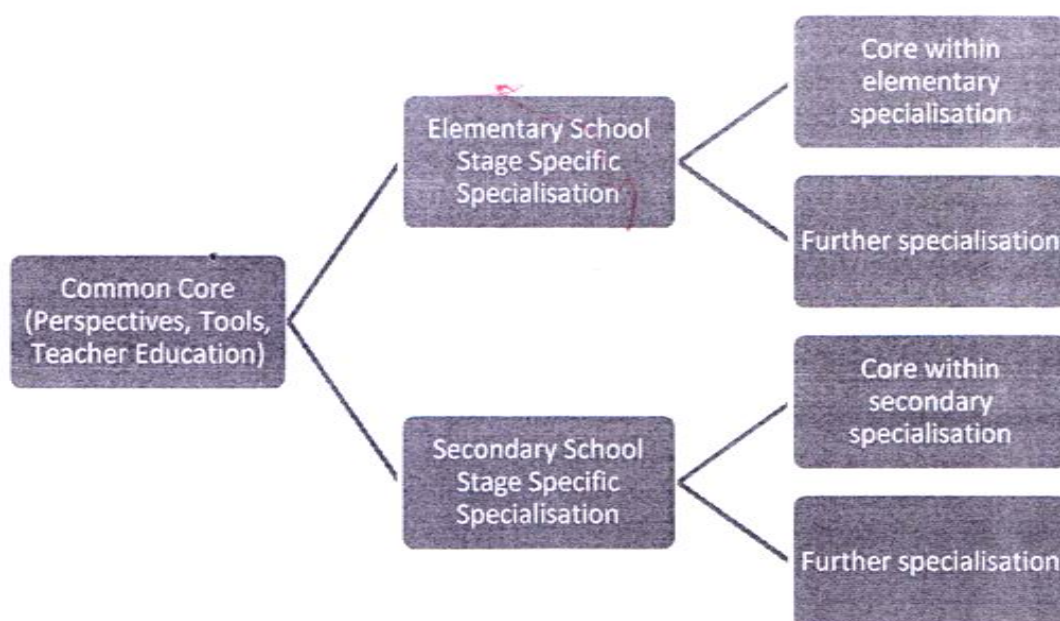
Overall intention of modes of learning engagement are:

- The curriculum is so designed that the students shall internalise the nature of education and pedagogic process through enriched experiences.
- The kinds of learning engagements suggested will contribute to reduction of the gap between theory and practice.
- Interactive processes wherein group reflection, critical thinking and meaning making is supposed to be encouraged.
- In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various papers. \
- Some specific modes of learning engagements envisaged:

- Overarching lectures cum discussions
- Project reviews
- Case studies
- Use of video clips and transcripts of classroom teaching
- Observation and participation in schools and other field sites
- Panel/group discussion on issue
- Individual projects
- Article/ Abstract writing
- Using library and ICT resource
- Peer Group Learning
- Collaborative Learning

COMPONENTS OF THE M.Ed. COUESE:

The programme comprises of the components that are briefly described subsequent table.



As shown in the graphic above, the M. Ed. programme is composed of:

- a) A common core that includes perspective courses, tool courses and teacher education courses.
 - Perspective courses shall consist of Educational Studies, Philosophical and sociological foundation of Education, Psychology of Learning and development, Indian education with reference to its development, major policies, prospects and challenges.

- Tool courses shall comprise of those in basic and advanced level educational research, Data Analysis, academic/professional writing and communication skills. and educational technology including workshops/courses in ICT.
 - Teacher education course (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall be included in the Core as an essentials of Teacher education.
- b) Specialisation branches where students choose to specialise in any one of the school levels/areas such as elementary or secondary. The courses within the school stage specialisation shall represent selected thematic areas pertinent to that stage:
- I Year (II Semester):** Area (A) Elementary Education
 Area (B) Secondary Education
- c) Elective/optional Area: A student shall choose anyone of the following elective areas:
- I Year (II Semester):** Area (A) Comparative Education
 Area (B) Guidance and Counseling
 Area (C) Inclusive Education
 Area (D) ET and ICT in Education
 Area (E) Educational Management
- d) Practicum: Organisation of workshops, practicum activities, and seminars to enhance professional skills and understanding of the students, shall be part of the teaching modality of the various taught courses.
- e) Internship: The students shall be involved in internship programme covering both pre-in-service as well as teacher education programme.
- f) Dissertation: Each student shall select a research topic and present a dissertation on the basis of basis of research work done on the topic selected for research.

Keeping the above points in mind, the curriculum framework of the M.Ed. Course is being presented underneath:

M.Ed. I year

(I & II SEMESTER)

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Distribution of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
I Year I Semester	1.1	MED 101	Educational Studies	3 Hrs	4	--	4	30	70	100	12	28
	1.2	MED 102	Philosophical foundation of Education	3 Hrs	4	--	4	30	70	100	12	28
	1.3	MED 103	Psychology of Learning and development	3 Hrs	4	--	4	30	70	100	12	28
	1.4	MED 104	Methodology of Edu. Research	3 Hrs	4	--	4	30	70	100	12	28
	1.5	MED 105	A- Review of Litature & selection of topic for research - 50 Marks B-Organization of seminar & workshops by students. - 50 Marks C-Construction & Standarization research tool. - 50 Marks D-Yoga for self development - 50 Marks	6 Hrs	--	16	8	--	200	200	--	100
	Total				16	16	24	120	480	600	--	
II Year II Semester	2.1	MED 201	Sociological Foundation of Education	3 Hrs	4	--	4	30	70	100	12	28
	2.2	MED 202	Teacher Education	3 Hrs	4	--	4	30	70	100	12	28
	2.3	MED 203	Specialization (A) Elementary Education (MED 203) (B) Secondary Education (MED 204)	3 Hrs	4	--	4	30	70	100	12	28
	2.4	MED 205	Elective/Optional paper A- Componative Education (MED 205) B-Guidance and Counseling (MED 206) C-Incurive Education (MED 207) D-ET and ICT in Educaiton (MED 208) E-Educational Management (MED 209)	3 Hrs	4	--	4	30	70	100	12	28
	2.5	MED 210	E- Preparation of synopsis and seminar Presentation - 50 Marks (MED 210) F-Internship (Pre and In-service) - 50 Marks (MED 211) G-Profesional writing - 50 Marks (MED 212) H-Open Air sesion and social Participation - 50 Marks (MED 213)	6 Hrs	--	16	8	--	200	200	--	100
	Total				16	16	24	120	480	600	--	

