



# DEVI AHILYA VISHWAVIDYALAYA, INDORE

## School of Education

### 1.1.1

### Syllabus of all programs



Curriculum for  
Bachelor of Education  
(B.Ed.) Program (Revised in 2018)  
(Two Year – Four Semesters)  
(2018-20)



**SCHOOL OF EDUCATION**

Institute of Advanced Studies in Education (IASE)

(Accredited with Grade 'A' by NAAC)

DEVI AHILYA VISHWAVIDYALAYA, INDORE

## **BACHELOR OF EDUCATION (B.Ed.) PROGRAM**

### **(TWO YEAR – FOUR SEMESTERS)**

#### **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**

B.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 B.Ed. courses will be One Hundred Nine(Including the virtual Credits) distributed in four semesters. Each B.Ed. candidate shall offer following courses:

- [A] Core/Compulsory Course,
  - I. Perspective Courses
  - II. Curriculum & Pedagogic Studies
- [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
511	Philosophical and Sociological Perspectives in Education	3
512	Psychological Perspectives of Learner	3
521	Psychological Perspectives of Learning	3
542	Historical Perspectives of Education	3
541	Management of Educational Institutions	3
544	Creating An Inclusive Institution	3

**II. Curriculum & Pedagogic Studies**

Curriculum & Pedagogic Studies shall comprise of:

Course Code	Title of the Course	Credits
513	Evaluating Educational Processes and Products	3
514	Class Management	3
522	Exploring and Developing Teaching Learning Resources	3
523	Pedagogy of a Teaching – I	3
524	Pedagogy of a Teaching – II	3
545	Curriculum Development	3

**[B] Elective Generic**

From the following list of three **ELECTIVE-GENERIC** course combinations, a candidate will offer any **Three** courses of his/her choice, one in each semester of the B.Ed. program except Semester-III.

- ❑ One elective course will be offered by the students in the First year of the program in First semesters under Elective-Generic course-I. Similarly, another elective course will be offered by the students in the First year of the program in Second semester and another one will be offered in Second year of the program in Fourth Semester.
- ❑ The credit for each Elective-Generic/ specialization course in a semester will be Three. Thus a total of 09 credits will be offered in terms of ELECTIVE-GENERIC in two year B.Ed. Program.
- ❑ These courses will be offered to the other department students too.

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>
515	Elective/ Generic Course-I	3
525	Elective/ Generic Course-II	3
544	Elective/ Generic Course-III	3

**[C] PRACTICUM**

Practicum Courses shall comprise of:

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>
516	Development of Teaching Skills	3
517	EPC 1-Reading and Reflecting	2
518	EPC-2 Creative Expression Skills	1
526	Models of Teaching	3
527	ICT in Education	3
531	Teaching of Pedagogical Subject- I	3
532	Teaching of Pedagogical Subject- II	3
533	Observation of Teaching	3
534	School Experience	3
535	Scholastic and Co-Scholastic Activities	3
536	Evaluating Pupil	3
537	EPC-3: Health Yoga and Physical Education	3
546	EPC-4: Arts and Aesthetics in Education	3
547	EPC- 5 Project	3

**[D] Viva Voce and Virtual Credits**

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>
	Virtual Credits —I	4
	Virtual Credits—II	4
	Virtual Credits—III	4
	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.

## B.ED 2YEAR PROGRAM: COURSE STRUCTURE

		SEMESTER- I				
Program Area	Course Code	Course Title	Credit	Theory hrs/ Wk	Prac. hrs/Wk	Total hrs/Wk
Perspectives in Education	511	Philosophical and Sociological Perspectives in Education	3	3		3
Perspectives in Education	512	Psychological Perspectives of Learner	3	3		3
Curriculum & Pedagogic Studies	513	Evaluating Educational Processes and Products	3	3		3
Curriculum & Pedagogic Studies	514	Class Management	3	3		3
Curriculum & Pedagogic Studies	515	Elective Generic- I	3	3		3
Curriculum & Pedagogic Studies	516	Development of Teaching Skills	3		6	6
Engagement with the Field	517	EPC 1-Reading and Reflecting	2		4	4
Engagement with the Field	518	EPC-2 Creative Expression Skills	1		2	2
	CVV	CVV	4			
			<b>25</b>	<b>15</b>	<b>12</b>	<b>26</b>
<b>515:</b> Elective Generic- Non- Formal, Guidance and Counseling, Life Skills <b>518:</b> Poster making, Storytelling, Debate, Recitation of Poems and Ex-tempore, Mono Acting, Drama/ NukkadNatak, Mime						

