

Curriculum for
Master of Education
(M.Ed.) Program
Two Year– Four Semesters
(Revised in 2018)



SCHOOL OF EDUCATION

Institute of Advanced Studies in Education (IASE)

(Accredited with Grade 'A' by NAAC)

DEVI AHILYA VISHWAVIDYALAYA, INDORE

MASTER OF EDUCATION (M.Ed.) PROGRAM

(TWO YEAR – FOUR SEMESTERS)

About the Department

Established in 1964, School of Education (SOE) is the oldest University Teaching department of Devi Ahilya Vishwavidyalaya, Indore is the premier teacher education Institution in the central part of India. School of Education has taken long strides since then and has come to occupy a key position among Teacher Education Institutions of the country. As the pioneering Institute, it has helped the University in creating many departments viz. School of Adult & continuing Education, Department of Life Long Learning, Academic Staff College, Electronic Media Research Centre, School of Future Studies, and School of Comparative Languages and Culture. School of Education offers B.Ed., M.Ed., MPhil. and Ph.D. (Education and allied disciplines) programs.

The institution faculty devoted extensively to the pursuit of teaching, research and extension. SOE is widely acclaimed for its innovations and stupendous research in various areas of education. Many of Ex-faculties/Alumni and the present faculties of the School of Education have not only headed/heading prestigious Departments of Education and Teacher Education but also have made significant contributions in apex national bodies like NCTE, UGC, NCERT, NUEPA, IGNOU etc. In recognition to its potential, the School of Education has been conferred the title of Centre of Excellence by the State Government in 1988, and Department of Research Support (DRS) by UGC in 1999. Department is recognized at National and International levels and has been accredited by National Assessment and Accreditation Council (NAAC) with 'A' grade since September 16, 2008 and in subsequent. Currently, School of Education is implementing SAP (DSA-Phase I) of UGC. It has been upgraded to Institute of Advanced Studies in Education (IASE) in December 2012, by MHRD.

PROGRAM OBJECTIVES

- To help students gain a grasp of major philosophical options available in the field of education.

- To develop among students an insight into modern theories of learning and development.
- To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

ELIGIBILITY CRITERIA

As per NCTE/ University norms

MODE AND DURATION

M.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

ATTENDANCE

As per NCTE/ University norms

PROGRAM STRUCTURE

Total credits of the entire M.Ed. courses will be Ninety Six(Including the virtual Credits) distributed in four semesters. Each M.Ed. candidate shall offer following courses:

- [A] Core/Compulsory Course,
 - I. Perspective Courses
 - II. Tool Courses
- [B] Elective Generic
- [C] Practicum
- [D] Viva Voce

Evaluation pattern will be as per Ordinance 31 of Devi Ahilya Vishwavidyalaya, Indore

[A] CORE/COMPULSORY COURSES:

I. Perspective Courses

Perspective Courses shall comprise of:

Course Code	Title of the Course	Credits
611	Sociological Perspectives of Education	3
612	Perspectives of Teacher Education	3
621	Philosophical Perspectives of Education	3
622	Psychological Perspectives of Education-I	2
625	Gender Studies	3
631	Psychological Perspectives of Education-II	2
641	Historical and Political Perspectives of Education	3

II. Tool Courses

Tool Courses shall comprise of:

Course Code	Title of the Course	Credits
613	Educational Research and Statistics—I	4
614	Critical Reading of Literature	3
623	Educational Research and Statistics—II	4
624	Academic Writing and Paper Presentation	3
632	Educational Research and Statistics—III	4
642	Educational Research and Statistics—IV	4
643	Curriculum Studies	3
617	ICT in Education	3

[B] Elective Generic

From the following list of **ELECTIVE-GENERIC** a candidate will offer **any TWO** courses of his/her choice, one in each year of the M.Ed. program.

- One elective course will be offered to the students in the First year of the program in both semesters under Specialization course. Similarly, another elective course will be offered by the students in the Second year of the program in both.
- The selected in the First year of the study cannot be taken again in the second Year.
- The credit for each specialization course in a semester will be Three. Thus a total of 12 credits will be offered in terms of ELECTIVE-GENERIC in two year M.Ed. Program
- These courses will be offered to the other department students too

Course Code	Title of the Course	Credits
615 & 626	Educational Administration —I & II	3*2= 6
615 & 626	Guidance and Counseling—I & II	3*2= 6
633 & 644	Educational Technology—I & II	3*2= 6
633 & 644	Special Education—I & II	3*2= 6

[C] PRACTICUM

Practicum Courses shall comprise of:

Course Code	Title of the Course	Credits
616	Dissertation-I:Conceptual/Theoretical Frame Work	2
627	Dissertation II: Proposal	2
634	Dissertation III: Progress Report	2
647	Dissertation Final Viva Voce	4
618	Creative Expression Skill	1
628	Psychology Practical I	1
629	Mentoring	1
635	Community Based Project	3
636	Internship – I	3
637	Internship – II	4
638	Psychology Practical II	1
645	Creating An Inclusive Institution	3
646	Health, Yoga And Physical Education	2

- Each candidate shall write a dissertation on an educational topic in consultation with the teacher concerned. Four copies of dissertation along with the synopsis shall be submitted to the Departmental office on or before a date fixed by the Head of the Department in consultation with the staff in Staff Meeting. The dissertation will carry a total of ten credits divided among four semesters.
- The board of the evaluators will be constituted by the head of the institution in consultation with Dean of the faculty. In the fourth semester candidate shall have to appear in the Dissertational Viva-Voce which will carry four credits

[D] Viva Voce and Virtual Credits

Course Code	Title of the Course	Credits
CVV	Virtual Credits —I	4
CVV	Virtual Credits—II	4
CVV	Virtual Credits—III	4
CVV	Virtual Credits—IV	4

- The candidate shall have to appear before Viva-Voce committee four times during the course at the end of each semester.



SEMESTER— I

Course	Course Code	Title of the Course	C	N	LPW
A I. PERSPECTIVE COURSES	611	Sociological Perspectives of Education	3	T	3
	612	Perspectives of Teacher Education	3	T	3
II. TOOL COURSES	613	Educational Research and Statistics-I	4	T	4
	614	Critical Reading of Literature	3	P	6
B ELECTIVE GENERIC	615	Elective Generic-I	3	T	3
C PRACTICUM	616	DISSERTATION-I	2	P	4
	617	ICT in Education	3	P	6
	618	CREATIVE EXPRESSION SKILL	1	P	2
D VIRTUAL CREDITS		VIRTUAL CREDITS	4		
TOTAL			26		31

C—CREDITS, N—NATURE, LPW—LECTURES PER WEEK

SEMESTER— II

Course	Course Code	Title of the Course	C	N	LPW
A	I. PERSPECTIVE COURSES				
	621	Philosophical Perspectives of Education	3	T	3
	622	Psychological Perspectives of Education-I	2	T	2
	II. TOOL COURSES				
	623	Educational Research and Statistics-II	4	T	4
	624	Academic Writing and Paper Presentation	3	P	6
	625	Gender Studies	3	T	3
B	ELECTIVE GENRIC				
	626	Elective Generic- II	3	T	3
C	PRACTICUM				
	627	DISSERTATION-II	2	P	4
	628	PSYCHOLOGICAL PRACTICAL—I	1	P	2
	629	MENTORING	1	P	2
D	VIRTUAL CREDITS	VIRTUAL CREDITS	4		
	TOTAL		26		29

C—CREDITS, N—NATURE, LPW—LECTURES PER WEEK

SEMESTER— III

	Course	Course Code	Title of the Course	C	N	LPW
A	I. PERSPECTIVE COURSES	631	Psychological Perspectives of Education-II	2	T	2
	II. TOOL COURSES	632	Educational Research and Statistics-III	4	T	4
B	ELECTIVE GENERIC	633	Elective Generic- III	3	T	3
C	PRACTICUM	634	DISSERTATION-III	2	P	4
		635	COMMUNITY BASED PROJECT	3	P	6
		636	INTERNSHIP -I	3	P	6
		637	INTERNSHIP -II	4	P	8
		638	PSYCHOLOGY PRACTICAL II	1		2
D	VIRTUAL CREDITS		VIRTUAL CREDITS	4		
	TOTAL			26		29

C—CREDITS, N—NATURE, LPW—LECTURES PER WEEK

SEMESTER—IV

	Course	Course Code	Title of the Course	C	N	LPW
A	I. PERSPECTIVE COURSES	641	Historical and Political Perspectives of Education	3	T	3
	II. TOOL COURSES	642	Educational Research and Statistics—IV	4	T	4
		643	Curriculum Studies	3	T	3
B	ELECTIVE GENRIC	644	Elective Generic- IV	3	T	3
C	PRACTICUM	645	Creating an Inclusive Institution	3	P	6
		646	Health Yoga And Physical Education	2	P	4
		647	Dissertation - IV	4	P	8
D	VIRTUAL CREDITS		Virtual Credits	4		
	TOTAL			26		32

C—CREDITS, N—NATURE, LPW—LECTURES PER WEEK

OBJECTIVES

- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the relationship of society, economy, polity/politics, religion, culture and education.
- To help students appreciate the role of agencies like family, community, politics and economy in education in India.
- To make students sensitive about the ramifications of the constitutional ideals of protective discrimination and social justice for education.
- To enable the students to understand the impact of education on social change and mobility.

CONTENT:

UNIT I: INTRODUCTION: SOCIOLOGY

- Meaning, Nature, Definition and scope of Sociology
- Interrelationship between sociology and education
- Education in social and cultural context
- Education as a Social Institution, its Historical Evolution and Contemporary Forms

UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- Scope and Approaches to Sociology as well as its Relationship with Education
- Theoretical perspectives of education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T. Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.

UNIT III: AGENCIES OF EDUCATION IN INDIA

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

UNIT IV: EDUCATION AND SOCIAL PROCESSES

- Education and Social Stratification

- Modernization and Social Processes
- Education and Social Change
- Education and Social Mobility

UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION

Constitutional Ideals- Social equity and equality of educational opportunities Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

ACTIVITIES:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identifying trends in research in sociology of education

REFERENCES

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- Ruhela, S.P. (Ed.) (1969). Social Development of Educability in India. Delhi: Jain Brothers.
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COURSE 612: PERSPECTIVES OF TEACHER EDUCATION

CREDITS — 3

OBJECTIVES:

- To acquaint future teacher educators with the pre-service and in-service Teacher Education in India.
- To familiarize future teacher educators with the evolution of Teacher Education in India.
- To make future teacher educators understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education among future teacher educators.
- To familiarize future teacher educators with the emerging trends in Teacher Education.
- To develop an understanding of different modalities of transacting Teacher Education curriculum among future teacher educators.
- To familiarize future teacher educators with the emerging challenges, innovations and trends in Teacher Education.

CONTENTS

UNIT I: CONCEPT AND GENESIS OF TEACHER EDUCATION

- Concept of Teacher Education
- Evolution of Teacher Education in India
- Recommendations of major commissions, committees and policy documents on Teacher Education
- Objectives of Teacher Education at secondary level
- Correspondence course in Teacher Education: Concept, objectives, different agencies and curriculum

UNIT II: Different Modes of Teacher Education

- Pre-service teacher Education: Concept, Objectives, Different agencies and curriculum
- In-Service Teacher Education: Concept, objectives, different agencies and curriculum
- Strategies of in-service teacher education: Seminars, workshops, symposium, panel discussion, group discussion, open learning etc
- Different models of in-service education: Orientation programs, Refresher Courses, Winter schools, Summer schools, Short term programs

UNIT III: ISSUES AND CHALLENGES IN TEACHER EDUCATION

- Changing needs of teacher education

- Teaching as Profession and Service
- Problems, Issues and Challenges of Teacher Education in India

UNIT IV: AGENCIES FOR PROFESSIONAL DEVELOPMENT

- Agencies of Teacher Education and their roles in professional development of Teacher Educators
- National level agencies: NCTE, NCERT, UGC – HRDC (ASC), NUEPA, RIEs
- State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs
- Role of different NGO in Teacher Education

UNIT V: QUALITY AND QUALITY ASSURANCE OF TEACHER EDUCATION

- Quality: Concept, Scope
- Quality Assurance: NAAC & their criteria for quality assessment of TEIs,
- Criteria of quality assurance in context of IQAC,
- Performance Based Appraisal System- Academic Performance Indicator (PBAS-API),
- Quality council of India- Ranking and Accreditation framework for TEI.