Year/ Semester	Serial Number, Code & Nomenclature of Paper			Duration of Exam	Teaching Hrs/Week & Credit			Distribution of Marks			Min. Pass Marks	
	Number	Code	Nomenclature		L	P	C	Internal Assess.	Sem. Assess.	Total Marks	Internal Assess.	Sem. Assess.
I Year I Semester	1.1	Paper-I	Educational Studies	3 Hrs	4	--	4	30	70	100	12	28
	1.2	Paper-II	Philosophical foundation of Education	3 Hrs	4	--	4	30	70	100	12	28
	1.3	Paper-III	Psychology of Learning and development	3 Hrs	4	--	4	30	70	100	12	28
	1.4	Paper-IV	Methodology of Edu. Research	3 Hrs	4	--	4	30	70	100	12	28
	1.5	Paper-V	A- Review of Literature & selection of topic for research - 50 Marks B-Organization of seminar & workshops by students. - 50 Marks C-Construction & Standardization research tool. - 50 Marks D-Yoga for self development - 50 Marks	6 Hrs	--	16	8	--	200	200	--	100
Total					16	16	24	120	480	600	--	--
I Year II Semester	2.1	Paper-VI	Sociological Foundation of Education	3 Hrs	4	--	4	30	70	100	12	28
	2.2	Paper-VII	Teacher Education	3 Hrs	4	--	4	30	70	100	12	28
	2.3	Paper-VIII	Specialization (A) Elementary Education (B) Secondary Education	3 Hrs	4	--	4	30	70	100	12	28

2.4	Paper-IX	Elective/Optional paper A- Compnitive Education B-Guidance and Counseling C-Incurive Education D-ET and ICT in Educalton E-Educational Management	3 Hrs	4	--	4	30	70	100	12	28
2.5	Paper-X	E- Preparation of synopsis and seminar Presentation - 50 Marks F-Internship (Pre and In-service) - 50 Marks G-Profesional writing - 50 Marks H-Open Air sesion and social Participation - 50 Marks	6 Hrs	--	16	8	--	200	200	--	100
		Marks		16	16	24	120	480	600	--	--
		Total									

Evaluation

- In case of papers having both external and internal evaluation:
 - a) Each Theory paper (Core, Specialization and Elective) will carry a weightage of 100 marks, out of which 70 marks will be for external university examination and 30 marks further to be divided into 20 marks for internal assessment work and 10 marks for viva-voce of the sessional work.
 - b) Each theory paper will consist of four/five units. The syllabus for each theory paper is divided into five independent units and question paper for each theory will be divided into three sections as mentioned below:
 - **Section-A** will carry 10 marks with one compulsory question comprising ten short answer type questions (maximum 20 words answer) taking at least two questions from each unit. Each question shall be of one mark.
 - **Section-B** will carry 30 marks with equally divided into five long answer type questions (answer about in 250 words). Paper setter shall be advised to set at least two questions from each unit and students are instructed to attempt five questions.
 - **Section-C** will carry 30 marks with equally divided into three long answer type questions (answer about in 500 words). Paper setter shall be advised to design total five questions by setting at least one question from each unit. Students are instructed to attempt any three questions.

Working Out the Result for Awarding of Division

The degree will be awarded to a student who completes a total of four semesters.

A candidate in order to be declared successful at the M.Ed. examination be required to pass.. with at least 40% of marks in aggregate of all the theory papers. The successful candidates will be classified in three divisions as:-

I Division – 60 % and above

II Division – 48 % to below 60%

III Division – 40 % to below 48%

Rules and Regulation for M.Ed.

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. The degree will be awarded to a student who completes a total of four semesters.
3. Each successful candidate shall be awarded the degree of Master of Education showing therein the division obtained by the candidate concerned on the basis of the total marks.
4. Each written paper shall be of three hours duration.
5. The theory examination paper will be set both in Hindi and English languages.
6. The medium of examination for all papers including desertions shall be either Hindi or English.
7. The minimum pass marks in each semester examination shall be 40% for each theory paper and practicum. The candidate will have to pass each theory paper, practicum separately.
8. Candidate passed in total 50% of theory and sessional work/internals/practicum separately will be promoted and eligible to take the examination in the part of the subject with the examination of next semester.
9. Candidate failing in more than 50% of theory and sessional work/internals/practicum will be declared fail and they will have to reappear in the same semester in all the theory papers however their internal marks can be forwarded.
10. Candidates failing in 50% of theory and sessional work/internals in second/fourth semester of the course will be allowed to appear as an ex students, however their internal marks can be carry forwarded.
11. Internship is compulsory.
12. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.
13. The candidates shall have to abide by any change in statutes/ordinances/rules/regulations/syllabi and books from time to time.

- 14.** Each candidate for the M.Ed. Degree is required to investigate a research problem in the field of education and submit a synopsis of the same in second semester. Synopsis will be evaluated and marks will be awarded out of 50.
- 15.** The complete dissertation should be submitted to the office of the Registrar at least 3 weeks before the commencement of the university M.Ed. Examination for fourth semester in 3 copies, out of which 2 copies will be forwarded to the university by the college. The dissertation will carry one hundred marks.
- 16.** The viva-voce examination based on the dissertation will be conducted in the fourth semester. The maximum marks for viva voce will be 50.
- 17.** When candidate has failed in the examination but has obtained the minimum pass marks in the viva voce and dissertation, those marks may be carried at his/her option such option shall be given at the time of filling the examination from appearing at the subsequent examination.
- 18.** The students will submit the two copies of the sessional work separately subject wise in the college.
- 19.** The awards of sessional work will be forwarded to the University direct by the principal of the college on the basis of the marks awarded by the subject teacher.