		SEMESTER-II				
Program Area	Course Code	Course Title	Credit	Theory hrs/ Wk	Prac. hrs/wk	Total hrs/Wk
Perspectives in Education	521	Psychological Perspectives of Learning	3	3		3
Curriculum and Pedagogic Studies	522	Exploring and Developing Teaching Learning Resources	3	3		3
Curriculum and Pedagogic Studies	523	Pedagogy of a School Subject – I	3	3		3
Curriculum and Pedagogic Studies	524	Pedagogy of a School Subject – II	3	3		3
Curriculum and Pedagogic Studies	525	Elective/ Generic Course-II	3	3		3
Curriculum and Pedagogic Studies	526	Models of Teaching	3		6	6
Curriculum and Pedagogic Studies	527	ICT in Education	3		4	4
CVV			4			
<b>Total</b>			<b>25</b>	<b>15</b>	<b>12</b>	<b>27</b>
<b>523:</b> Subject: 1(Any One) Physical Science, History/Geography/Pol. Sci./ Commerce, Language-Hindi/English						

524: Subject: 2(Any One) Biological Science/Maths, Social Science, Economics

525: Value Education, Action Research, Career Guidance

		<b>Semester Third</b>				
<b>Program Area</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Theory hrs/Wk</b>	<b>Prac. Hrs/Wk</b>	<b>Total Hrs/Wk</b>
<b>Engagement with the Field</b>	531	Teaching of Pedagogical Subject- I	3		6	6
<b>Engagement with the Field</b>	532	Teaching of Pedagogical Subject- II	3		6	6
<b>Engagement with the Field</b>	533	Observation of Teaching	3		6	6
<b>Engagement with the Field</b>	534	School Experience	3		6	6
<b>Engagement with the Field</b>	535	Scholastic and Co-Scholastic Activities	3		6	6
<b>Engagement with the Field</b>	536	Evaluating Pupil	3		6	6
<b>Engagement with the Field</b>	537	EPC-3: Health Yoga and Physical Education	3		6	6
		CVV	4			
<b>Total</b>			<b>25</b>		<b>42</b>	<b>42</b>

		<b>SEMESTER IV</b>				
<b>Program Area</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Th. hrs / Wk</b>	<b>Prac. hrs/ Wk</b>	<b>Total Hr/Wk</b>
<b>Perspectives in Education</b>	541	Management of Educational Institutions	3	4		4
<b>Perspectives in Education</b>	542	Historical Perspectives of Education	3	3		3
<b>Perspectives in Education</b>	543	Creating An Inclusive Institution	3		6	6
<b>Curriculum and Pedagogic Studies</b>	544	Elective/ Generic Course-III	3	3		3
<b>Curriculum and Pedagogic Studies</b>	545	Curriculum Development	3			3
<b>Engagement with the Field</b>	546	EPC-4:Arts and Aesthetics in Education	3	3		3
<b>Engagement with the Field</b>	547	EPC- 5 Project	3		6	6
		CVV	4			
<b>Total</b>			<b>25</b>	<b>13</b>	<b>16</b>	<b>29</b>

544: Elective/ Generic Course-III: Environmental Education, Population Education

546: EPC-4:Horticultural aesthetics, Creative Art and Craft, Embroideral and Needle Art

## **SEMESTER – I**

### **511: PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION**

#### **OBJECTIVES**

**CREDITS: 3**

- To familiarize students with Education, Philosophy and their relationship.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To acquaint students with the philosophical thoughts of some prominent educational thinkers
- To sensitize students with some Salient Features of Indian 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 acquaint students with the concept and relationship of society and education.

#### **CONTENT:**

##### **UNIT I: Concept of Education**

Meaning and Importance of Education, Indian and Western Concept of Education, Aims and Functions of Education, Agencies of Education– Informal, Formal and Non-formal.

