



List of Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework


Department : Education

Programme Name : M.Ed.

Academic Year : 2024-2025

Courses which focuses on Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework:


Sr. No.	Course Code	Name of the Course
01.	EDMBGA1	Self-Development
02.	EDMBTT1	Philosophical Perspectives of Education
03.	EDMCTT1	Sociological Perspectives of Education
04.	EDMCTP2	Introduction to inclusive Education


Head
Department of Education
Guru Ghasidas Vishwavidyalaya
Bilaspur (C.G.)





The following courses integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment & Sustainability and other value framework in the M.Ed. programme:

01. Self-Development
02. Philosophical Perspectives of Education
03. Sociological Perspective of Education
04. Introduction to inclusive education

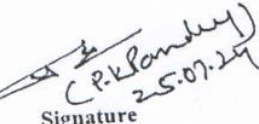

Signature
Prof. Sujeet K. Mishra
(BOS Member)

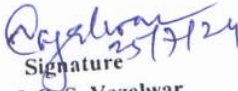

Signature
Prof. Sunil K. Sain
(BOS Member)


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Dr. Sambit K Padhi
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Signature
Dr. Sudhir S. Kaware
(BOS Member)

Signature
Dr. Jaspal Singh Math
(External Member)


Signature
Prof. P.K. Pandey
(External Member)


Signature
Prof. C. S. Vazalwar
(BOS Chairman)



M.Ed.-DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER – I							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDIT S	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	EDMATT1	4	100	30	70	50
	Psychology of development and learning	EDMATT2	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	EDMATT3	4	100	30	70	50
Group II: Specialization	Any one– (i) Elementary level of school Education	EDMATP1	4	100	30	70	50
	(ii) Secondary level of school Education						
	(iii) MOOCs						
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	EDMADF1	2	50	50		25
	Internship in Teacher Education Institute	EDMAEF1	2	50	50		25
TOTAL			20	500	220	280	250
SEMESTER – II							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDIT S	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	EDMBTT1	4	100	30	70	50
	Pre-service and in-service teacher education	EDMBTT2	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	EDMBTT3	4	100	30	70	50
Group II: Specialization	Any one: – (i) Primary Education: Curriculum Issues	EDMBTP1	4	100	30	70	50
	(ii) Secondary Education: Curriculum Issues						
Group III: Professional Enrichment & Field Engagement	Self-Development	EDMBGA1	1	25	25		13
	Communication skills and expository writing	EDMBGA2	1	25	25		13
	Dissertation: Proposal Preparation and Presentation	EDMBDF1	2	50	50		25
TOTAL			20	500	220	280	250



SEMESTER – III							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	EDMCTT1	4	100	30	70	50
	Perspectives, research and issues in teacher education	EDMCTT2	4	100	30	70	50
Group I: Tools	Information and Communication Technology	EDMCGA1	2	50	50		25
Group II: Specialization	Secondary education: Understanding Educational Technology	EDMCTP1	4	100	30	70	50
	Introduction to inclusive education	EDMCTP2					
	Understanding the Guidance Programme & Counselling	EDMCTP3					
	Contemporary Ideas of Educational Evaluation	EDMCTP4					
Group III: Professional Enrichment & Field Engagement	Academic writing	EDMCGA2	2	50	50		25
	Research related techniques	EDMCGA3	2	50	50		25
	Dissertation: Tool	EDMCDF1	2	50	50		25
	Development/ Philosophical ideas/ evidences						
TOTAL			20	500	290	210	250
SEMESTER – IV							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	History & Political Economy in Education	EDMDTT1	4	100	30	70	50
	Curriculum Studies	EDMDTT2	4	100	30	70	50
Group II: Specialization	Secondary education: Educational Technology and teaching learning process	EDMDTP1	4	100	30	70	50
	Understanding disabilities	EDMDTP2					
	Guidance In Educational Institutes	EDMDTP3					
	Tools For Educational Assessment	EDMDTP4					
	Secondary education: Open And Technology Supported Education	EDMDTP5	4	100	30	70	50
	Developing Inclusive learning Environment	EDMDTP6					
	Understanding the Counselling Service	EDMDTP7					
	Quality & Standardization of Evaluation Tools	EDMDTP8					
Group III: Professional Enrichment & Field Engagement	Dissertation: Data collection, analysis and report Writing	EDMDDF1	4	100	100		50



COURSE CODE: EDMBG1: SELF DEVELOPMENT

COURSE OUTCOMES

MARKS: 25 | CREDITS: 1 | 2HRS./WK

M.Ed. Second Semester students will be able to:

- CO 1. know him fully
- CO 2. develop effective communication and writing skills
- CO 3. develop a complete knowledge of Indian society
- CO 4. develop awareness to bring equality among gender
- CO 5. know the real condition of Indian schools and develop sympathy towards students
- CO 6. develop the leadership quality

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Determinants of self
- Assessing the self (meditation, yoga, anecdotal record, self-inventory, socio-metric analysis etc.)
- Knowing the nature of human being
- Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
- Visit to community (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
- Sensitivity towards opposite gender (observation & interaction)
- School observation (observe the real condition of the school and try to know the needs of the students and school)
- Leadership training (camp mode)

APPROACHES: Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self-meditation, etc.