Semester I

Paper – I

Educational Studies (MED 101)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Introduce the nature of education studies and map the fields.
- Understand the nature of education as a discipline and an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/ issues of education with reference to kind of concerns the NCF (2005) and NCFTE (2009) have raised.
- Examine critically the theories and basic concept of Education drawn from various disciplines cognate to education
- Reflect on multiple contexts in which the school and teacher education institutions are functioning.
- Discuss the emerging dimensions of school & teacher education.

COURSE CONTENT

Unit-1 Theoretical perspectives of Education as a Discipline :

- Education as a Discipline and an area of study.
- Prioritizing the aims of Indian education to the context of a democratic, secular and a human society.
- Need for developing a vision of school education and teacher education.
- Concept of values, National values enshrined in the Indian constitution and their educational Implications.
- Role of education to protect sustainable future.

Unit-II Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education: relationship with disciplines/ subject such as philosophy, Psychology, Sociology. Management. Economics, Anthropology etc.
- Connecting knowledge cross disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Contribution of science & technology to education and challenges ahead.
- Axiological issues in education for quality life, role of peers and other values, rights and duties.
- Dynamic relationship of education with development.

Unit-III Changing Context of Education

- Multiple school contexts rural/urban, tribal, school affiliated to different boards.
- Changed view of education, teaching and role of teacher.
- Need for Nurturing / learning friendly school environment.
- Teachers autonomy & academic freedom.

Unit-IV Education in Changing Social Scenario.

- Educational goals as reflective of Social ideology of a Society.
- Social forces as necessary support & an inevitable constraints to education.
- Education as a field of knowledge.
- Linkage & humanistic nature of school and teacher education.
- Linkage between education & other social sectors such as NGOs, industry, community corporate world etc.

Unit-V Education for Transformation

- Educational transformation and National development.
- Need for developing a vision of school education in the light of Globalization, Privatization and Liberalization.
- Vision of education according to NCF 2005
- Education for responsible citizenship.

PRACTICUM/FIELD WORK

Any two of the following:

- A term paper on any topic related to this paper.
- Two Abstracts of articles on education published in standard journals.
- A study on Autonomy of teachers in your university.
- A report on identifying citizenship values to be inculcated through education
- A Study of educational projects being conducted by an NGO .
- Comparative study of educational contribution of Indian and western educationist

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Semester I
Paper- II
Philosophical Foundation of Education (MED 102)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand the nature and functions of philosophy of education.
- Do Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understand and use philosophical methods in studying educational data.
- Do Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- Understand and relate philosophical theories and traditions with educational aims and practices. '
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COURSE CONTENT

UNIT -I Nature of Educational Philosophy

- Meaning, Concept, Nature and Scope of Educational Philosophy and its functions
- Metaphysical problems related to nature, man and Society and their implications in education.
- Epistemology & Axiology with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.
- Education as interdisciplinary knowledge.

UNIT-II Philosophical Perspective of Education: Indian Perspective

- The basic Educational thought for Society - Vedas
- Vision derived from the synthesis of different ancient Indian philosophies and their educational implications:
 - (i) Sankhya (ii) Vedanta (iii) Buddhism (iv) Jainism
- Critical analysis of thoughts of great educators:
 - i) Swami Vivekanand ii) Rabindranath Tagore
 - iii) M.K. Gandhiji iv) Sri Aurobindo
- Educational implications of Shrimad Bhagwadgeeta

UNIT-III Philosophical Perspective of Education: Western Perspective

- Western philosophical Foundation Epistemology Metaphysics & Axiology
- Vision derived from the different school of thoughts and their educational implication:
 - a) Idealism b) Naturalism c) Pragmatism d) Existentialism (e) Humanism
- Critical analysis of thoughts of great educators:
 - a)Plato b)Aristotal c)Rousseau d) John Dewey

UNIT-IVModern Schools of Philosophy

- Realism
- Logical Positivism
- Existentialism
- Phenomenology
- Humanism
- Critique of the Scientific Method in the context of Education

PRACTICUM/FIELD WORK

Any two of the following:

- Prepare a note on texts of any two western / Indian thinkers.

- Write one term paper on concept of any Indian Philosophical thought and its impact on education.
- Write three abstracts on any recent articles published in Philosophical journals.
- Organize a seminar on any philosophical aspect of education.

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Semester I
Paper III
Psychology of Learning and development
(MED 103)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand the concept and principles of educational psychology as an applied science.
- Understand implications of psychological theories for education.
- Understand the theories of learning.
- Understand the theories of personality
- Understand and use the process of assessing personality
- Understand the education of children with special needs.
- Understand the concept of motivation and its implications for learning.
- Understand the concept of creativity and measures to foster creativity
- Understand the concept of self concept, self esteem and self identity.
- Understand ways of fostering mental health of learner.

COURSE CONTENT

Unit - I Educational Psychology and Development of Individual

- Nature and scope of educational psychology.
- Methods of study of human behavior : experimental, clinical, differential and psychoanalytical
- Cognitive development- concept and development of thinking and problem solving. Piaget's theory of cognitive development, Cognitive styles. -meta Cognition.
- Affective development - Development of attitudes, interests, values, emotions, emotional maturity and emotional intelligence

Unit - II Psychology of Learning

- Nature of learning – Concept, Kinds, Levels of learning, factor affecting learning.
- Learning theories - Skinner, Guthrie, Hull, Tolman, Lewin, Bruner and Vygotsky.
- Gagne's conditions of learning and phases of learning.
- Group dynamics and learning in a group.

Unit - III Personality

- Concept of personality and its development
- Theories of personality - Allport, Cattle, Psychoanalytic, Erickson
- Assessment of personality- Projective, Semi-Projective and non Projective.
- Detailed analysis of CAT ,TAT, Rorschach Ink Blot Test, Sentence completion test.