##### **UNIT-II: Philosophy and Education:**

Meaning, nature and functions of philosophy, Relationship between Education and Philosophy, Aims and functions of Philosophy of Education, Brief introduction of schools of western philosophy with Reference to their Educational Implications for Aims, Curriculum and Methodology of Education.

##### **UNIT-III: Salient Features of Indian Education**

Overview of Vedic, Buddhist and Islamic Tradition in Education, Contributions of Educational Philosophers: Rabindranath Tagore, Mahatma Gandhi, Swami Vivekananda.

##### **UNIT-IV: Sociology and Education:**



Meaning, nature and functions of Sociology, relationship between sociology and education, Need and functions of Sociology of Education, Culture, Civilization and Education.

### **UNIT-V: Education and Social Change**

Education as an instrument of social adjustment, Socialization, Social Control, Social Change, Social Stability, Preservation of Cultural Heritage and Values. School and the society, School as a Social System.

### **ACTIVITIES**

- Book Review: any one book related to Educational philosophy/Educational Sociology.
- Presentation on any one topic.
- Skiton any one situation related to education.

### **REFERENCES:**

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## SEMESTER- I

### 512: PSYCHOLOGICAL PERSPECTIVES OF LEARNER

#### OBJECTIVES:

CREDITS: 3

- To acquaint students with the concept of Educational Psychology, It's methods, and their importance in educational field.
- To develop understanding among students about nature of learner and the stages of adolescence for their educational implications.
- To familiarize students about individual differences that effect classroom learning.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy.

#### CONTENT

##### UNIT I: Psychology and Education

Psychology: Meaning, Nature, Branches and Methods of Psychology: Observation, Case Study and Experimental. Relationship with Education, Educational Psychology: Meaning, Nature, Need and Importance of Educational Psychology,.

##### UNIT II: Growth and Development

Concept, Relationship, Distinction, Aspects and Principles of growth and development, Factors affecting Growth and Development, Piagetian Cognitive and Kohlberg Moral Development Theory.

##### UNIT III: Psychology of Adolescence

Development during Adolescence: Physical, Cognitive, Social, Moral and Emotional, Changing relationships with Parents, Peer groups, opposite sex. Teachers'role in the development and problems of Adolescence.

##### UNIT IV: Individual Differences

Intelligence- Concept, Definition, Nature and Assessment.

Aptitude- Meaning, Characteristics and importance in Education.

Interest -Meaning and definition, Factors affecting interest, Assessment of interest.

Creativity: Meaning, and definition, characteristics of creative students, Role of School and Society in enhancing Creativity of Children at different Level,

##### UNIT V: Learners Personality and Adjustment

Personality- Concept and Definition, Methods of Personality Assessment- Objective,

Subjective and Projective. Adjustment- Concept, Factors affecting adjustment, Role of School and Society in adjustment of Children at different Levels. Mental Health- Meaning, definition and factors affecting. Defence Mechanisms.

**Practical Activities** (All are Compulsory)

- I. Case Study of a Child / Adolescent.
- II. Verbal/ Non Verbal Intelligence Test of Adolescents.
- III. Study of Interest through Standardized Test.
- IV. Assessment of Adjustment through Standardized Test.
- V. Personality Assessment through Standardized Test.

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## **SEMESTER – I**

### **513: EVALUATING EDUCATIONAL PROCESSES AND PRODUCTS**

#### **OBJECTIVES**

**CREDITS: 3**

- To acquaint students with the basic terms and concepts related with Measurement, Assessment and Evaluation
- To create in the student teachers an awareness regarding the need for improving the present day examination.
- To make student-teachers understand with the need, scope and importance of students' evaluation.
- To acquaint student-teachers with the characteristics of a good test and good Evaluator
- To make them understand steps of construction and standardization of an Achievement test.
- To develop among student-teachers the skills for writing good items for a test.
- To familiarize student-teachers with various innovations in the area of evaluation.
- To train student-teachers in various statistical techniques, namely, measures of central tendencies, variability, correlation and percentiles.
- To equip them with skills in statistical analysis and interpretation of students' examination results