ACTIVITIES (ANY TWO)

- Developing a check list of competency based teacher-education.
- Evaluation of curriculum of teachers' training program at a particular level.
- Evaluation of an innovative teacher education program.
- Survey of an innovative teacher education program.
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC.

REFERENCES

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- Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc.
- Watking, R. (Ed). (). In-service Training – Structure andContent. Birkenhead: William BrothersLtd.

IMPORTANT WEBSITES:

www.ugc.ac.inwww.ncte-india.org

www.nuepa.org

www.education.nic.in

www.ncert.nic.in

www.naac.gov.in



COURSE 613: EDUCATIONAL RESEARCH AND STATISTICS - I

CREDITS •4

OBJECTIVES

- To make students aware of importance and need of research in education.
- To make them Familiar with the nature of research in education.
- To impart them concepts of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.
- To make students learn the reasoning and its use in educational research.
- To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating research proposal.

CONTENT

UNIT I: SCIENTIFIC METHOD AND EDUCATIONAL RESEARCH

- (a) Characteristics of Science and Scientific Method and its Steps, Definition of Research and Educational Research, Types: Basic/Fundamental Research, Applied Research & Action Research.
- (b) Meaning and Definition of Qualitative and Quantitative Research, Difference between Qualitative and Quantitative Research
- (c) Variable– Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNITII: FORMULATION OF RESEARCH PROBLEM

- (a) Criteria and sources for identifying the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing Literature
- (d) Building Theoretical and Conceptual Framework of Study
- (e) Writing the rationale for any research problem
- (f) Objectives of the study: Primary and Secondary

UNIT III: HYPOTHESIS

- (a) Definition, Characteristics, Statement of the Hypothesis.
- (b) Types: Research Hypothesis, Statistical Hypothesis (Null and Directional), and Operational Hypothesis.

UNIT IV: RESEARCH DATA IN EDUCATION

- Interface between research tools & research data

- Quantitative and Qualitative data
- Levels of Measurement
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT V: DESCRIPTIVE STATISTICS

- Revisiting basic statistics
- Normal probability and its applications

ACTIVITIES

- Writing abstracts of any two dissertations
- Review of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques
- Review of a qualitative/ quantitative research study
- Solution of UGC-NET question papers on prescribed contents

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COURSE 614: CRITICAL READING OF LITERATURE

CREDITS • 3

OBJECTIVES:

- To develop in Future Teacher Educators the habit of reading, Observation, Self Expression, Communication and contemplation
- To enable Future Teacher Educators to understand the meaning, process, importance and characteristics of reading
- To enable Future Teacher Educators to understand and apply different levels, types, techniques and methods of reading
- To acquaint Future Teacher Educators with the skills of reading different types of literature
- To enable future teacher educators the varied taste of available literature to give them good food for thought
- To develop in them the skills of keen observation and convergent-divergent thinking
- To help them in understanding the implicit and explicit meanings within the literature they are experiencing
- To develop different types of reading skills through various activities and metacognition
- To enable Future Teacher Educators to learn the skills of reading comprehension and to enhance vocabulary.
- To acquaint Future Teacher Educators about the problems of reading across curriculum

CONTENT

UNIT-I

Introduction to Reading

- Reading – Meaning and Process
- Importance of Reading across Curriculum
- Characteristics of Reading and of good Reader
- Levels of Reading- Literal, Interpretative, Critical and Creative
- Types of Reading – intensive and extensive reading, Oral & Silent Reading
- Reading Techniques – Skimming and Scanning

UNIT-II Texts and Prose

[14 hours]

[a] Text

The future teacher educators will scan through any ONE of the texts related with the Survey of research in Education and will make a synoptic trend report. This exercise will give them a hand on experience to locate research problems, Research Gaps and work earlier done for their research work.

[b] Prose

ANY TWO from the Suggestive readings list in Prose section. The related material will be procured by the future teacher educators and be read individual/group level. Model/Silent reading and discussion will be managed at the classroom level.

UNIT III

[14 hours]

[a] Commissions and Committee reports

The future teacher educators will scan through any four different Commission/committee reports and will prepare a synoptic report. The reflective practice of questioning, Discussion and Seminar presentations can be incorporated to make logical interpretation of the recommendations and data.

[b] Videos

The future teacher educators will be shown different videos related with different situations, problems, Issues and events related to the education in general and society *per se*.

UNIT IV

[14 hours]

[a] Pictures/Mural painting/Symbols

Reading through pictures/murals/symbols are essential part of the civilization since the time immortal. This section will help them understand the important part of the literature depicted in the pictorial form.

The pictures/Murals will be shown to the students to give an insight regarding the exceptional work done in the area of drawings so to develop an observational eye and writing skills. The teacher will help in providing the background, timeline, context, material used, Impact and gravity of the mural/painting.

[b] Films

The future teacher educators will be shown films related with different situations and events related with the education in general and society *per se*. The character sketch of the actors, context, theme based, reference to the contexts, Sociological/political/Economical/cultural background etc will be discussed in the classroom.

Unit V

[14 hours]

[a] Poetry

The future teacher educators will be given an experience of the poetic form of literature. Vocabulary, Phonetics, Mood, context, timeline, state, use of words, rhythm, Flow, background etc will be discussed in the classroom.

[b] Quotations

Future teacher educators will be collecting/interpreting different quotations with reference to the time, place, Mood, Vocabulary, tone and language.

MODE OF EVALUATION

[3 hours]

Evaluation in form of Written, Oral, Seminar Presentation, Anecdotal Records maintained by the students and Teacher, performance in the discussion groups and Daily Diary in the light of Ordinance 31 will be undertaken.

MODE OF TRANSACTION

Lecture, Discussion, Exercises, Games

1. Divide the class in small groups and provide different kinds of texts and instruct them to read and reflect according to the nature of text
2. Divide the group and provide one text and suggest Future Teacher Educators to make different interpretations
3. Design vocabulary games to enhance your vocabulary
4. Read the text and provide a five words summary to each paragraph
5. Reading and comprehension exercises
6. Skim through the text and give suitable title to the text
7. Complete given text in stipulated time and summarize it in 6/7 lines with a suitable title
8. Any other as per teacher's discretion

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Recognizing Different Types of Text

<http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text>

Models of Reading Process

<http://people.ucalgary.ca/~mpeglar/models.html>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>

<http://www.tarleton.edu/Faculty/gentry/reading%20models.html>

Reflective Skills

<http://www.skillsyouneed.com/ips/reflecting.html>

<http://www.skillsyouneed.com/ps/reflective-practice.html>

Suggestive Readings for text

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- Any other as per the discretion of teacher and taught

Suggestive list for Commission/Committee Reports and National/International Documents

- RUSA Report
- NCF–2005
- NCFTE–2009
- Yashpal Committee Report
- National Knowledge Commission Reports
- BRICS Data on Education
- UNESCO Reports on education
- UNICEF Reports on Education
- UGC Reports on Education
- NCERT Reports on Education
- Annual Report of the University
- Any other as per the discretion of teacher and taught

Suggestive Readings in Prose

- Experiment of Monkey and Ice water Sprinkling
- Plato–Dialogue (Allegory of Cave)
- Raag Darbari –Shreelal Shukla
- Hayvadan–Girish Karnad
- Totochan–
- Summer Hill –A. S. Neil
- Aksharo ki Raaslila – Amrita Pritam
- Tamas – Bhisham Sahni
- Animal farm– George Orwell
- Diwaswapan –Gijubhai Badheka
- Hind Swaraj Mahatama Gandhi
- My experiments with Truth Mahatama Gandhi
- Namak Ka Daroga– Munshi Prem chand
- De schooling– Illich Ivan
- School is Dead
- Structure of Scientific Revolutions –Thomas Kuhn
- Any other as per the discretion of teacher and taught

SuggestiveList for Videos

- Sugata Mitra experiments on self- Learning
- Hiware Bazar
- Barefoot College
- India Untouchable

- Lingo Kid
- Marshmallow test
- Videos on Piaget Conservational Tasks
- Satyamev Jayate Videos
- Ph.D. student—Jaspal Bhatti
- Inconvenient truth – Algore
- Any other as per the discretion of teacher and taught

Suggestivelist for Films

- Chak De India
- Lagaan
- Taare Zameen par
- The Miracle Worker
- Dead Poets' Society
- Lean On Me
- Black
- Stand and deliver
- Any other as per the discretion of teacher and taught

SuggestiveList for Pictures/Murals

- The Vitruvian Man
- Monalisa
- Golden Ratio
- Pioneer Plaque
- Thematic Apperception
- Any other as per the discretion of teacher and taught

Suggestive Readings for Poetry

- National Anthem and National Song
- Poetry by Dushyant Kumar, Faiz Ahmed, Atal Bihari Vajpayee, Mirza Galib, Kabir, Tulsidas, Rahim, Harivansh Rai Bachchan, Ravindernath Tagore, John Keats, Oscar Wilde
- Any other as per the discretion of teacher and taught

Suggestive Readings for Quotations

- Quotes by eminent Scholars, Educationists
- Leaders, Philosophers, Academicians, and Persons etc.

Tentative Semester Academic Schedule of Critical Reading of Literature

	I	II	III	IV	
1	Unit 1	Theory	Theory	Theory	Theory
2	Unit II	National anthem	National Song	Hayvadann	Hayvadan
3	Unit II	Animal Farm	Animal Farm	Allegory of Cave	DIWASWAPAN
4	Unit II	Plato Dialog	Plato Dialog	De-schooling society	De-schooling society
5	Unit III	NCF 2005	NCF2005	Video 1	video 3
6	Unit III	NCFTE-2009	NCFTE-2009	Video2	video 4
7	Unit III	More Quality Ph.D.s	More Quality Ph.D.s	Video 5	Learning without Burden
8	Unit III	RUSA	RUSA	RUSA	RUSA
9	Unit IV	BRICS data	BRICS data	UNESCO DOCUMENT	UNESCO DOCUMENT
10	Unit IV	Film 1	Film1	Film 2	Film 2
11	Unit IV	Vitruvian Man	Pioneer Plaque	Monalisa	Analysis of the symbols
12	Unit IV	Film3	Film3	Film 4	Film4
13	Unit V	Beauty of Diagrams	Harappa Civilizations	Film 5	Film 5
14	Unit V	Poetry recitation & Analysis	Poetry recitation & Analysis	Poetry recitation & Analysis	Poetry &recitation Analysis
15	Unit V	Quotations' analysis	Quotations' analysis	Quotations' analysis	Quotations' analysis
16	Unit V	Poetry recitation & Analysis	Poetry recitation & Analysis	Quotations' analysis	Quotations' analysis
				End Semester Examination	

615: ELECTIVE/ GENERIC COURSES

The following courses will be offered under this category

1. Guidance & Counselling—I
2. Educational Administration —I

COURSE 615: GUIDANCE AND COUNSELLING– I

CREDITS• 3

OBJECTIVES

- To familiarize students with meaning, nature, scope, aims and principles of guidance & counseling.
- To familiarize students with meaning, definition, techniques, types and methods of counseling.
- To acquaint students with philosophical, sociological and psychological foundation of guidance.
- To familiarize students with standardized and non-standardized tools of guidance.
- To help students in understanding nature of individual and individual differences.
- To make students aware about world of education and world of work.
- To familiarize students with process of organizing guidance services at different levels and personnel involve in guidance services.

CONTENTS

UNIT I: GUIDANCE

- Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,
- Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance.
- Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

- Meaning, historical development and importance of counselling.
- Types -Individual and Group counselling. Approaches to counselling: Directive, Non directive. Eclectic, Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.
- Theories of counselling-Psychoanalytical, Self- concept/actualization theory, Trait theory and Behaviourist theory Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of

conducting interview. preparation, process, interpretation, recording, and termination.