Unit - IV Mental Health and Adjustment

- Mental Health - Concept, Mental health of learner and ways to foster mental health of learner. Factors affecting mental health of teacher and ways of maintaining teacher's mental health.
- Adjustment, adjustment mechanisms and various types of adjustment problems among students (depression, Attention Deficient Hyper Disorder, Addictive behavior, psychosomatic diseases and phobia).
- Helping students with adjustment problems - Counseling, Psychotherapy, Psycho drama.

Unit - V Psychological Principles of Learner's Development

- Creativity - Concept, its assessments and ways of fostering it.
- Motivation: Concept, Types (Intrinsic and extrinsic) and motivational devices
- Theory of Achievement motivation and its importance in education
- Personal development - nature of self concept. self esteem, self identity and their development

PRACTICUM/FIELD WORK

Any two of the following:

1. Administration Analyses and Interpretation of any one of the following test /Experiment:
 - (a) Anyone projective test of personality
 - (b) Learning experiment
 - (c) Test of creativity
 - (d) Performance test of intelligence
2. Case study of a child with behavioral problem.
3. Conduct an awareness Programme for mental hygiene among adolescence in schools.

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- Michael Green: *Theories of Human Development* prentice Hall, Englewood cliffs, New
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Semester I
Paper-IV
Methodology of Educational Research (MED 104)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Develop an understanding of the concept of Research.
- Describe the nature, purpose, scope, areas and types of research in Education.
- Explain the characteristics of qualitative and quantitative research.
- Select the method appropriate for a research study
- Understand method of drawing a sample to undertake research and draw appropriate sample for their research project.
- Conduct review of related Literature.
- Develop a research proposal.
- Examine the nature of hypothesis and their role in research and propose appropriate hypotheses for their research problem.
- Develop an understanding of methods of construction of tools and selecting appropriate tools for their research.
- Develop skill in writing a research proposal and research report.
- Appraise critically completed research study

COURSE CONTENT

Unit-I Research in Education

- Nature, Meaning, Purpose and Characteristics of Research, Educational research and its scope, Areas of Educational Research.
- Scientific method and Research in Education
- Prerequisites for research - sensitivity, faith in-change, desire for bringing about improvement, faith in scientific method.
- Fundamental, Applied and action Research.
- Qualitative and Quantitative research.

Unit-II Formulation of Research Problem

- Sources of Research Problem
- Characteristics of a good research problem.
- Variables- Dependent, independent, intervening.
- Review of Related Literature: importance and various sources.
- Hypothesis :Concept, types of Hypothesis, characteristics of a good hypothesis, sources of hypothesis
- Objectives - Primary, Secondary & Concomitant.

Unit-III Methods of Educational Research

- Survey Method - Descriptive & Normative including base lines studies, policy research.
- Experimental and its types including intervention studies.
- Historical and Developmental Research
- Case study and Evaluative Research
- Phenomenological Research
- Ethnographical Research

Unit-IV Sampling

- Population and sample, units of sample, sample size, importance of sampling

- Probability sampling and non probability sampling techniques-Random, Stratified. Purposive, Cluster and Quota sampling. Random number Tables and their use for selection of random sample.
- Sampling errors and how to reduce them. Characteristics of a good sample.

Unit-V Tool, Technique and Research Report

- Tools-technique of Data collection: Techniques -observation, interview, socio-metric technique . Tools-Questionnaire, rating scale, interview schedule, observation schedule. attitude scale and their construction.
- Item Analysis
- Reliability and validity of various tools - Concept and types, factors influencing reliability and validity of Tools.
- Developing a research proposal (synopsis)
- Research report: outline of a research report.
- Mechanics and Style of report writing
- Bibliography and references (Method of Writing).

PRACTICUM/FIELD WORK

Any two of the following:

1. Review of an M.Ed. dissertation
2. Construction and tryout of a tool for data collection
3. Development of a Research Proposal on an identified research Problem
4. Abstract of three Research Articles published in standard research journals.
5. Presenting details of a research design of any experimental study.
6. Development of any one of the following tools
(i) Questionnaire (ii) Observation schedule (iii) An attitude scale (iv) Rating scale

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Semester I

Review of Literature & Selection of Topic for Research (MED 105)

Students will review the literature on selected variables and based on their literature review they will select a topic for their dissertation. The maximum marks for this activity will be 50. Semester Assessment will be conducted for this activity. Colleges are required to maintain a record of the work done by their students.

Semester I

Organization of Seminars & Workshops by Students (MED 106)

Students will learn all the steps to organize a seminar and workshop. Finally every student will be required to organize online and offline seminar/workshop. The maximum marks for this activity will be 50. Semester Assessment will be conducted for this activity. Colleges are required to maintain record of the work done by their students.

Semester I

Construction & Standardization Research Tool (MED 107)

Student will learn to construct and standardize a research tool. Every student will be required to construct and standardize a research tool. The maximum marks for this activity will be 50. Semester Assessment will be conducted for this activity. Colleges are required to maintain record of the work done by their students. Students file should contain the constructed tool, standardization process adopted, reliability and validity of the tool.

Semester I

Yoga for Self-Development (MED 108)

Course content:

- Importance of yoga for healthful Living and self development
- Warming up exercises
- Surya Namaskar
- Asans–Padmasan, Halasan.
 - Sarvangasan. Paschimottasan
 - Bhujangasan. Shalabhasan
 - Dhanurasan and Shavasana
 - Chakrasana, Vajrasana, Matsyasana, Chatuspadana, Trikonasana
- Pranayam–KapalBhati, AnulomVilom, Bhramari, Bhastrika
- Meditation
- Practicing correct postures in standing sitting, Walking.