#### **CONTENTS:**

##### **UNIT I: Evaluation- Conceptual Framework**

- Tripartite Model of Educational Objectives, Learning Experiences and Evaluation
- Measurement, Assessment and Evaluation: Meaning, Need and importance,
- Characteristics, Process and Steps of Evaluation, Continuous Comprehensive Evaluation
- Taxonomy by Bloom, Krathwohl and Dave for cognitive Affective and Psychomotor domains
- Characteristics of a Good Evaluative Tool/Technique – Validity, Reliability, Objectivity, Discrimination, Sensitivity and Usability.
- Characteristics of a Good Evaluator

- Types of errors in Evaluation: Measurement and Evaluator related errors

## **UNIT II: Tools and Techniques of Evaluation**

- Evaluative tools in scholastic and non-scholastic areas: Testing, Observation and Self Reporting
- Types of Evaluation: Formative and Summative Evaluation, Norm and Criterion Reference tests
- Teacher made and Standardized Test, Steps of construction and Standardization of a test
- Diagnostic test- uses and limitations. Evaluation of Practical work.

## **UNIT III: Constructing Items**

- Types of Evaluative Items: Supply/Selection; Objective/Subjective, Long/Short answer - Advantages and limitations
- Improving the quality of Items: Points to be kept in mind while writing items
- Blue print: Construction and Interpretation

## **UNIT IV: Evaluative Practices**

- Evaluation practices: Traditional and Contemporary
- Innovative Evaluative Practices: Question Bank, Open Book Examination, Grading, CCE, Peer and Self, Rubrics, Computer Assisted Evaluation etc. (Any four)

## **UNIT V: Interpreting Educational Outcomes**

- Variables, Levels of Measurement
- Statistical Techniques: Meaning of Statistics, tabulation of data, Measures of Central Tendency, Variability and relationship- Calculations, interpretation and uses
- Normal Probability curve
- Percentile and Percentile Rank
- Grading calculations: SGPA and CGPA
- Profiling learner: Preparing Progress Report/ Grade sheets/ Portfolios
- Use of computer in Statistics

## **ACTIVITIES**

Assignments/Presentations/Role plays or any other activity on the can be given to the student-teachers on the following Topics:

- Review of an achievement test in the light of characteristics of a good test.

- Construction of a diagnostic test in a specific area.
- Development of a tool to evaluate any non- scholastic area.
- Development of blue print for an achievement test.
- Creating Grading sheets on given specification
- Any other as per discretion of the teacher and taught

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## SEMESTER – I

### 514: CLASS MANAGEMENT

#### OBJECTIVES:

**CREDITS: 3**

- To enable student teachers to understand management practices and processes used for classroom management.
- To enable student teachers to develop skills for effective class room management and foster classroom climate
- To enable student teachers to know the components of classroom climate and to help them to understand their effect on pupil's development.
- To equip them with skills for handling various situations related with learning and behaviour in the classroom
- To familiarize student-teachers with various innovations in the area of classroom management
- To develop an insight in Student teachers about key concepts of group, Group Dynamics and Self concept
- To enable student teachers to know the problems of classroom management.
- To acquaint students with the varied concepts related to managing learning and Behaviour
- To develop an insight in student teachers how to deal in the multicultural classrooms

#### CONTENT:

##### Unit I: Basic Classroom Concepts

- Teacher: Underlying theory and some pre-requisites for an effective teacher
- Student: Underlying theory and some pre-requisites for an Ideal Student
- Meaning, Concept, Characteristics and composition of classroom Various views of classroom
- Understanding various classroom profiles and structures/ Special incidences/cases: Constructivist Classroom, Traditional Classroom, Virtual Classrooms, Classroom without walls, Remedial Classroom, Tutorial Class

##### Unit II: Class Management and Classroom Climate (CRC)

- Meaning and concept of class management and classroom climate

- Objectives and Principles of class management
- Dimensions of class management
- Techniques of class management: Verbal and Non verbal
- Teacher Pupil interactions (FIACS)
- Strategies for enhancing congenial Classroom Climate
- Factors affecting classroom climate.
- Understanding various classroom indiscipline problems

### **Unit III: Managing Learning Behaviour and Self concept**

- Behaviour of a teacher/students in a Class
- Managing a Multicultural classroom and enhancing Cross cultural communication
- Info-savvy skills: Note Making and Note taking Skills
- Detecting Propaganda
- Pupils' motivation towards school and classrooms
- Self Concept: Meaning, Concept and scenario
- Identifying self – Johari Window
- Enhancing pupils' self-concept for achievement