UNIT III: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELING

- Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)
- Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self- reports,
- Behavior Description, Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices. Scientific (Standardized)
- Tools of Guidance – Psychological Testing: Nature and Preliminary Precautions, Role Advantages and limitations –Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

UNIT IV: UNDERSTANDING THE INDIVIDUAL

- Individual Differences in the process of Guidance and Counseling - Nature and Importance.
- Nature of Individual's Personality, its significance
- Adjustment: Meaning and Mechanisms and development of Strategies for enhancing Adjustment
- Principles of Educational and Vocational Planning, world of work and world of education.
- Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

- Secondary and college level, Need for Practical Programs of Service.
- Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.
- Referral Services – Special and Community.

ACTIVITIES

- Individual and group counselling for children and adolescents for emotional, social, behavioural and academic problems.
- Needed Competencies for Various Vocations & Professions
- Preparation of Computerized Cumulative Record
- Computerized Psychological testing of an individual/class
- Developing Skills in Communication with practical exercise in verbal and non-verbal mode.

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COURSE 615: EDUCATIONAL ADMINISTRATION—I

CREDITS • 3

OBJECTIVES

- To acquaint student teacher educator with the emerging concept of Educational Administration.
- To help student teacher educator to understand the various factors affecting the character of Educational Administration.
- To impart knowledge of the concept of and related concepts underlying Educational Administration.
- To help the student Teacher educator to understand the nature of Educational Planning, Educational Leadership and Organizational Behaviour.
- To develop the student Teacher Educators understanding and appreciation of the theories of Educational Administration, Planning and Leadership.
- To develop an insight in Student teacher Educators about key concepts of Organizational Compliance and Organizational Climate.
- To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.
- To develop in student Teacher educators a satisfactory understanding about the researches done in the area of Educational Administration.
- To make future educational Administrators realize the need, locate and fill research gaps in the area of Educational Administration
- To develop pre-requisite Administrative and managerial skills for Educational Administrator among student Teacher Educators.
- To keep student Teacher educators precisely informed about the Educational Indian and world scenario of Educational Administration.

CONTENTS

UNIT I: UNDERLYING CONCEPTS AND THEORY

- Understanding Management, Administration and Organization
- Educational Administration : Concept, Meaning and Scope
- Development of thought in Administration and its Implications for Educational Administration: Scientific Management, Max Weber' s Bureaucratic Model, Human Relations and Human Resources Model, Henry Fayol' s Concept of Management,
- Changing concepts of Educational Administration, Efficiency versus Human relations - controversy
- Process of Management Administration,
- Levels of Management vis-à-vis Administrative skills

UNIT II: EDUCATIONAL LEADERSHIP

- Understanding Leadership, Meaning and Nature of Educational Leadership
- Theories of Leadership: Great Man, Role, Trait, Contingency, Situational,
- Styles of Leadership: Autocratic, Democratic & Laissez Faire, Transactional, Transformational
- Group Dynamics and Human Relations
- Tools for assessing leadership (LBDQ, LCLB)

UNIT III: EDUCATIONAL PLANNING

- Educational Planning: Need, Importance, Types, Scope and Principles,
- Different Approaches to Educational Planning (a) Social Demand Approach, (b) Manpower Approach, (c) Rate of Return Approach (d) cost effective (Benefit) Approach, (e)Alternative forgone Approach
- Determinants of Planning, Economic, Cultural and Social aspects of Educational Planning,
- Five year Plan in Education: Historical Background, Features, Impacts, Merits, Demerits.
- Steps in preparation of Plans, Implementing, Evaluating and Readjusting a plan.

UNIT IV: SCENARIO OF EDUCATIONAL ADMINISTRATION

- Scenario of Educational Administration in Different Countries
- Scenario of Educational Administration in India
- Educational Administration at Primary, Secondary and Higher Education level in India

UNIT V: RESEARCHES IN THE AREA OF EDUCATIONAL ADMINISTRATION

- Locating the Research trend in the area of Educational Administration
- Identifying Research Gaps
- Emerging research areas and research Trends of Educational Administration

ACTIVITIES

- Seminar on the History of Educational Administration
- Critical Account of Educational Planning in India
- Critical appraisal of the Five year plans in India
- Critical analysis of a Leader
- Visit to an Educational Institution and other Educational Organizations
- Preparation of Performance Appraisal for Teachers, Administrators etc.

- Preparing a profile of Educational Administration at different levels of Education.
- Locating research gaps in the area of Educational Administration by reflecting through Educational Surveys

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Journals, Newsletters for Educational Administration Course:

JOURNAL	PUBLISHED BY & AVAILABILITY
• JOURNAL OF EDUCATIONAL PLANNING AND ADMINISTRATION – A QUARTERLY JOURNAL	NUEPA, New Delhi
• PARIPREKSHYA - A HINDI JOURNAL	NUEPA, New Delhi
• NUEPA NEWSLETTER	NUEPA, New Delhi
• ANTRIEP NEWSLETTER	NUEPA, New Delhi
• JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY	Taylor & Francis, [Online] http://www.tandfonline.com
• JOURNAL OF HIGHER EDUCATION POLICY AND MANAGEMENT	Taylor & Francis, [Online] http://www.tandfonline.com
• EDUCATIONAL ADMINISTRATION QUARTERLY	Sage Publication [Online] http://eaq.sagepub.com/
• JOURNAL OF EDUCATIONAL ADMINISTRATION	Emerland Publication Online http://www.emeraldinsight.com
• INTERNATIONAL ELECTRONIC JOURNAL FOR LEADERSHIP IN LEARNING	http://www.ucalgary.ca
• INTERNATIONAL JOURNAL OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES	http://www.academicjournals.org/IJEAPS

COURSE 617: ICT IN EDUCATION

CREDITS: 3

OBJECTIVES:

- To enable student teacher educators to understand the scope of ICT and its pedagogic applications.
- To help student teacher educators to understand the meaning of ICT integration in teaching learning and other academic tasks.
- To develop Techno-pedagogic skills among the student teacher educators
- To help them acquire instructional applications of Internet and web resources.
- To develop competency among student teacher educators to use Online and Offline electronic resources.
- To empower student teacher educators in handling Word Processing, Spread sheet and Presentation applications.
- To help student teacher educators to explore the environment of window Operating System.
- To make the student teacher educators aware of latest happenings in the technology integrated Pedagogy

UNIT I:

[a] Word Processing: Operating through Different Menus and Ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar, Creating References and Bibliography, Inserting End Notes and Footnotes, Tables of Content, Hyper-linking within and outside document, working with Track Changes options

[b] Presentations : Exploring different Menus and ribbons, working with Templates, Creating and editing slides, Custom Animation, Slide Show, Recording Narration, Rehearsing/recording timing for presentations

UNIT II

[a] Data Computation: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library, Creating Auto-calculators for various Mathematical and Statistical Computations, Data Analysis using excel

[b]Data Base: Creating-Modifying-Retrieving tables of Information

UNIT III: INTERNET APPLICATIONS

Surfing through WWW, Online Conferencing, Webinar, Creation & Use of e-mail, Blogs, Use of Online Dictionaries, Translator, Google transliteration, working with Plagiarism Software, Use of Cloud Computing, Social Networking Sites

UNIT IV: WEB PUBLISHING AND MULTI- MEDIA

[a] Web Publishing: HTML, Creating own website (local host), Downloading/Uploading and Installing Educational software

[b] Handling Multimedia: Creating, editing and broadcasting videos; Recording, editing and using Audios, Inserting Text in the videos

UNIT V: WORKING WITH OPERATING SYSTEMS

UBUNTU, LINUX, ANDROID: Basic features- Interface, Application (Apps), Security and Privacy, Uses of Smartphone and Tablet, and their applications, WEB 2.0 tools, Modular Object Oriented Dynamic Learning (MOODLE), National Mission on Education through ICT (NMEICT)— Sakshat Portal

ACTIVITIES

1. Creation of a Digital Lessons on the specified topics
2. Evaluation of articles/papers and Reporting plagiarism
3. Creation of Videos-Audios materials
4. Formatting of the Documents with given specifications
5. Analyzing given data in MS Excel and reporting the results
6. Creating Data Bases
7. Publishing Own Website in the Local Host

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COURSE 618: CREATIVE EXPRESSION SKILLS

CREDITS —1

OBJECTIVES:

- To develop values such as Sharing, Cooperation, Coordination/helping others, Tolerance, Team-Spirit in student teachers
- To develop necessary skills of Administrating, Coordinating, Managing and Evaluating the conduct of different cultural activities among student teachers
- To acquire the Self-Learning through Creative/Productive activities
- To provide an opportunity for Self-Expression through Creative/Constructive activities
- To encourage Holistic development of personality
- To develop in students the Spirit of Healthy Competition
- To explore the multifarious talents in student teacher

CONTENT

Students will choose any one activity by taking one from different Activities. Students may be divided among a number of Houses and competitions may be organized.

Activities

Narration, Recitation, Elocution, Debate, Pick and Speak, Story Telling, Speech, Extempore, Play, Skit, Mime, and Group discussion on a few selected topics Celebration of Important days and events – Management of stage and decoration, anchoring, making of invitation card, pamphlets , posters and banners, organizing cultural activities .

COURSE 621:PHILOSOPHICAL PERSPECTIVES OF EDUCATION

CREDITS • 3

OBJECTIVES:

- ❑ To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- ❑ To enable the students to understand the branches of Philosophy.
- ❑ To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- ❑ To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- ❑ To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- ❑ To familiarize students with some significant philosophical perspectives on education and implications for education.
- ❑ To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- ❑ To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- ❑ To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

(a) Meaning, definition and historical background of Philosophy and Education. (b) Relationship between Education and Philosophy. Definition, Scope and Role of Philosophy of Education. (c) Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING-

(a) Concept, Process, characteristics, types and importance of Definition. (b) Concept, types and characteristics of Proposition and Assumption. (c) Concept, Types and Structure of Inference.(d) Process of Theory building.

UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Buddhism with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic

Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS-

Indian Philosophers: Tagore, Vivekananda, Gandhi and Krishnamurti.
Western Philosophers: Aristotle, Rousseau, Russell and Dewey.

ACTIVITIES

- Book Reviews of original readings of Rabindranath Tagore /Vivekananda/ Gandhi/Aristotle/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference.
- Reviews of two Doctoral Level Research Works of Standard
- Analysis of Education Policy/Major policy Documents for their philosophical underpinnings.

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COURSE 622: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION -I

CREDITS • 2

COURSE OBJECTIVES:

- To enable the students to understand the psychological orientation to education.
- To develop an understanding about various schools of psychology
- To develop an understanding about learners' cognitive, thinking and learning styles.
- To develop an understanding about learners' personality and its assessment.
- To make students aware about the concept of mental health and various defence mechanisms used to maintain it.

CONTENTS

Unit I: Psychological Orientation to Education

- Contribution of various schools with reference to Teaching & Learning (Behaviourism, Psychoanalysis, Cognitive and Humanistic- schools)
- Methods used in Educational Psychology- Introspection, Observation, Experimental and Case Study

Unit II: Human Development and its Theories

- Concept and stages of Human development and its implication to teaching learning process.
- Erickson's theory of psycho-social development.
- Development task theory (Havighurst).
- Cognitive development (Piaget)
- Moral development (Kohlberg).

Unit III: Theories of Intelligence

Guilford's old and new Model, Gardner's Theory of Multiple Intelligence, Sternberg's Triarchic Theory of Intelligence, Cattell's Theory of Intelligence and Educational Implications of these Theories.

Unit IV: Personality Theories

Type Theories: Galen Kretchmer, Sheldon, Spranger, Trait Theories- Allport, Cattell, Eysenck and their Educational Implications. Assessment of Personality: Questionnaire, Inventories and Projective Techniques.