Scheme of Semester Assessment

S.No.	Activity	Marks
1	Written Test	10 Marks
2	Participation in yogic Programme regularly	20 marks
3	Practical Test of Yoga Asanas/Pranayam	20 marks
	Total	50 marks

Semester II

Sociological Foundation of Education (MED 201)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- list the special measures taken by the Govt. for educational upliftment of minorities, disadvantaged, SC, ST and special need children.
- recognize the role of sociology in education
- comprehend the role of education as an agent of social transformation
- examine the meaning of society, its structure, system of social stratification, culture, socialization, acculturation, social mobility and social and cultural change
- interpret the role of education for human resource development
- describe culture and equality in educational context
- critically analyse the social ideologies and their implications to education

COURSE CONTENT

UNIT -I Sociology as General Frame of Reference

- Meaning and functions of sociology and sociology of education.
- Education as social sub-system.
- Social perspectives of National Policy on Education-1986 (Revised in 1992).
- Education for social transformation and social developments since independence.
- Education as a fundamental right Article-21(A)

UNIT-II Society and Education

- Society—its structure and social stratification.
- Meaning and definition of culture, cultural and social mobility. Constraints of social change—caste, class, ethnicity, language, religion and regional instances.

- Socialization and acculturation.
- Equality of educational opportunity and social equity.
- Education and empowerment of women, minorities, marginalised groups, SC, ST and special need children.

UNIT-III Social Ideologies of Indian Society and Education

Critical study of the following Ideologies for empowerment of masses through education and social transformation:

- Democracy
- Secularism
- Socialism
- Modernization
- National integration

UNIT-IV Modern Trends in Education:

Critical study of the concepts of:

- Evan Illich (Deschooling Society)
- Paulo Freire (Pedagogy of Oppressed)
- Privatization and Globalization of education and its social consequences.
- National secondary education mission.
- Challenges of quality education.

PRACTICUM/FIELD WORK

Any two of the following:

- Prepare a note on texts of any two modern trends in education.
- Write one term paper on concept of any one Social Ideology of Indian Society and its impact on education.
- Write three abstracts on any recent articles published in Sociological journals.
- Organize a seminar on any one topic related to the paper.
- Conduct a social survey of Educational work done by an NGO.

- Survey of educational status in a marginalized section of society.

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Semester II

Teacher Education (MED 202)

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand the meaning, scope and system of teacher Education.
- Examine the development of teacher Education in India after Independence.
- Understand the Problems and challenges related to teacher education in National and Global context.
- Familiarize with the emerging Trends in Teacher Education.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher Education.
- Use various methods and Techniques for Transacting curriculum of teacher education.
- Develop an understanding of process of in service teacher Education.
- Use various Techniques for the evaluation of in-service teacher Education Programmes
- Develop understanding regarding organizations and supervision of school experience programme.
- Understand various innovations and researches in Teacher Education Programme.

COURSE CONTENT

Unit –I Concept, Need and Structure of. Teacher Education

- Teacher education- concept, aims, need and scope.
- Structure of Teacher education at elementary and secondary level.
- Curriculum of Teacher education at elementary and secondary level.
- Challenges and initiatives in the field of Teacher education in National and Global scenario.

- Pre service and in service teacher education programmes.

Unit-II Historical Background of Teacher Education in India

- Evaluation and development of Teacher Education in India after Independence.
- Recommendation of various reports on education regarding teacher education published after independence.
- Critical Evaluation of existing education programme in Teacher Education.

Unit-III Organization of Pre-service Teacher Education Programme

- Organization of Pre-service Teacher Education.
- Transaction of Curriculum of Teacher Education- Tutorials, Seminars, Practicum, field studies, reflective thinking sessions.
- Organization of Teaching Practice and Internship.
- Assessment of Teaching Proficiencies - criteria, Tools and Techniques.

Unit-IV Organization of In-service Teacher Education Programme

- In-service Teacher Education Programme - Concept, Need and Objectives.
- Centrally sponsored scheme for the reconstructing and strengthening of In-service Teacher Education, Role and functions of IASE, CTE and DIETs.
- Planning, organization, monitoring and evaluation
- Strategies for organizing effective In-service Teacher Education Programme - Workshop, Seminars, Field based activities, simulation, role playing, brain storming, experience sharing.

Unit- V Research and Innovations in Teacher Education

- Need of Research in Teacher Education, Areas of Research in Teacher Education.
- Action Research for quality improvement in Teacher Education.
- Current trends of Researches in Teacher Education.
- Innovations in Teacher Education - Constructivism, Total Quality Management (TQM), Interdisciplinary approaches in Teacher Education and open learning.
- Innovations in teacher education being conducted by different universities / institutions in India.

PRACTICUM/FIELD WORK

Any two of the following:

1. Prepare a Report of teacher education institute on the basis of quality criteria determined by the NAAC.
2. To prepare a review of a research conducted in the area of teacher education.
3. Evaluation of curriculum of Teacher Education Program of any state at secondary or elementary level.
4. Preparation of guidelines for organization of class room resources for teaching a topic using constructivist approach.
5. A critical study of organization of internship in a Teacher Education Institution.
6. A report on Identification of Training needs of teachers in a particular subject.

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Semester II
Specialization
Area (A) Elementary Education (MED 203)
(i) Structure, Management & Quality Concerns of
Elementary Education

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand perspective & concept of Elementary Education.
- Develop understanding about structure of the Elementary Education System.
- Analyze the history & development of Elementary Education in India.
- Understand the quality concerns in Elementary Education.
- Understand the strategy & programmes for quality enhancement of Elementary Education in India.

COURSE CONTENT

Unit-I Structure of Elementary Education

- Meaning, concepts & types of Elementary Education.
- Objectives & Functions of Primary Education as Elementary Education.
- Management of Elementary Education
- Elementary Education as the base of Education System.

Unit-II Perspectives and Context of Elementary Education

- Developmental characteristics and norms for Elementary stage of Education-physical, cognitive process and abilities, language development, socio-emotional development during early and late childhood
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner / learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

Unit-III Development of Elementary Education

- Indigenous system of Elementary education in India
- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Right to Education as fundamental right; provision in RTE Act and related issues.
- Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit-IV IV-Strategies and Programmes in Elementary Education

- Panchayatiraj and community involvement in educational planning and management related issues. Role of BRC, CRC, SMC.
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system teacher empowerment and incentive schemes, capacity enhancement of teachers (role of DIETs and SIERT, managing learning in multigrade contexts).
- Strategies and programmes for quality enhancement of Elementary Education- Lok jumbish, DPEP, SSA, Sambalan Programme, incentive schemes for enhancing enrolment and ensuring and retention in Elementary School such as Mid Day Meal programme.