### **Unit IV: Group and Group Dynamics**

- Meaning, Characteristics and bases of group formation
- Dynamics of classroom group, Norms-Cohesion, Morale, Ethos
- Factors affecting Group Performance
- Measuring the Group dynamics: Sociometric analysis
- Individual versus Group Performance

### **Activities (Any one)**

1. Developing classroom profile
2. Observing classroom with FIACS
3. Using creative approaches in classroom management like Brain- storming, Role play etc.
4. Case studies of Indiscipline problem faced during Practice teaching/School experience
5. Case studies of critical incidents in classrooms
6. Sociometric Analysis of the Class

7. Any other as per discretion of the teacher

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**SEMESTER- I**  
**515: ELECTIVE GENERIC- I**  
**NON-FORMAL EDUCATION**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint student's teachers with the Concept, Need and Importance of Non-Formal Education.
- To make student teachers aware about various models of Non- Formal Education.
- To make student teachers familiar with the characteristics of Non-Formal Education Learners, Methods of Teaching, and material used in Non-Formal Education Programme.
- To develop certain Skills necessary for Organizing Non-Formal Education Centers.

**CONTENTS:**

**UNIT I: Non-Formal Education:**

Concept, Meaning, Definitions and Characteristics, Systems of Non-Formal Education in India, Need and Importance of Non-Formal Education. Models of Non-Formal Education.

**UNIT II: Non-Formal Education Functionaries**

Selection, Training, Duties and Problems. Type and activities of Non-Formal Education.

**UNIT III: Agencies of Non-Formal Education:**

Government, State Resource Center, Distance Education Centers, Open Schooling, – their role, responsibilities, monitoring and evaluation.

**UNIT IV: Non-formal Education: Learner and Materials**

Characteristics of Non-formal Education Learner, Methods of Teaching, Materials for teaching Non-Formal Education learners - primer and reader. supplementary books, Teaching Aids.

**UNIT V: Evaluation in Non- Formal Education**

Evaluation of a Non-Formal Curriculum at a particular level, Evaluation of Instructional material for Non- Formal Education, Evaluation of a Non- Formal Education Program, Evaluation of Students' learning.

**Practical Activities**

1. Case Study of a Non-Formal Education Centre

2. Visit to State Resource Centre

3. Evaluating Reading and Writing Material

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**SEMESTER- I**  
**515: ELECTIVE GENERIC- I**  
**GUIDANCE AND COUNSELING**

**OBJECTIVES**

**CREDITS: 3**

- To make students aware of the meaning and definition of Guidance and Counselling.
- To make students aware of the importance of Guidance and Counselling for promoting better adjustment in life.
- To familiarize students with different methods of counselling, Qualities and Role of Effective Counsellor and Counselling Interview.
- To develop competency among students to identify the need of Counselling, Psychotherapy, Psychoanalysis and Social work agency.
- To develop competency among students in evaluating individual differences.
- To equip students for establishing a Guidance Unit.
- To acquaint the students with the need of Educational and Vocational Guidance at secondary level.

**CONTENTS**

**UNIT I: Introduction of Guidance**

Meaning, Definition, Aims, Principles and Process of Guidance, Difference between Guidance and Counselling. Need of Guidance and counselling with special reference to modern Indian scenario- Social, Educational and Moral.

**UNIT II: Introduction of Counselling**

Meaning, Definition, Aims and Process of Counselling. Different Types, Techniques and methods of Counselling. Qualities of effective Counsellor, counselling Interview. Role of Counsellor in adjustment of an individual, development of study habits.

**UNIT III: Educational Guidance**

Meaning, definition, Aims, Scope and Process of Educational Guidance. Need of Educational Guidance at different stages of Education especially higher secondary stage. collecting, Filing and disseminating educational information.

**UNIT IV: Vocational Guidance**

Meaning, definition, Aims, Scope and Process of Vocational Guidance. Need of Vocational Guidance at different stages of Education especially higher secondary level,

collecting, Filing and disseminating vocational information.

### **UNIT V: Guidance Unit- Services, Personnel and Techniques**

Requirement and Procedure of establishing Guidance unit at secondary level, Different services and Personnel of Guidance, Testing and Non-testing techniques used in Guidance- Types, Scoring and Interpretation.