Unit V: Mental Health and Hygiene: Process of Adjustment, School Adjustment, Conflicts and Defense – Mechanism, Mental Hygiene and Educational Implications

PRACTICALS

1. Performance Test of Intelligence
2. Case Study
3. Personality
4. Emotional Intelligence.
5. Test of Anxiety

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COURSE 623: EDUCATIONAL RESEARCH AND STATISTICS- II

CREDITS •4

OBJECTIVES:

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting research data.

UNIT I: SAMPLING TECHNIQUES

- Definition of Population and Sample, Importance of Sampling
- Probability sampling techniques: Systematic, Random, Stratified, Cluster and Multi-Stage.
- Non- probability sampling techniques: Purposive, Incidental, Snow ball, Convenience, Judgemental.
- Sampling: Size of Sample, Sampling Error and Avoidance of Sampling Bias.

UNIT II: TOOLS AND TECHNIQUES OF DATA COLLECTION

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

UNIT III: RESEARCH PROPOSAL WRITING

- a) Formats, style and essential elements of research proposal.
- b) Writing References in APA and Harvard Style

UNIT IV: PARAMETRIC INFERENCE STATISTICS

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.
- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach

- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.

UNIT V: TWO AND K-SAMPLES DIFFERENCE TESTS

- Independent t-test- assumptions, computation and interpretation
- The Correlated t-test
- One Way ANOVA
- Assumption of Parametric Tests

ACTIVITIES:

- Overview of computer software for data analysis (Coding of data and Data entry in various computer software, SPSS)
- Data Analysis and interpretation
- Developing a research proposal
- Solution of UGC-NET question papers on prescribed contents
- Writing References of Book, Journal, Encyclopaedia, Thesis, Web-links etc
- Developing Questionnaire, Interview Schedule etc related to dissertation.

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COURSE 624: ACADEMIC WRITING AND PAPER PRESENTATION

CREDITS —3

COURSE OBJECTIVES:

- To develop the skills of professional academic writing in future teacher educators.
- To enable future teacher educators to understand the meaning, process, importance and characteristics of different types of writing
- To develop in them the art of writing research paper, articles and reviews.
- To acquaint future teacher educators with the skills of presentation, chairing session, conducting discussion, sharpening arguments, listening and self-expression
- To develop in them the skills of keen observation and convergent-divergent thinking
- To hone the skills of critical thinking, reading text and counter arguments
- To foster in them the culture of dialog, group cohesion, seminar decorum and sharing ideas
- To enable Future Teacher Educators to learn the skills of reading comprehension and to enhance vocabulary.

COURSE CONTENT / SYLLABUS

UNIT-I

- ☐ **Introduction to writing:** Different types of Writing, Importance and Scope of Academic Writing, Different types of research writing: Empirical, Historical, Ex-Post Facto, Qualitative etc., Plagiarism, Acknowledging the source of ideas.
- ☐ **APA Style:** Writing text, tables, figures, diagrams, quotations, Bulleting, Numbering, reference writing: In-text reference and out-text reference, footnotes, endnotes, exhibits.

UNIT-II

- ☐ **Writing research papers:** Syntax, purpose and scope of writing research papers, Considerations while writing research papers
- ☐ **Writing Articles:** Meaning, concept and types of Articles, points to be kept in mind while writing articles
- ☐ **Developing Poster Presentations:** Points to be kept in mind for poster presentation

UNIT III

- ☐ **Dissertation/Thesis Writing:** Meaning, concept and types of thesis, Things to keep in Mind while writing dissertations/thesis, Common mistakes in writing dissertations and thesis

- ❑ Notion of Impact factor, i-index, h-index, Citation Index, ISBN, ISSN, Google scholar

UNIT IV

Seminar Etiquettes

Meaning, Scope and Components of Seminar, Responsibilities and Code of conduct for Chairperson, Participants and Presenter, Different modes of presentation: Poster presentation, Dialogue method, Traditional Paper Presentations, Modern Concept of Presentations (Webinars)

UNIT V

Actual paper presentation

Each student will have to develop a research base or article base paper. He/she will have to present at-least one paper, chair at-least one session and act as participant in seminar deliberations.

MODE OF TRANSACTION:

The entire course will be transacted through discussion, seminar, workshop and practical activities.

ACTIVITIES:

- ❑ Developing a research or article on any educational situation or problem
- ❑ Assignment on Comparing different forms of referencing and writing styles
- ❑ Hand on experience in observing and reporting a national/state level seminar
- ❑ Act as paper presenter, Participant, Chairperson
- ❑ Any other as per teacher's discretion

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COURSE 625: GENDER STUDIES

CREDITS •3

OBJECTIVES:

- To introduce the basic concepts of gender in development context.
- To study Constitutional Provisions across Gender.
- Understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.
- To make them Understand about underlying concept of Feminism, Feminism and Third Gender.
- To make them aware about Societal changes due to Gender based movements and Initiatives

CONTENT:

UNIT I: INTRODUCTION

Gender and Sex, Biological determinism- Female, Male and Trans-Gender (Queer), Gender- Issues and Perspectives in India: Stereotyping , Discrimination, Violence and Sensitivity in Society.

UNIT II: FEMALE, SOCIETY AND EDUCATION

Feminism, Matriarchy, Historical Backdrops, Scenario, Constitutional Provisions, Major Movements, Educational Initiatives

UNIT III: MALE, SOCIETY AND EDUCATION

Manism, Patriarchy, Scenario, Historical Backdrops, Constitutional Provisions, Major Movements, Educational Initiatives

UNIT IV: THIRD GENDER, SOCIETY AND EDUCATION

Scenario, Constitutional Provisions, Major Movements, Issues and challenges

UNIT V: GENDER MAINSTREAMING, EQUITY AND INCLUSION

Gender Mainstreaming, Steps and Programs towards Gender Mainstreaming, Engendering Policy and Programs, Influencing Factors of Gender Mainstreaming, Role of media in Gender Mainstreaming, Gender based Data/Research Studies(India and abroad).

PRACTICUM-

Organise Poster Competition on Gender Equality And Empowerment.
Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.

Field visits to Schools, to Observe the Schooling Processes and Transactional Strategies from a Gender Perspective.

Debates and Discussions on Violation of Gender Rights in our Society.

Gender Survey.

Awareness Program

Analysis of Movie

REFERENCES:

Aggarwal, B. Patriarchy and the "Modernising" State, in Agarwal, B. (ed.), Structures of Patriarchy: The State, the Community and the Household, London: Zed Press, 1988.

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626: ELECTIVE GENERIC COURSES- II

In the Second Year the following two courses will be offered in this category

1. Guidance and Counseling- II
2. Educational Administration- II

COURSE 626: GUIDANCE AND COUNSELLING- II

CREDITS• 3

COURSE OBJECTIVES

- To acquaint students with need of guidance at different educational levels and techniques collecting and disseminating educational as well as vocational information.
- To familiarize students with concepts like vocational development, vocational maturity, vocational adjustment and their relationship.
- To make student understanding self- concept and aspiration and importance of studying these concepts for guidance worker.
- To familiarize students with meaning, need, methodology and strategies of personal guidance.
- To make student aware about personality development skills.
- To familiarize students with training of personal involved in guidance activities.
- To acquaint students with concept objectives and organization of educational clinic.
- To make student aware about the researchers conducted in the area, needed areas of research and issues and challenges in guidance.
- To familiarize students with intervention programme as relaxation strategies, Critical analysis of problems and understanding of behavior pattern of special children.

CONTENT

UNIT I: EDUCATIONAL GUIDANCE

- Meaning, Guidance and Curriculum, Principles and Examples of Guidance oriented Curriculum. Special Need and Specific Nature of Guidance at different educational stages, viz. Primary, Secondary, Higher Secondary, College entrance, University and Professional Courses/Colleges.
- Educational Information – Importance, Techniques of collecting and disseminating Educational Information.

UNIT II: VOCATIONAL GUIDANCE

- Meaning, Theories of Vocational Development, Vocational Development, Vocational Maturing and Vocational Adjustment Occupational Information – Nature and Importance/ Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filing of Occupational Information, Dissemination and use of Occupational Information, Job Analysis and Job Profiles.
- Theories of career development (some basic concepts, applicability and limitations of each theory) - Trait Factor Theory , Roe's theory of personality development and career choice , Holland's career theory of personality types and work environment , Super's life span/life space approach to career development

UNIT III: PERSONAL GUIDANCE

- Meaning and Definition of Personal Guidance, Need of Personal Guidance, Methodology and Strategy of Personal Guidance, Various Possible Areas of Problems- Viz. Physical Health, Social Relationship, School Life, Home and Family, Sex, Ideals, Financial Status, Morals, Religion etc. Various areas of Deviancy viz. – Physical, Mental, Intellectual, Academic, Emotional, Psychoneurotic etc. Cause effect Relationship,
- Personality Development : Skills for developing personality: Self Confidence, coping with stage fear, preparing for interview, Communication skill, Self exploration, etc.

UNIT VI: GROUP GUIDANCE

- Concept and Need of Group Guidance, Specific need of Group Guidance in Indian Situations, Group Dynamics and Group Guidance, Group Guidance and Individual Counseling. Techniques of Group Guidance.
- Researches in Guidance Types and Areas of Researches conducted. Needed Areas of Research in Guidance and Counseling. Issues and challenges in Guidance.

UNIT V: INTERVENTION PROGRAMMES

- Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management)
- Critical Analysis of different Types of problems -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) , and Problem of Decision making .
- Behaviour Patterns of Gifted, underachiever, Slow learner/educationally backward child, Attention deficit hyperactive (ADH) Children, ,Visual/ auditory/ Speech, Orthopedic and Mentally challenged.

ACTIVITIES

- Sources and Disseminating Information: Educational and Vocational Job Analysis
- Trend Report on Researches of Guidance and Counseling
- Group Assessment- Tools: Administration and Report.
- Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.
- Critical Analysis of different types of Problems of Students
- Study of Behaviour Pattern of any special child

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COURSE 626: EDUCATIONAL ADMINISTRATION-II

CREDITS • 3

OBJECTIVES:

- ❑ To develop among the student teacher educators understanding and appreciation of the theories of Educational Administration.
- ❑ To develop among student teacher educators the concept of competence in Educational Administration.
- ❑ To help the student teacher educators to understand the nature of Educational Planning and Finance.
- ❑ To acquaint them with the theory and Practice of Educational Finance.
- ❑ To develop among student teacher educators the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.
- ❑ To help them gain an understanding of Financing in Education in India.
- ❑ To sensitize student teacher educators about underlying issues in Educational Administration.
- ❑ To develop among student teacher educators an insight about the modern trends and related concepts of Educational Administration.
- ❑ To acquaint student teacher educators with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

- ❑ Conflicts- Meaning and phases. Gatzel's Theory.
Motivation Theory of Organizational Equilibrium
- ❑ Decision Making- Griffith Theory and Administrative Behavior,
- ❑ System Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

- ❑ Centre, State and Local bodies
- ❑ Centralization and Decentralization in India
- ❑ State and Private enterprise
- ❑ External and Internal controls
- ❑ Accountability: Personal goals and Organizational Goals
- ❑ Existing problems of administration in India
- ❑ Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic)
- ❑ Individual Factors affecting Educational Administration: Job Satisfaction, burnouts.

UNIT III: EDUCATIONAL FINANCE

- Importance of Financing in Education
- Sources of Income
- Cost of Education and Expenditure on Education
- Resource Mobilization and Allocation
- Preparation of budget
- Role of central and state governments, local authorities, Private Agencies, Voluntary Organization

UNIT IV: ORGANIZATION AND ORGANIZATIONAL BEHAVIOUR

- Organization: Meaning, Concept and scope
- Types of Organizations
- Educational Organizations: Structure and functions
- Organizational Climate: Meaning, concept and Scope
- Patterns of Communication in an Organization
- Verbal and Non- verbal communication in an Organization
- Modes of Communication: Written and Oral communication—Drafting various official letters

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

- Profession and Professional ethics
- Team Building
- Organizational Compliance
- Educational Institutions as Learning Centre
- Knowledge consortium, Think Tanks
- Appraisal Mechanism: PBAS system approach, NAAC, ISO, 360 degree, Six Sigma Appraisal system
- Management Information Systems: Database: Concept and Management

ACTIVITIES

- Study of Educational Administration and Management of an institution.
- Critical Appraisal of Educational Planning of an institution.
- Critical Appraisal of Educational Finance of an institution.