Unit-V Quality Concern in Elementary Education

- Minimum Level of Learning (MLL)
- Early Childhood Care and Education (ECCE)
- Continuous Comprehensive Evaluation at Elementary level
- Multi-grade teaching in elementary schools.
- Teacher's commitment.
- Use of modern technologies and media.

PRACTICUM/FIELD WORK

Any two of the following:

1. Prepare a report on functioning of an Elementary School.
2. Study a Multi-graded School and prepare an Analytical Report on it.
3. Prepare a note on Educational Thoughts of any thinker on Elementary Education.
4. A study of implementation of a government scheme related to Elementary Education.
5. A report of functioning of a BRC / CRC
6. A report of conduct of an in service training programme for Elementary School Teachers

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Semester II
Specialization
Area (B) Secondary Education (MED 204)
(i) Structure, Management & Quality Concerns of
Secondary Education

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Develop an idea about the structure of secondary education in India.
- Know about the historical development of secondary education in Pre and Post Independent India.
- Understand the constitutional provisions, educational policies and documents of secondary education
- Understand the management system of secondary education at National and State Level.
- Know about the quality indicators of Secondary education
- Reflect upon various programmes to uplift quality in secondary school.

COURSE CONTENT

Unit-I Structure of Secondary Education

- Meaning, aims, objectives & functions of secondary education.
- Structure of secondary education in India.
- Status of secondary education with reference to access enrolment. retention, syllabus availability of resources and quality learning.

- Vocationalization of secondary education in India (the efforts, present status, problem and prospects)

Unit-II Development of Secondary Education in India

- Secondary education in India - historical development in pre and post- independent Era
- Constitutional provision for secondary education.
- Policies and documents related to secondary education - Mudaliar commission, Kothari commission, NPE 1986, NCF 2005
- Universalization of secondary education: Issues and challenges.

Unit-III Management of Secondary Education

- Importance, function and management of secondary education.
- Management at national level: Role of MHRD, CABE, NCERT
- Management of secondary level in Rajasthan
- Supervision for effective management in secondary education
- Privatization of secondary education

Unit-IV Management at Institutional Level

- Aims, objectives and role of secondary educational institution In the light of constitutional goals, NPE 1986 and NCF 2005.
- Management of secondary schools- planning (institutional Plan), coordinating, team building, visioning.
- Role of Heads/Principals and teachers in creating academic culture and appropriate climate in school
- Criteria of quality secondary school

Unit-V Quality Concern in Secondary Education

- Concept, indicators of quality, setting standards for performance
- Continuous professional development of Heads and teachers through in-service training programme and in-house capacity building activities.
- Team work and transparency in functioning among teachers

- Total quality management (TQM) for institutional upliftment

PRACTICUM/FIELD WORK

Any two of the following:

1. A comparative study on the functioning of any two different types of schools in India such as CBSE, Madarsa, Convent, urban, rural, Residential etc.
2. Visit a local school and evaluate the role of School Management Committee during last 2 years and prepare a report with pictures, photographs and sketches.
3. Conduct interviews of the teachers and students of various schools and Prepare a report based on their educational aspirations and problems with reference to the effectiveness of management
4. Conduct a study on 'good Practices' in various schools and prepare a report including leadership, communication process, information system, data management etc.
5. A study of implementation of government scheme related to secondary education.
6. A study of implementation of recommendations of any national document on education.

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Semester II
Elective / Optional
Area (A) Comparative Education (MED 205)
(i) Essentials of Comparative Education

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand comparative education as an emerging discipline of education.
- Know and understand concept, Nature and scope of comparative Education.
- Understand approaches & methods of study in comparative education.
- Know the factors responsible for shaping the education system of different countries.
- Know and appreciate role of national, international agencies in promoting education.

COURSE CONTENT

Unit-I Concept, Nature and Objectives

- Historical Development of comparative Education.
- Concept, nature and importance of comparative Education.
- Aims and Objectives of comparative education.
- Comparative education and International studies in education.

Unit-II Purpose and Scope of Comparative Education

- Intellectual value: comparative education as an academic pursuit.
- Reformative value: comparative education for effective improvement / reforms.
- Practical value: comparative education for better understanding of educational issues in a particular country.
- Humanitarian value: comparative education for better international understanding.

- Comparative education as a means for formulating Principles, generalization and policies.

Unit-III Methodology in Comparative Education

a. Methods of Comparison

- Discipline based classification
- Purpose based classification .

b. Approaches of Comparative Education

- Historical approach
- Cross - disciplinary approach
- . • Problem approach
- Statistical approach

Unit-IV Factors and Forces Influencing Education System

- Geographical & Economical Factors
 - Social & Political
 - Historical & Cultural
 - Technological

Unit-V National and International Initiatives in Education

- Role of UNO
- Salient Features of Delors Commission Report 0
- NPE 1986
- National knowledge commission, RTE 2009

PRACTICUM/FIELD WORK

Any two of the following:

1. Two abstracts of recent articles any aspect of comparative education.
2. A study on political influence of education in India.
3. Economic and technological factors influencing education in any above countries
4. A term paper on national and international initiatives in the field of school education.
5. A study of influence of geographical factors on education of any two countries.

6. A review of main recommendation of Delors commission report.

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Semester II
Elective / Optional
Area (B) Guidance and Counseling (MED 206)
(i) Principles and Procedures of Guidance and Counseling

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand the meaning, nature and scope of guidance.
- Understand the objectives and need for guidance.
- Understand Principles and problems of different types of Guidance.
- Understand the essential services involved in school guidance programme.
- Understand the resources required and their optimum use in managing guidance programme at different levels.
- Understand the meaning, nature, scope and objectives of counseling.
- Understand the skills and qualities of an effective counselor.
- Understand different types and areas of counseling and steps involved in group counseling process.