#### **ACTIVITIES: (Any Two)**

- Job Analysis
- Visit to different Guidance Centres (Child Guidance Centre, Choithram School, Blind School etc.)
- Visit to Mentally Retarded Children"s Home
- Film Review/Script writing for counselling

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**SEMESTER- I**  
**515: ELECTIVE GENERIC- I**  
**LIFE SKILLS**

**OBJECTIVES:**

**CREDITS: 3**

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- To foster the spirit of social responsibility in students and enhance social and Emotional well being

**UNIT-I Concept Need and Scope**

Life Skills: Concept, need and importance of Life Skills. Life Skills Education: Concept, need and importance for teachers. Life Skills, Livelihood Skills and Survival Skills. Core Life Skills prescribed by World Health Organization. Classification of Life Skills, Key Issues and Concerns of Adolescent students in emerging Indian context, Role of Community and Parenting to Support Life Skill Education.

**UNIT-II Evaluating and Methods Enhancing the Life Skills**

Methods and Strategies for Developing Life Skills: Classroom Discussions, Brainstorming and Role play, Demonstration and Guided Practice, Audio and Visual activities, Small Groups discussions followed by a presentation of group reports. Educational Games and Simulation, Case Studies, Storytelling, Debates, Decision making and mapping. Resource Material Development for Life Skills, Assessment of life Skills: Immediate, Short term and long Term.

**UNIT-III Thinking Skills**

Introduction to various thinking skills; Self Awareness, Problem Solving, Decision Making, Critical thinking and Creative thinking, Development and Assessment of thinking skills.

**UNIT- IV Social Skills**

Introduction to various Social skills; Communication skill, Interpersonal Skill

and Empathy. Development and Assessment of Social skills.

### **UNIT- V Negotiation Skills**

Introduction to various Negotiation skills; Coping with Stress, Managing Emotions, Conflict Resolution and Consensus Building. Development and Assessment of Negotiation skills.

### **REFERENCES**

- CBSE (2013). Teacher's Manual on Life Skills. Class VII, Delhi : CBSE
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## SEMESTER – I

### 516: DEVELOPMENT OF TEACHING SKILLS

#### OBJECTIVES:

CREDITS: 3

- To orient student teacher in Theoretical aspects of Microteaching, Teaching Skills, Integration of Teaching Skills.
- To develop competency among students teacher in Teaching Skills, Integration of Teaching Skills.
- To help student teacher in transferring the learnt skills in real classroom situation.

#### CONTENT:

##### UNIT I: Teaching Skills & Microteaching

Teaching as Professional skilled activity, Teaching Skills- Meaning and Definition, Preparation of Teachers through Micro- teaching, Micro- teaching: Concept, Steps and Scope, Difference between Micro and Macro- teaching, Advantages and Limitations of Micro- teaching; Feedback, Modeling, Simulation and Role Playing.

##### UNIT II: Skills of Micro- teaching

- Introducing a Lesson
- Black- board Writing
- Reinforcement
- Probing Questioning
- Stimulus Variation
- Explaining
- Integration: Meaning and Strategy

##### UNIT III: Practice of prescribed Microteaching Skills (3 Lessons per Skill)

#### REFERENCES:

Buddhisagar, M. & Dubey, A.: Introduction to Microteaching, Rakhi Prakashan , Agra, 2012  
Passi, B.K.: Becoming Better Teacher– A Microteaching Approach. Sahitya Mudranalaya, Ahmadabad, 1975.  
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## SEMESTER - I

### 517: EPC 1- READING AND REFLECTING

#### OBJECTIVES

CREDITS: 2

- To empower students in effective reading of a text with appropriate voice modulations, stress and speed.
- To help them read a narrative, poetic, prosaic, interactive, satirical, autobiographical text suitably, meaningfully and effectively.
- To develop among students a taste for reading, listening, reflecting and sharing the meaning of the text.
- To develop among students capacity to analyze and summarize the ideas expressed in the text.
- To enable the students to identify the assumptions underlying the text.
- To empower them to grasp the import of the text, evaluate its contents and have their own views on the text.
- To help students in gaining confidence by overcoming the blush and nervousness associated with public speaking.
- To initiate students into joy of reading good poetical, satirical, biopic, reflective and other kinds of text.
- To cultivate among students the habit of reading original works of great exponents of various disciplines.