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www.ncte-india.org

www.nuepa.org

www.education.nic.in

www.planningcommission.nic.in

www.ncert.nic.in

www.netvarsity.com

www.onlinevarsity.com

www.shiksha.com

JOURNALS, NEWSLETTERS:

JOURNAL	PUBLISHED BY & AVAILABILITY
• JOURNAL OF EDUCATIONAL PLANNING AND ADMINISTRATION – A QUARTERLY JOURNAL	NUEPA, New Delhi
• PARIPREKSHYA - A HINDI JOURNAL	NUEPA, New Delhi
• NUEPA NEWSLETTER	NUEPA, New Delhi
• ANTRIEP NEWSLETTER	NUEPA, New Delhi
• JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY	Taylor & Francis, [Online] http://www.tandfonline.com

• JOURNAL OF HIGHER EDUCATION POLICY AND MANAGEMENT	Taylor & Francis, [Online] http://www.tandfonline.com
• EDUCATIONAL ADMINISTRATION QUARTERLY	Sage Publication [Online] http://eaq.sagepub.com/
• JOURNAL OF EDUCATIONAL ADMINISTRATION	Emerland Publication Online http://www.emeraldinsight.com
• INTERNATIONAL ELECTRONIC JOURNAL FOR LEADERSHIP IN LEARNING	http://www.ucalgary.ca
• INTERNATIONAL JOURNAL OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES	http://www.academicjournals.org/IJEAPS



628: PSYCHOLOGICAL PRACTICAL- I

CREDIT: 1

OBJECTIVES:

- To acquaint students with the procedure of conducting psychology practical.
- To make students familiar with writing psychology practical.
- To develop skill of interpretation of Psychological test results.
- To make them realise the importance of psychological testing.
- To acquaint the students with the concept of Test and Practical.

A. PRACTICAL:

1. Case Study
2. Classical Conditioning
3. Immediate Memory Span
4. Zeigarnic Effect

B. TESTS:

- a. Measurement of Intelligence(Performance test)
- b. Measurement of Personality (16 PF)
- c. Measurement of teacher's Adjustment
- d. Measurement of Stress

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COURSE 629: MENTORING

CREDIT: 1

OBJECTIVES:

- To help students in being one with self, peers and the institution.
- To help students feel comfortable cared for by letting them enjoy personal attention.
- To develop among students an awareness of important socio-political and educational issues.
- To encourage them to dispassionately and critically reflect over their own life events.
- To motivate and help them to compete at National level eligibility tests like UGC_NET/ CTET.
- To work towards their empowerment in oral and written communication required of a teacher.
- To help develop an empathy and tolerance among students of the conflicting views and beliefs of the other members of the group.
- To encourage self study, scholarly reflection and academic writing skills among students.
- To help students in appropriately expressing themselves in a group.

CONTENT:

Listed activities are suggestive. Concerned teachers may add any other activity to the list they deem fit. As many activities as feasible within available time may be undertaken.

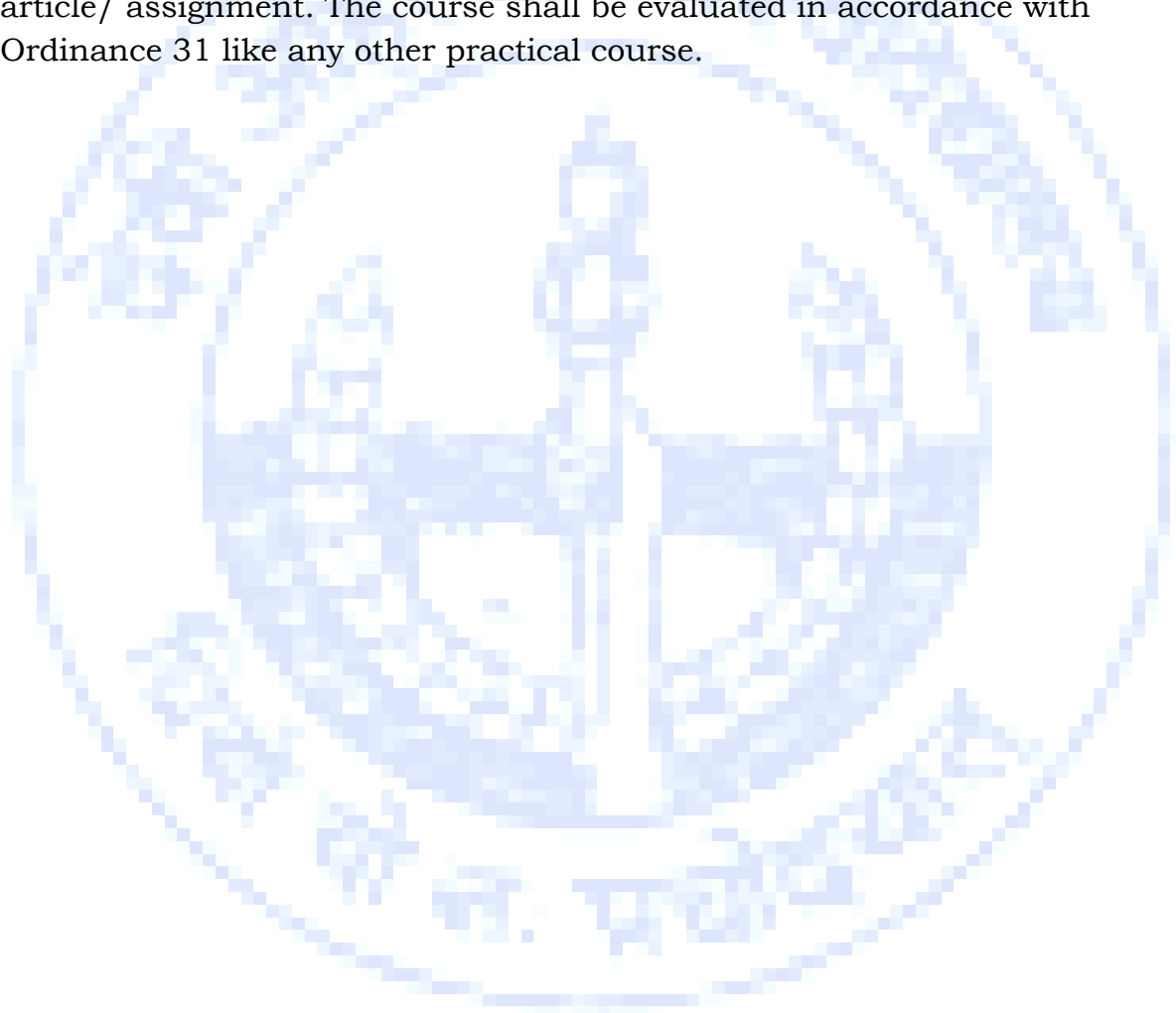
ACTIVITIES: (Any five)

1. Orientation and initiation into departmental culture
2. Writing a brief autobiography
3. Preparation of CV for the post of teacher
4. Practice of reasoning exercises with a view to qualify for TET
5. Group discussion on a few selected topics
6. Developing an article/ paper on any area of interest
7. Exploring and sharing group resources/ talents/ special interests of the members
8. Pre-assessment in a chosen field

9. Remediation of the identified weaknesses
10. Mock interviews/ viva
11. Book/ video/ short film review
12. Stating and tolerating conflicting beliefs of other members

Course Transaction

The course will be transacted through personal interaction, group discussion, self reflection, peer teaching, self study, brainstorming, practical activity etc. Students will maintain record of daily interaction/ discussion in the form of reflective journal, self study report, lesson transcript, test paper, article/ assignment. The course shall be evaluated in accordance with Ordinance 31 like any other practical course.



COURSE 631: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION- II

CREDITS – 2

OBJECTIVES:

- To develop an awareness and appreciation of variety of learning styles of the learners among students.
- To develop understanding of the concepts of cognition and meta-cognition, types and models of meta cognition among students.
- To enable students have a firm grasp of learning theories of various dispensations and their applicability in different learning situations.
- To familiarize students with the notion of Transfer of Learning, its theories and applications.
- To help the students in learning the group dynamics of the classroom and factors influencing the classroom environment.

CONTENT

UNIT I: LEARNERS' STYLES OF LEARNING

- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, and Solitary
- Cognitive Styles: Field Dependent- Field Independent, Deep-Surface, Reflective-Impulsive
- Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

UNIT II: META-COGNITION

- Meaning, Components and difference between Cognition and Meta cognition
- Models of Meta cognition: Flavell's Model, Brown's Model, Tobias and Ereson's Hierarchical Model
- Types of Meta-cognition: Conscious V/s Automatic Meta-cognitive Process, General v/s Domain Specific Meta-cognition

UNIT III: THEORIES OF LEARNING

- Pavlov's Classical Conditioning,
- Thorndike's Trial and Error Theory of Learning
- Gagne's Hierarchy of Learning and its Educational Implications,
- Tollman's Theory of learning,
- Levin's Field Theory,
- Hull's Reinforcement Theory,
- Bandura's Social Learning,
- Constructivist Theories (Bruner and Vygotsky)
- Insight Learning: Experiment by Kohler and Educational Implications of Insight Learning.

UNIT IV: TRANSFER OF LEARNING

- Concept, Types, theories and Educational Implications.

UNIT V: PSYCHOLOGY OF THE CLASS AS SOCIAL GROUP

- Meaning and nature and characteristics of class room group. Group dynamics: Group process, Interpersonal relations
- Sociometric grouping different group processes in the class group.
- Socio-emotional climate of the classroom and influence of teacher characteristic on students

ACTIVITIES

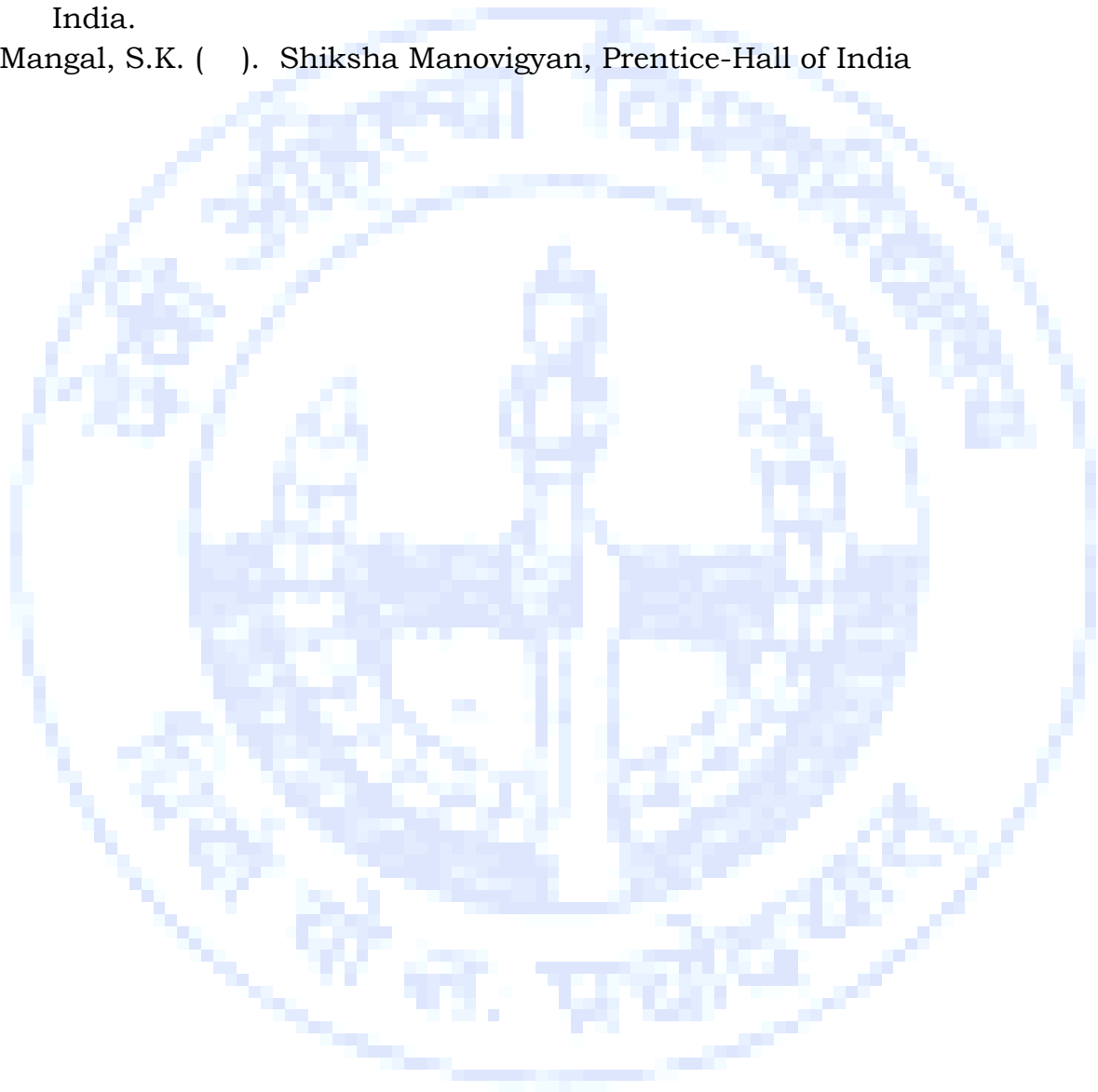
- Sociometry Test
- Transfer of Learning (Mirror Drawing Apparatus)
- Adjustment Inventory
- Test of Associative Learning
- Study of Learning Styles