COURSE CONTENT

Unit-I Understanding Guidance

- Meaning and definitions
- Need for guidance
- Nature and scope of guidance
- Objectives of guidance; self understanding, self discovery, self direction, actualization
- Principles of Guidance

Unit-II Types of Guidance

- Types of guidance - educational, vocational and personal.
- Educational, vocational and personal guidance at different level.
- Guiding children for career development, approaches to career guidance.
- Occupational Information - Sources, storage and dissemination.

Unit-III Organising Guidance Programme

- Essential guidance services- Individual inventory services, Information service Counseling service, Placement service and Follow-up service.
- Essentials of good guidance programme.
- Planning a guidance programme.
- Resources required for organising guidance services - men (different types of guidance personnel) & material.
- Organising guidance programme at different level.
- Outline of a minimum essential guidance programme for an Indian secondary/Senior secondary school

Unit-IV Understanding Counseling

- Meaning, scope and importance of counseling.
- Objectives of counseling: Resolution of problems, modification of behaviour, promotion of mental health.
- Principles of counseling.
- Characteristics of good counseling.

Unit-V Types and Areas of Counseling

- Types of counseling: Directive, non directive, Eclectic counseling.
- Areas of counseling; Family counseling, marital counseling, parental counseling, adolescent counseling, special children counseling and its relevance to the Indian situation.
- Steps and skills of counseling.
- Qualities and professional ethics of a counselor.

PRACTICUM/FIELD WORK

Any two of the following:

1. Conduct counseling of a student with some behavioral problem.
2. An outline of guidance programme for a secondary school.
3. A critical study of guidance activity in any secondary school.
4. Preparation of a career pamphlet/career talk on any career.
5. A report of organisation of a career conference in school.
6. A report of organisation of guidance day in a school.

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Semester II
Elective / Optional
Area (c) Inclusive Education (MED 207)
(i) Theory of Inclusive Education

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Understand concept, need and types of inclusive education.
- Develop an understanding of historical perspective of inclusive education.
- Develop an understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- Develop an understanding of factors related to inclusion.
- Understand roles, responsibilities and professional ethics of teachers promoting inclusive practices.
- Prepare conducive teaching learning environment for inclusive education in varied school settings.
- Identify research trends in the area of inclusive education.
- Understand the need for planning inclusive education programme.

COURSE CONTENT

Unit- I Meaning and Background of Inclusive Education

- Meaning and concept of special education, integrated education and inclusive education.
- Need and Advantages of inclusive education.
- Types of inclusive education.

- Historical perspectives of inclusive education.

Unit-II Policy Perspectives

National Initiatives for Inclusive Education:

- Recommendations of Indian Education Commission (1964-66).
- Integrated Education for Disabled Children (IEDC, 1974)
- National Policy on Education (NPE, 1986)
- Project Integrated Education for Disabled Children (PIED, 1987).
- District Primary Education Program (DPEP)
- The Person with Disabilities Act (1995).
- National Curriculum Framework (2005)
- NCFTE(2009) NCERT.
- National Policy of Disabilities (2006).
- Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- Right to Education.
- Constitutional provisions for Marginalized Sections of Society.
- Concessions: Transport, income tax, age concessions, reservations, exemption from examination fee, family pension.

International Initiatives for Inclusive Education:

- The World Declaration on Education for all and its framework for actions to meet basic learning need, 1990 (Article 3 clause 5)
- The World Declaration on Survival, Protection and Development of Children and the plans of action (Outcomes of the UNICEF World summit for children ,1990).
- The World conference on special needs Education and the Salamanca Statement and framework for action on special needs education.
- Initiatives of UNESCO

Unit - III Factors Related to Inclusion

- Access - In terms of proximity, gender and socially backward children, minorities, Physically challenged, program to equate deprived children.

- Barrier Free Environment (BFE)
- Enrolment - Reasons for non enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment.
- Achievement - Factors affecting achievement, strategies for enhancing achievement levels and role of community / parents/ teachers in achieving 100% achievement.

Unit -IV Teacher Preparation and Inclusive Education:

- Roles, responsibilities and professional ethics of teachers and teacher educators with reference to inclusive education.
- Provision of in-service training and follow up programs for effective inclusive education in schools.
- Role of NCERT, UGC, Universities and teacher education institutions in promoting inclusive education.
- Research trends in the area of inclusive Education.

Unit- V Planning Inclusive Education:

- Meaning, concept and need of planning of inclusive education.
- Models of Inclusive education.
- Components of inclusive education.
- Planning on site Assessment of resources, team collaboration, time table preparation, planning an Inclusive Education Programme.

PRACTICUM/FIELD WORK

Any two of the following:

1. Study and review any two national policies in the light of inclusive education.
2. Identify suitable research areas in inclusive education.
3. Observe an inclusive class at least for five days and find out skills and competencies used by teacher. Give suggestive strategy / plan of teaching for betterment:
4. Conduct a survey on the type of supportive service needed for inclusion for Children with any disability of your choice and share findings in the class.
- 5 .. Case study of a child with disability with a view to find out the extent to which he/she has derived benefit from inclusive education.

6. Report of survey of schools to identify various forms of inequality with reference to marginalized groups.

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Semester II
Elective / Optional
Area (D) ET and ICT in Education (MED 208)
(i) Principles of Educational Technology and
InformationCommunication Technology

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Know about the concept, nature scope and historical development of Education Technology.
- Understand the concept and scope of Instructional Technology.
- Understand concept, and application of systems approach in education.
- Understand the concept of models of teaching.
- Use following three models of teaching - concept attainment model, inquiry training: model and information processing model.
- Understand the concept of communication
- Identify components of communication process.
- Understand classification and barriers of communication.
- Understand Principles of effective communication.
- Understand the use of ICT in teaching and Learning.
- Become familiar with various devices of ICT.

COURSE CONTENT

Unit-I Basics of Educational Technology

- Concept of Educational Technology, Scope, historical development of Educational Technology
- Components of Educational Technology - Software, Hardware
- Instructional Technology

Unit-II System Approach

- Systems Approach - Definition, Characteristics and application in education.