SEMESTER II

COURSE CODE: EDMBTT: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

M. Ed. Second semester students will be able to:

- CO1: understand the need of philosophy for a teacher
- CO2: establish the relationship between philosophy and education
- CO3: understand the true nature of students and world
- CO4: identify the knowledge worth knowing and teaching
- CO5: understand the nature of knowledge and strive to find true knowledge
- CO6: determine the effective methods of knowing
- CO7: get an insight into the role of philosophy in shaping the objectives of education
- CO8: construct his own vision for teaching and school

UNIT I: UNDERSTANDING PHILOSOPHY OF EDUCATION

- Philosophy: Meaning, (as wisdom, ideology and critical enquiry) and Branches
- Philosophy of Education: Meaning, nature and Scope
- Relation between Philosophy and Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Need of Philosophy for a teacher

UNIT II: UNDERSTANDING THE NATURE OF REALITY, MAN AND UNIVERSE

- Metaphysics as the Study of Nature of Reality, Man and Universe; as means to understand the nature of learner and the curriculum
- Nature of Reality, Man and Universe in western thoughts (Realism, Naturalism etc.); implications for contents and methods of education, teacher-taught relationship
- Nature of Reality, Man and Universe in Indian thoughts (Vedanta, Jainism etc.); implications for contents and methods of education, teacher-taught relationship

UNIT III: UNDERSTANDING KNOWLEDGE AND KNOWING

- Epistemology as the study of nature and methods of knowledge; its Relevance to Education
- Knowledge as Pure Reason (Rationalism); its implication for method of teaching
- Knowledge as Experience (Empiricism); its implication for method of teaching
- Knowledge as perception, inference, analogy and testimony (Nyaya Darshan); its implication for method of teaching

UNIT IV: UNDERSTANDING VALUES AND AIMS OF EDUCATION

- Axiology (Values; Ethics, Aesthetics and Religion) and its Relevance to Education
- Pragmatism; the education for social function, and real-life experience
- Existentialism; education for individual development
- Idealism; the theoretical, logical and liberal Education
- Buddhism; education for ethical regeneration through self and social transformation

TRANSACTION MODE: Lecture, Discussion, Presentation

PRACTICUM

- Symposium on schools of philosophy or philosophical thought
- Identification of vision of school education in India, vision mission statements of schools and their ideologies
- Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.



SEMESTER III

COURSE CODE: EDMCTT1: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

The M.Ed. Third Semester Students will be able to –

- CO1: understand the need of Sociology of education for a teacher educator
- CO2: analyse education from different theoretical perspectives
- CO3: identify the area of exclusion in education and develop means of inclusion
- CO4: critically analyse role of social structure in education
- CO5: develop understanding about social control and socialization
- CO6: devise appropriate teaching approach for a multi-cultural society
- CO7: understand the role of education in bringing change
- CO8: transform education as a process of change in Indian society

UNIT- I- SOCIOLOGY OF EDUCATION

- Sociology and Sociology of Education-Concept
- Educational Sociology and Sociology of Education
- Scope of Sociology of Education
- Approaches to Sociology of Education (Functionalist, Conflict and interpretive/post-Modernist)

UNIT- II- SOCIAL SYSTEM AND EDUCATION

- Social System: Concept, Element, Functions
- School as a Social System
- Social Structure and Education: Inequality in Education
- Social Exclusion: Concept, Exclusion in Education, Ways to combat Exclusion in education

UNIT- III- SOCIETY AND EDUCATION

- Social Stratification- Concept, Basis
- Socialization and Social Control: Role of Education
- Indian Society (its Characteristics)
- Multicultural Education

UNIT- IV- SOCIAL CHANGE AND EDUCATION

- Concept of Social Mobility, Types of Social Mobility, Factors, Social Mobility and Education
- Social Change: Concept, Factors, Social Change and Education
- Education and Industrialization, Urbanization, Modernization, Globalization, Internationalization

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- 1- Read classical texts for discussion: Durkheim- Education, Its Nature, and its Role; Mannheim- The Historical Character of Educational Aims; Althusser- Ideology and Ideological State Apparatus, Michael Apple: Official Knowledge;
- 2- Preparation of tools for socio-economic status.
- 3- Assessing cultural diversity in a school, class etc.
- 4- Seminar presentation by students on selected themes leading to discussion
- 5- Students will be preparing an assignment on the above mentioned issues and make a presentation



COURSE CODE: EDMCTP2: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OUTCOMES

MARKS: 100 | CREDITS: 4 | 4 Hrs./wk

The M.Ed. Third Semester Students will be able to –

- CO 1. acquire knowledge and understanding of Inclusive education.
- CO 2. acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired mentally retarded).
- CO3. acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
- CO4. acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
- CO5. acquaint them with Educational programmes, Equipment's and Aids for education of the disabled.

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability.

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context


UNIT III: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipment's and other technologies for different disabilities.
- Classroom management and organization.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/ resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

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