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COURSE 632:EDUCATIONAL RESEARCH AND STATISTICS-III

CREDITS • 4

OBJECTIVES

- To apprise students about different Methods of conducting Research.
- To help students to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students understanding of qualitative research, its types.
- To help students understand the concept of interaction of variables in factorial design ANOVA.
- To develop understanding of covariate(s) in one way and factorial design ANCOVA among students.

CONTENTS

UNIT I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Historical research.

UNIT II: QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry
- Meta cognition and Policy research

UNIT III: FACTORIAL DESIGN ANOVA

- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT IV: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests
- One sample Chi square test: hypotheses of equality, proportion and normality
- Two sample chi square test, Residual analysis

UNIT V: COMPUTERS IN DATA ANALYSIS

- Data entry in computer software, SPSS

- Data Analysis and interpretation using computer

ACTIVITIES

- In relation to the Statistical Tests listed above:
- Data entry, exploring nature of data, running the tests
- Selecting, Modifying and interpreting the output
- Conducting a Case Study
- Solution of UGC-NET question papers on prescribed contents

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633: ELECTIVE GENERIC COURSE III

In the Third Semester the following two courses will be offered in this category

1. Educational Technology- I
2. Special Education- I

COURSE 633: EDUCATIONAL TECHNOLOGY- I

CREDITS • 3

OBJECTIVES:

- The students will understand the concept of Educational Technology.
- They will develop competency in managing classroom teaching among themselves.
- Students would be in position to apply System Approach for solving educational problems.
- Students will be acquainted with different types of Instructional Material.
- Students will be able to implement different strategies for teaching at different levels.
- Students will be familiarized with Computer Assisted Instruction and Web Based Instruction.
- Students would learn the mechanism of developing PLM.
- Students will be able to understand the role of Mass Media.

CONTENTS

UNIT I: EDUCATIONAL TECHNOLOGY –

Meaning, Nature and Scope, Approaches of Educational Technology - Hardware approach, Software approach and System approach.

UNIT II: EDUCATIONAL TECHNOLOGY (III)

- (a) System Approach – Definition, Characteristics and Advantages, Designing and Analyzing System, Implementation of System Approach in Education.
- (b) Training Psychology, Concept of Cybernetics and System Analysis.

UNIT III: INSTRUCTIONAL TECHNOLOGY

- (a) Programmed Learning Material – Meaning, Psychological foundation, Concept, Advantages and Limitations of PLM: Linear, Branching and Mathematics.
- (b) Mechanics of developing Programmed Learning Materials.

UNIT IV: TEACHING TECHNOLOGY

Teaching Technology – Stages of Teaching: Pre-active, Interactive and Post-active. Modalities of Teaching- Difference among Teaching, Instructions, Conditioning and Training. Teaching at different levels: Memory, Understanding and Reflective levels.

UNIT V: ADAPTIVE AND ASSISTIVE TECHNOLOGIES

- (a) Multimedia Approach and Instructional Strategy: meaning and designing,
- (b) Adaptive and assistive Technologies for CWSN (children with special needs)

ACTIVITIES

- i. Development of BPLM/LPLM. (On any One Topic)
- ii. Preparation of two slides on power point showing animation.
- iii Development of strategic Planner Sheet for use of Multimedia in the class room.
- iv. Field Visit: Exposure to various assistive and adaptive technologies for Children with special needs

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COURSE 633:SPECIAL EDUCATION—I

CREDITS – 3

OBJECTIVES

- To enable the prospective teachers to acquire knowledge and understanding of Special Education.
- To acquaint the students with the historical scenario of special education in India and abroad.
- To provide them knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.
- To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
- To enable the prospective teachers to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).
- To acquaint the prospective teachers with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I: INTRODUCTION TO SPECIAL EDUCATION

(a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Life Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification; Training in Sign Language, Aids and Appliances and Educational Programmes.

UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability.
- Review of researches related to the prescribed disabilities.

REFERENCES

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COURSE 635: COMMUNITY BASED PROJECT

CREDITS: 3

The objective of course on field engagement is to offer students opportunities of gaining first-hand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates.

COURSE 636 & 637 : INTERNSHIP I & II

Course Objectives:

Credit 3+4

- To develop in Future Teacher Educators the skills related with teaching
- To hone their teaching skills, Lesson Planning skills, Instructional Design Skills and Observation skills
- To provide hand on experience of the field of teacher education institutions
- To acquaint Future Teacher Educators with the conditions under which they would normally be required to work.
- To understand the problems faced by teachers in the real school/teacher education situation.
- To help them in finding possible ways and means of dealing with the problems related with teaching learning and administration
- To develop skill of getting support of different human beings that exist in school for successfully planning and executing of the assigned school work.
- To develop skill in (a) handling subject matter and (b) in dealing with individual child or group of children.
- To familiarize future teacher educators with various tasks school/teacher education institution personnel are supposed to perform as a part of their routine duties.
- To enable them to critically appraise various aspects of school programmes and practices.

- To develop quality of organizing different programmes at school/teacher education levels.

Outline:

The future teacher educators will be given Hand on experience under the Internship Courses which is having two parts viz. Internship-I and Internship- II which will be provided in the First semester & third semester respectively and will carry 3 credits each.

Under these courses it is expected that the future Teacher educators have to get involved in the field i.e. they have to act as intern in the Educational Institutions. These Educational Institutions will be Schools, District Institutions of Educational Training (DIETs), College of Teacher Education (CTEs), School of Education (DAVV), other Teacher education Institutions and Institutions of National/State importance. As intern they have to do all the tasks related with teaching, administration, observation or any other task allotted to them by the authorities where they will be deputed. Along with this whenever Practice Teaching and School Experience courses of the Bachelor of Education (B.Ed.) Program of School of Education (DAVV) will be scheduled they have to work as Intern-Teacher educator as have to carry out all the duties assign to them viz. Checking Lesson Plans, Conducting Observations and feedback sessions, planning and execution of the Practice teaching.

During the In campus Internship, Intern-teacher educators have to conduct teaching in the B.Ed. program. He/she have to give 4 lessons, observing 20 lessons and perform any other duties allocated to them.

The Evaluation pattern will be as follows:

Internship I

	Component	Marks
Part A	[During the School Experience(SE) course of SOE, DAVV] For 10 days	
	Monitoring the student-teachers	
	Performing Administrative duties allocated by the Institution's authorities	
	Resolving Issues related with factors affecting smooth running of SE program	
Part B	[In-campus Internship]	
	Presenting Four Lessons	
	Twenty Observations	
	Conducting Feedback sessions	
	Total	

Internship II

	Component	Marks
Part A	[During the Practical Pedagogy course of SOE, DAVV] For 10 days	
	Monitoring the student-teachers	
	Performing Administrative duties allocated by the Institution's authorities	
	Conducting feedback sessions	
	Checking Lesson plans	
Part B	[Out-campus Internship] For 10 days	
	Presenting Four Lessons	
	Twenty observations	

Evaluation of the intern-Teacher educator will be carried out by the concerned teacher under whom the intern being allotted. Fair amount of objectivity in terms of the lesson plan Journal, observation Diary, Daily Diary, Duty charts and other supportive documents will be maintained by the intern. At the end of the course through a Viva voce the evaluation will be done. the Ratio of internal and External evaluation will be 60:40 respectively

Intern-teacher educator will maintain the following documents

Lesson plan Journal (Planning and Presentation)

Observation Book

Feedback Diary (Self and Students)

Diary of duties conducted other than the teaching

Diary of Checking of the lesson plans

Internship Activities:

Internship activities are to be designed in consultation with the respective Head/principals of the Teacher education Institutions/schools involved in this venture. However, some suggested Activities/ assignments are listed below:

- Write significance of school experience/Practice Teaching/ Internship programme in B.Ed. programme/Curriculum.
- Design a map of school and give critical opinion about school plant.
- Introduction of teaching and non-teaching school staff.
- Listing of different school records and preparation of at least five records on the basis of imaginary data (Health record, Cumulative record, Progressreport, Attendance register, Scholarship register etc.)
- Assessment/ Review of the following activities in the school on the basis of observation: Assembly, Sports and games, Other Curricular activities, Cultural functions, Innovations in teaching learning process, Discipline, School environment, Standard of the School, Library facility in the school, Parent Teacher Association.

- Reporting of organization and celebration of National/Regional, local festivals observed by the school. Independence Day, Teacher Day, Gandhi Jayanti, Ahilya Utsav etc.
- Observation of teaching of your own subject taught by school teachers (at least two lesson).
- Interview with the teacher you most like.
- Listing of problems faced by teachers in the outside the classroom.
- Any other, as per the discretion of the teacher and taught



COURSE 638: PSYCHOLOGICAL PRACTICAL- II

CREDIT-1

OBJECTIVES:

- To examine the Principles and Theories of Educational Psychology.
- To explore the connections between Theoretical and Practical aspect of Educational Psychology.
- To enhance the understanding of students about assessment of variables related to learning.
- To enhance their capacity to administer Psychology Test.
- To make students realize the importance of Psychological Testing.
- To conduct experiments based on Learning Theories.
- To identify the positions of students in a group with the help of Sociometry.

A. PRACTICAL:

1. Sociometry
2. Transfer of Learning
3. Bruner's Constructivism
4. Trial and Error

B. TESTS:

1. Assessment of Study Habit
2. Assessment of Reasoning Ability
3. Assessment of Critical Thinking
4. Thematic Apperception Test

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**COURSE 641: HISTORICAL AND POLITICAL PERSPECTIVES
OF EDUCATION**

CREDITS: 3

OBJECTIVES:

- ❑ To enable the prospective Teacher educators to develop knowledge and understanding of the history of education.
- ❑ To enable them to understand the historical Perspective of education as manifested in the historical documents such as the reports of different commissions and committees.
- ❑ To acquaint the prospective Teacher educators with the different aspects of growth of the national system of education.
- ❑ To acquaint them with the educational development at different levels as well as some of their specific aspects.