Unit-III Models of Teaching

- Meaning, Fundamental elements of Teaching models.
- Detailed Study of following models -
 - Concept attainment model
 - Inquiry training model
 - Information processing model

Unit-IV Communication Process

- Meaning of Communication and mass-communication
- Components of communication process
- Classification of Communication -
 - Audio, Visual, Audio-Visual
 - Hardware and software
 - Static and motion
 - Primitive, Industrial & Modern
- Importance and effect of Mass communication in modern context
- Barriers of Communication -
- Physical, Psychological and Language
- Principles of effective communication

Unit-V Communication and Information Technology

- Concept, nature and scope of Information and Communication Technology
- Information basics - Nature and scope of communication system (Sender, receiver, message and medium).
- Information and communication Technology in Teaching Learning context.
- Information and Communication Technology devices.

PRACTICUM/FIELD WORK

Any two of the following:

1. Prepare a teaching plan based on anyone of the models of teaching.
2. Developing a script and slides (at least ten) to teach a course content.
3. A report on use of ICT in a teacher education institute / school.
4. A critical review of radio / T.V. Programme on Education
5. Develop a self instructional material on teaching any topic of B.Ed. syllabus.
6. A paper on comparative analysis of audio, audio-visual and multimedia programme.
7. Preparation of a script for media production related to education.

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Semester II
Elective / Optional
Area (E) Educational Management (MED 209)
(i) Principles of Educational Management

Maximum Marks: 100 marks

External Assessment: 70 marks

Internal Assessment: 30 marks

OBJECTIVES:

The student teacher will be able to:

- Get acquainted with concept and principles of Educational Management.
- Understand various approaches and theories related to educational management.
- Analyze educational management as a process.
- Explain the concept, need & importance of Educational Finance.
- Develop appreciation of the financial Problems and issues of Educational management.
- Develop conceptual understanding of leadership.
- Develop capacities for being efficient and effective educational leaders.
- Understand concept, types and forms of Educational Supervision.

COURSE CONTENT

Unit-I Educational Management

- Concept, nature and scope of Management
- Principles and characteristics of Educational Management
- Approaches of Educational Management
 - Scientific Management approach
 - Human relation approaches
 - Integrated / situational approach

- Systems approach
- Theories of Educational Management -
 - Decision making theory of Griffiths
 - Role conflict theory of Getzel
 - Organization equilibrium theory

Unit-II Educational Management as a Process

- Planning, organization, coordination, direction, communication and evaluation.
- Importance of Communication and decision making in the management process.
- Issues in educational management.
- Existing research and needed studies in educational management.

Unit-III Leadership in Education

- Meaning, concept, need, importance of educational Leadership
- Leadership styles.
- Functions of educational Leaders.
- Leadership for Managing educational change and improvement.
- Measurement of leadership.

Unit-IV Educational Finance

- Concept of educational Finance
- Need and importance of Education Finance.
- Calculation of Unit cost of education at particular educational level.
- Efficiency cost minimization and quality improvement.
- Problems and issues of educational finance in India.

Unit-V Educational Supervision

- Meaning and nature of educational supervision.
- Types and Forms of educational supervision.
- Process of educational supervision.
- Planning, organizing and implementing supervisory programmes.
- Some innovations in the field of supervision launched in Rajasthan.

PRACTICUM/FIELD WORK

Any two of the following:

1. Abstract of two recent articles published in some standard journals related to educational management.
2. One term paper on any aspect of educational management.
3. Study of leadership behaviour of a head of an educational institution.
4. Critical analysis of four supervision reports of secondary/ sr. secondary schools.
5. A report on a budget of an educational organization.
6. A Study of innovative practices of an educational institution.

REFERENCES:

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Preparation of Synopsis and Seminar Presentation (MED 210)

Every student will prepare a synopsis on the topic selected in semester I. Student will prepare the dissertation in second year based on this synopsis. Student will be required to present his synopsis in the seminar conducted internally by the college. College will be required to keep a copy of synopsis and presentation given by the student. Semester assessment of 50 marks will be conducted for this activity.

Internship (Pre and In-service) (MED 211)

Internship is compulsory and has to be done in the area of specialization (Elementary/Secondary). Internship will carry a weightage of 50 marks and semester assessment will be conducted.

Duration of internship will be 15 days which include the experience of 10 days in pre-service teacher education and 5 days of in-service teacher education programme.

After completing internship, candidates will submit a report about the work done during internship.

Guidelines for Assessment

Maximum Marks: 50 (Semester Assessment)

Sr. No.	Activity	Duration	Marks
1.	Participation in Guidance, Supervision and Feedback during internship of 5 students	5 days	15 marks
2.	Participation in theory programme- tutorial work, teaching a topic	5 days	15 marks

3	Observation, Participation and reporting of an in-service teacher-education programme (Academic participation of the internee is expected)	5 days	20 marks
Total		15 days	50 marks

Professional Writing (MED 212)

COURSE CONTENT

Organization of various activities i.e. workshop, seminar, symposium etc. to develop the following skills related to professional writing among the students.

- Academic Proposal
- Article Writing
- Citation
- Research Paper
- Term Paper
- Project Report
- Abstract ~
- Report Writing
- Reference and Bibliography
- Editing and Proof Reading
- Press Note
- Advertisement for Recruitment
- Collection of Newspaper cutting and Preparation of a report or article based on it.

Scheme of Semester Assessment

S.No.	Activity	Marks
1	Participation in the activities	30 marks
2	Practical Test	20 marks

	Total	50 marks
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Open Air Session and Social Participation (MED 213)

Open Air Session will be organized for M.Ed. students. M.Ed. students will help in organization of the camp and also participate in different activities. The duration of the camp will be 10 days.

Every student is also expected to participate in the Co-curricular activities organized in the institution during the session.

Guideline for Assessment

Maximum Marks: 50 (Semester Assessment)

- | | |
|--|-------------------|
| 1. Participation in Planning of open air session organized for prospective school teachers | 15 marks |
| 2. Participation in organization of programs and presentation of report of survey /study | 20 marks |
| 3. Participation in Co-curricular activities during the session | - 15 marks |
| Total | - 50 marks |