CONTENTS:

UNIT I: FRAMEWORK FOR THE HISTORICAL PERSPECTIVE OF EDUCATION

- ❑ Need and importance of Historical Perspective of Education.
- ❑ Education in Ancient India
- ❑ Education in Medieval India

UNIT II: NATIONAL EDUCATION MOVEMENT

- ❑ Educational Development through Charters, Commissions and Committees— An Overview (Before Independence)
 - Discontent with Indian aspirations
 - Leaders of the movement at different phases
 - Establishment of new institutions in the country as opposed to the western system.
- ❑ Basic education movement
- ❑ An assessment of the movement

UNIT III: ELEMENTARY EDUCATION

- ❑ System of Indigenous elementary institutions such as pathshalas, maqtabas– its review and assessment
- ❑ Development of Elementary education
 - Recommendation of different committees and commissions (After Independence)
 - Efforts to introduce compulsion: Gokhale’s attempt; Introduction of compulsory primary education in the State of Baroda and Travancore – Cochin, constitutional provisions
 - Primary education under the plans.
 - Problems of Universalization of Elementary Education (UEE).

- Sarv Shiksha Abhiyan (SSA)

UNIT IV: SECONDARY EDUCATION

- Secondary education as reflected in the recommendations of Different committees and commissions : Mudaliar Commission's view and recommendations
- Progress of secondary education under the plans
- Education Commission on secondary education
- RMSA (Rashtriya Madhyamik Shiksha Abhiyan)
- Problems of secondary education in India viz. Language Curriculum, Teaching Personnel, Student Indiscipline, Administrative and financial aspects

UNIT V: HIGHER EDUCATION

- Origin of modern universities in India.
- Recommendations of different Committees and Commissions
- Establishment of various specialized types of institutes of higher education
- Expansion and progress of higher education: University Grants Commission; Distance education/Higher education under the plans
- RUSA (Rashtriya Uchchatar Shiksha Abhiyaan)
- Problems of Higher Education in India : Language problem, Students' unrest, job oriented curricula, linkage of university with environment

UNIT VI POLITICS IN EDUCATION

- Education policy-making and the politics of educational reforms
- Politicization of Education: Curriculum, Transaction of curriculum, teachers union, Recruitment
- Globalization and politics of Education

ACTIVITIES

- Review of a Policy Document
- Status survey of a Education in village/community
- Review of a Government scheme such as RUSA/RMSA
- Survey of problems of education at a particular level

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COURSE 642: EDUCATIONAL RESEARCH AND STATISTICS-IV

CREDITS •4

OBJECTIVES

- To enable students to select the most appropriate Experimental Design.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools
- To empower students to write the Thesis/Dissertation in a systematic way.
- To help students develop competency and confidence in computation of statistical test measures and testing their significance.
- To enable students to make distinction between parametric and non parametric test and their applicability.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting data.

CONTENTS

UNIT-I: RESEARCH DESIGN

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

UNIT-II: RESEARCH REPORT WRITING

- Writing research report: Format, language and style of report
- Chapterization- Major points to be covered
- Pagination, bibliography and references

UNIT-III: RESEARCH PAPER WRITING

- Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

UNIT IV: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

- Mann Whitney U test
- one tailed and two tailed tests

UNIT V: PAIRED SAMPLES NON-PARAMETRIC TEST

- Wilcoxon T test
- Testing null and directional hypotheses

ACTIVITIES

- Writing a Research Paper
- Writing a background article
- SPSS practical in relation to the Statistical Tests listed above:
- Data entry, exploring nature of data, running the tests
- Selecting, Modifying and interpreting the output
- Solution of UGC-NET question papers on prescribed contents

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COURSE 643: CURRICULUM STUDIES

CREDITS: 3

OBJECTIVES

- To enable the student teachers to develop and understanding about important principles of curriculum .
- To help student teachers understand the bases and determinant of curriculum.
- To orient the student teachers with curriculum design, process and construction to curriculum development .
- To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
- To help student teachers understand issues, trends and researchers in the area of curriculum in India.

COURSE CONTENTS

UNIT I :INTRODUCTION

- Concept , meaning , definition of curriculum, Difference among Curriculum, Syllabus, Course-ware, Index ,Content list .
- Determinants of curriculum (Historical , Philosophical ,Psychological ,Sociological)
Discipline-oriented considerations and Elements of Curriculum
- Various types of curriculum concepts: Written curriculum, recommended curriculum, supported curriculum, Implemented curriculum, Formal Curriculum, Informal curriculum, Actual curriculum , Hidden Curriculum ,Null curriculum

UNIT II :CURRICULUM ORGANIZATION

- Principles of curriculum organization
- Principles and criteria for developing learning opportunities
- Points to be considered while selecting learning opportunities ,
- Approaches to curriculum organization: Subject centered ,Core curriculum, Learner centered , Community centered, Process approach and Humanistic approach

UNIT III: CURRICULUM DESIGN& CURRICULUM DEVELOPMENT

- Process of Curriculum Designing & Development: Deduction of curriculum from aims and objective of education, Content analysis & Instructional Strategies, Evaluation process & procedure
- Models of Curriculum Development: Tylers, Hilda Taba, Nicholls and Nicholls, Wheeler, Need assessment model

UNIT IV: CURRICULUM IMPLEMENTATION AND EVALUATION

STRATEGIES

- Role of Curriculum support Materials and ICT ,Preparation for implementation, Models of implementation
- Concept, Need, Importance and Aspects: Formative, Summative curriculum evaluation, NRT and CRT Testing of Curriculum. Models of Curriculums evaluation. Tools and Techniques of Curriculum evaluation. Interpretation of evaluation results and method, and reconstruction of curriculum

Unit V-COMPARATIVE CURRICULUM

- Comparative study of curriculum of different countries: India, UK, USA, USSR
- Trends in Curriculum.
- Open Distance Learning Curriculum (ODL)
- Recent Curriculum Frameworks of School Education and Teacher Education
- Future Trend of Curriculum

ACTIVITIES

- Analyzing the existing curriculum in relation to principles of curriculum and Core elements as reflected in the NPE-1986 , NCFSE-2000 and NCF 2005.
- Development of learning opportunities of any one subject .

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644: ELECTIVE/GENERIC COURSE

The following courses will be offered under this category Same course as in III Semester

1. Education Technology —II
2. Special Education — II

COURSE 644: EDUCATIONAL TECHNOLOGY-II

CREDITS -3

COURSE OBJECTIVES:

- To help students attain the Concept of Communication in Education.
- To help them appreciate the scope and status of Educational Technology in India.
- To acquaint them about Distance Education, Open Education and their management.
- To develop conceptual understanding of Model of Teaching and Instructional Strategies among students.
- To develop skill of using Criterion Reference Tests and Norm Reference Tests among students.

CONTENTS:

UNIT I: COMMUNICATION PROCESS –

- a) Meaning, concept, Principles, Elements, Contexts and Models of Communication,
- b) Need for better Classroom Communication.
- c) Differences among Message, Methods, Channels and Medium.

UNIT II: INSTRUCTIONAL STRATEGIES AND EVALUATION

- (a) Information Technology: Concept, Definition & Uses. Computer Assisted Instruction, Web Based Instruction – Meaning, advantage and disadvantages.
- (b) Mastery Learning Approaches – concept and assumptions of genotype and phenotype, phases and limitations.
- (c) Types of evaluation- Criterion Referenced and Norm Referenced, summative and formative: Assumptions, Advantages, Disadvantages and Uses.

UNIT III: BEHAVIORAL TECHNOLOGY

Behavior Modification Techniques: Flanders Interaction Analysis procedure and its modified and expanded version such as Equivalent talk categories of Bentley and Miller, Reciprocal category system of Richard Ober, Amidon and Hunder's Verbal Interaction Categories.

UNIT IV: INSTRUCTIONAL SYSTEMS

Models of Teaching: Definition, classification and elements of Synectics and Advance Organizer model.

Designing Instructional System – Formulation of Instructional Objectives, Task Analysis.

UNIT V: EDUCATIONAL TECHNOLOGY IN PARALLEL EDUCATIONAL SYSTEMS

(a) Distance education– Concept, Different Models, Student support services; Counseling Methods and Evaluation Strategies.

(b) Mass Media – Educational TV, Radio, Social networking sites and web resources.

(c) Prospects of Educational Technology in India.

ACTIVITIES

1. Development of at least 20 Questions for CRT on any topic.
2. Observation of at least two lessons by using Flanders Interaction Analysis Category System and preparation of feedback report.
3. Formulation of Instructional Objectives and Accordingly Task Analysis,

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COURSE 644: SPECIAL EDUCATION -II

CREDITS• 3

OBJECTIVES:

- To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- To acquaint the prospective teacher with the role of Formal, Informal and Non- formal in the context of Special children.
- To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.

UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b)Definition, (c)Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

- Visit to Special School
- Project on any one disability area

- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

REFERENCES

- Ariel, A. (1992). Education of Children and Adolescents with Learning Disabilities. New York: Mc millan Publishing Co.
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645: CREATING AN INCLUSIVE INSTITUTION

COURSE OBJECTIVES

CREDITS • 3

- To acquaint Future Teacher Educators the underlying philosophy of Inclusiveness in Society in general and in education *per se*.
- To provide an insight about the various fragmentations prevailed in the Indian Society based on cultural, Social, Economical, Educational, and Political, Natural and Geographical factors.
- To make them available a broader framework to realize the possibilities of inclusive education
- To provide them in hand experience to work in the Inclusive Institutions
- To make them understand the problems/issues intrinsic to inclusive education
- To help them in finding possible ways and means of dealing with the problems/Issues related with teaching learning and administration in the Inclusive Environment

UNIT I: PHILOSOPHIZING INCLUSIVENESS

- Inclusive Education: Concept, Meaning, Approach,
- Clarifying Inclusive Education, Wholistic Education, Special Education, and differently-abled Education
- Different types of Inequalities in the Society : Caste, Class, Gender, Region, Religion, Language, Health
- Equality and Equity
- Affirmative Discrimination
- Criticism of Inclusive Education:
 - Inclusive Education as Panacea or Palliative
 - Inclusive Education as a Buzz word
 - Illusive triangle of Equity, Freedom and Inclusiveness

UNIT II LEGAL PERSPECTIVE

- Constitutional Provisions for curbing the menace of discrimination based on
 - Caste, Class, Gender, Region, Religion, Language, Health
 - Disability : Different Acts and provisions
- Different Forms of Disability: Mentally Retarded, Visually Handicapped and Hearing Impaired
- Approach/Efforts to Inclusive Education: Scenario of Indian Education

UNIT III: VISIT TO A FRAGMENTED EDUCATIONAL INSTITUTION

- Studying the varied forms of Educational Institutions

UNIT IV: GENERATING A FRAMEWORK AND ACTION PLAN FOR INSTITUING AN INCLUSIVE INSTITUTION

- Analyzing and Synthesizing the field experience for creating an Inclusive School
- Ideal form of Inclusive school
- Practical modalities for smooth functioning of the Inclusive School: Infrastructure facilities and Human resources
- Characteristic of Inclusive Institution (based on the thought Processes and discussion after the visit to field)
- Characteristics of the Inclusive school Teacher
- Characteristics of an Inclusive Class

Activities:

1. Case study of the various forms of Educational Institutions
 - Girls school
 - Boys school
 - Co-Educational Schools
 - Minority School
 - Helen Keller schools
 - Visually Handicapped (VH)/Hearing Impaired (HI) schools
 - Aashram shalas
 - Eklavya Schools
 - based on Religions
 - based on Language
 - Based on Different Boards
 - International Institutions
2. Assignment on the Problems/Issues in building Inclusive Institutions
3. Case study of the Exceptional/Alternative Educational Institutions
4. Study of the incidents Hampering the idea of Inclusiveness
5. Analyzing videos of the educational Institutions
 - Barefoot College
 - Super 30
 - Creating Vedic Pundits
 - Madam's School
 - Summer Hill
 - Auroville School
 - Vishwa Bharti
 - Digital Schools

Bibliography:

COURSE 646: HEALTH YOGA AND PHYSICAL EDUCATION

CREDITS: 2

OBJECTIVES

- To get students predisposed to ways and means of healthy and wholesome living.
- To develop among the students right attitude toward body, mind and the self.
- To enable the students to acquire skills of organizing games and sports events at the level of the institution.
- To develop among the students qualities of leadership, team work, competitiveness, perseverance and positive attitude in the face of adverse circumstances.
- To help them utilize their leisure time in healthy recreational activities.
- To help students opportunities of discovering their inner self by engaging themselves in yoga activities.
- To help them appreciate the appropriateness, precautions and safety issues involved in performing physical activities.

CONTENT

INTRODUCTION

Concept of Health: Physical, Psychic and spiritual- their interdependence. Ways and means of healthy living; Role of hygienic practices, good habits, regular exercise and balanced dietary regime for enhancing quality of life; Appropriateness with regard to gender, age and illness history of the practitioner, Precautions and safety issues involved in performing physical activities

Physical Activities

A. Core Activities: Physical warming up activities, stretching exercises and breathing exercises

B. Elective Activities

Physical Training Activities

Track and field activities- running, jumping and throwing activities

Games and Sports Activities

Indoor games- badminton, chess, table tennis

Outdoor games

Cricket, football, volleyball, kho-kho, kabaddi

Yoga Related Activities

Yogic postures (Asans)

Pranayam- Anulom-vilom, bhrastrika, kapalbhati and bhramari pranayam

Sahaj yoga and other forms of meditation

Note: Students will opt for any two elective activities taking one activity from the four different categories listed above.

COURSE 616, 627, 634 & 647: DISSERTATION (I -IV)

CREDITS: 10

Each candidate shall write a dissertation on an educational topic approved by consultation with the teacher concerned to him/her as guide. Four copies of dissertation along with the synopsis shall be submitted to the department's office on or before a date fixed by the Head, School of Education. The dissertation work will carry ten credits distributed in the following manner across all the semesters.

CODE	COURSE	CREDIT
616	DISSERTATION I: CONCEPTUAL/THEORETICAL FRAME WORK	2
627	DISSERTATION II: REVIEW OF LITERATURE	2
634	DISSERTATION III: PROGRESS REPORT	2
647	DISSERTATION IV:DISSERTATION FINAL VIVA VOCE	4

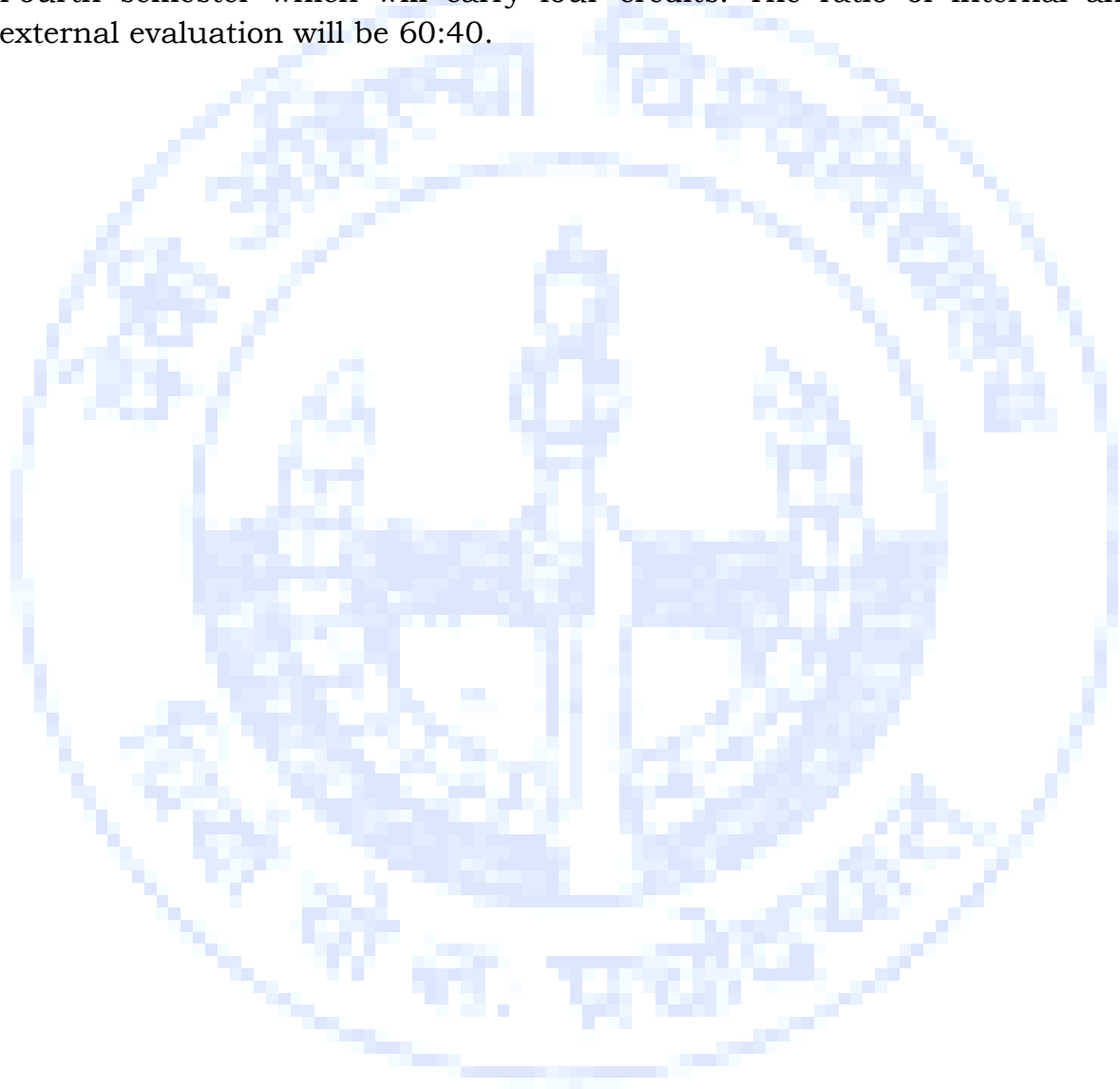
In the first semester the DISSERTATION I: CONCEPTUAL/THEORETICAL FRAME WORK course will be offered. The future teacher educator will develop a conceptual or theoretical framework of the problem selected under the dissertation work after the consultation with the teacher allocated to him/her as guide. The detailed report of the conceptual/theoretical framework will be examined in the end semester examination through a Viva voce or Open House Presentation which will carry two credits. The ratio of internal and external evaluation will be 60:40.

In the second semester the DISSERTATION II: REVIEW OF LITERATURE course will be offered. The future teacher educator will develop a chronological/alphabetical order of the reviewed literature as per the problem selected under the dissertation work selected in the Semester I. The detailed report of the Review of Related Literature will be examined in the end semester examination through a Viva voce and Open house Presentation which will carry two credits. The ratio of internal and external evaluation will be 60:40.

In the Third semester the DISSERTATION III: METHODOLOGY course will be offered. The future teacher educator will develop a methodology and tools (if applicable) under the dissertation work selected in the Semester I. The detailed report of the methodology may comprise of methods/approach of research, Tools description, Data collection methods, data Analysis Modalities etc that will be examined in the end semester examination

through a Viva voce or Open House Presentation which will carry two credits. The ratio of internal and external evaluation will be 60:40.

In the Fourth semester the DISSERTATION IV: PRE SUBMISSION DISSERTATION AND DISSERTATION FINAL VIVA VOCE course will be offered. The future teacher educator will present the synopsis of his/her dissertation's findings before an Open house Presentation which will carry two credits. A comprehensive Viva-Voce will be conducted at the end of the Fourth semester which will carry four credits. The ratio of internal and external evaluation will be 60:40.



COURSE 616, 627, 634 & 646: DISSERTATION**TOTAL CREDITS— 10****OBJECTIVES OF THE COURSES:**

- To orient future teacher educators about basics of Research in general and Educational Research in Particular.
- To apprise students about different Methods of conducting Research.
- To provide in hand experience to conduct educational research in the needed areas
- To hone Research skills, skills of computer applications and Report writing skills of future teacher educators
- To develop understanding of Qualitative and Quantitative areas of research and Expertise among future teacher educators.
- To empower future teacher educators for analyzing and interpreting research data.

About Courses:

Each candidate shall write a dissertation on an educational topic approved by consultation with the teacher concerned to him/her as guide. The dissertation work will carry TEN credits distributed in the following manner across all the semesters.

COD E	COURSE	TITLE	CREDIT
616	DISSERTATION—I	Conceptual/Theoretical Frame Work and Review of Literature	2
627	DISSERTATION—II	Research Proposal	2
634	DISSERTATION—III	Progress Report	2
646	DISSERTATION—IV	Dissertation Final Viva Voce	4

In the first semester the DISSERTATION I: CONCEPTUAL/THEORETICAL FRAME WORK and REVIEW OF LITERATURE course will be offered.

- i. The future teacher educator will develop
 - Conceptual or theoretical framework of the problem
 - Chronological/alphabetical order of reviewed literature
 - Rationale as per the problem selected under dissertation work.
- ii. The future teacher educator will submit **three** hard copies of detailed report to the office on or before a date fixed by the Head, School of Education in

- consultation with departmental committee.
- iii. This detailed report will be examined in the end semester examination through a Viva voce /Open House Presentation which will carry two credits.
 - iv. The ratio of internal and external evaluation will be 60:40.

In the second semester the DISSERTATION-II: RESEARCH PROPOSAL course will be offered.

- i. The future teacher educator will develop a comprehensive research Proposal as per the problem selected under the dissertation work in the Semester I.
- ii. The detailed report of Research proposal may comprise of
 - Conceptual/Theoretical Frame Work and Review Of Literature
 - Objectives, Broad Research Questions, Hypothesis (es) (if any), Methods/Approach of research, Tools description, Data collection methods and Data Analysis Modalities etc.
- iii. The future teacher educator will submit **three** hard copies of the detailed report of Research Proposal to the office on or before a date fixed by the Head, School of Education in consultation with departmental committee.
- iv. The detailed Research proposal will be examined in the end semester examination through a Viva voce/Open house Presentation which will carry two credits.
- v. The ratio of internal and external evaluation will be 60:40.

In the Third semester the DISSERTATION III: PROGRESS REPORT: (DATA COLLECTION/TOOL PREPARATION) course will be offered.

- i. The future teacher educators will develop a Progress report (Data Collection and/or Tools Preparation whatever applicable) under the dissertation work selected in the Semester I.
- ii. The detailed report of Research proposal may comprise of
 - Research Proposal submitted in the Semester II
 - Progress report of the carried in the Semester III.The detailed report of this course may comprise of Tools comprehensive description, Data collection methods, data Analysis Modalities etc.
- iii. The future teacher educator will submit **three** copies

of the detailed Progress report of to the office on or before a date fixed by the Head, School of Education in consultation with the departmental committee.

- iv. These reports will be examined in the end semester examination through a Viva voce or Open House Presentation which will carry two credits.
- v. The ratio of internal and external evaluation will be 60:40.

In the Fourth semester the DISSERTATION IV: DISSERTATION FINAL VIVA VOCE course will be offered.

- i. A comprehensive Viva-Voce will be conducted at the end of the Fourth semester which will carry four credits.
- ii. The future teacher educator will submit
 - a. THREE Hardbound copies of the Dissertation
 - b. Soft copy of dissertation in CD form
 - c. Dissertation Abstract in the prescribed format to the office on or before a date fixed by the Head, School of Education in consultation with the departmental committee.
- iii. The ratio of internal and external evaluation will be 60:40.

Rules/Regulations regarding Dissertation Course:

- 1) Future-teacher-educator can change the topic of the Dissertation (if required) in the second semester. But he/she have to submit write up (report) of CONCEPTUAL/ THEORETICAL FRAME WORK AND REVIEW OF LITERATURE again in the second semester for the new topic along with the Methodology.
- 2) No Future-teacher-educator will be allowed to change the topic of the dissertation in third and fourth semester.
- 3) The end semester evaluation of Dissertation courses (616, 627, 634 and 647) will be done by at least two examiners (Preferably in board rather than Individually).