#### CONTENTS:

The course on Reading and Reflecting is a practical course consisting of following activities:

##### Activity I

Reading and listening of a narrative, poetic, prosaic, interactive, satirical, autobiographical text selected by the faculty in a group or small sub-groups with a view to develop reading skills.

##### Activity II

Reading of text selections from original works of authors representing various academic disciplines with a view to cultivate interest in basic writings. These readings will be followed by discussion on the contents and the perspective of the respective authors.

### **Activity III**

Reviewing a selected original work of a leading thinker of discipline of interest, expounding its major ideas and presenting one's own reflections on it before the entire group either through Power Point Presentation or through informal dialogue.

**Note: Students will maintain a diary and record their observations, experiences and reflections on day to day basis.**

### **SUGGESTED READINGS:**

Lists of suggested writings for each activity are as follows. Concerned teachers will have freedom to add to it any work they deem suitable for the students.

### **Activity I:**

Some of the readings under this activity may include selections from:

Dushyant Kumar- Saye me Dhoop; Hari Shankar Parsai- Jaise unke din fire, Pitaras-Hamne bhi Sayakil Khareedi, Om Prakash Balmiki- Jhoothan; Malala Yousufzai- I am Malala; Yuvraj- The Test of my Life: From Cricket to Cancer and Back; Sadat Hasan Manto- Short Stories; Kahlil Gibran- The Prophet; Selected couplets from writings of Ghalib, Mir, Faiz, Faraz, Firaq and Ibne Insha; Suitable 'Dohas' created by poets like Kabir and Rahim. Scholarly articles from Newspapers, Magazines and Journals

### **Activity II & III**

Students may select any one of the following scholarly works according to their interest for reading and review: Karl Marx- Communist Manifesto, Albert Einstein- Ideas and Opinions; Aldous Huxley- Brave New World, George Orwell- Animal Farm, 1984; Habermas- Knowledge and Interest; Thomas Kuhn- The Counter Revolution of Science, Karl Popper- Conjectures and Refutations, Bertrand Russel- Wisdom of the West; Eric Fromm- Sane Society, E.F. Schumacher- Small is Beautiful; M. K. Gandhi- Hind Swaraj; Gijubhai Badheka- Diva Swapna; Paulo Freire- Pedagogy of the Oppressed; Plato- Republic; Aristotle- Ethics; Ivan Illich- Deschooling Society, Paul Riemmer- School is Dead; John Holt- How Children Fail, Tetsuko Kuruyanagi- Totto-Chan, Alvin Toffler- Third Wave, Future Shock, Shreelal Shukla- Rag Darbari; Kamleshwar- Kitne Pakistan; Prem Chand- Godan, Nirmala.

## **SEMESTER – I**

### **518: EPC- 2**

#### **CREATIVE EXPRESSION SKILLS**

##### **OBJECTIVES**

**CREDIT: 1**

- To develop among students an appreciation of the potency of creative expression for effective communication.
- To help them develop different skills for creatively and suitably expressing themselves in different teaching learning situations.
- To enable them to learn the use of various media and materials for creative expression.
- To bring out the pool of multifarious talent hidden within students.
- To help them learn how educational dialogue can be enriched through the power of creative expression.
- To help them develop their personality and self actualization by allowing them participate in variety of creative activities.
- To provide students platform for working individually and in groups for enhancement of their skills.

##### **CONTENT**

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

##### **Activities**

Poster making, Storytelling, Debate, Recitation of Poems and Ex-tempore,  
Mono Acting, Drama, / NukkadNatak, Mime



## SEMESTER – II

### 521: PSYCHOLOGICAL PERSPECTIVES OF LEARNING

#### OBJECTIVES:

CREDITS: 3

- To develop understanding about nature of learning and the stages of adolescence among students for their educational implications.
- To familiarize students about individual differences that effect classroom learning.
- To enable students to identify various factors among different learners for selecting suitable teaching learning strategy.

#### CONTENTS:

##### UNIT I: Learning

Concept of Learning, Factors affecting learning, Methods of learning- Imitation, Observation, Trial and Error and Insight.

##### UNIT II: Approaches of Learning

Approaches of Learning: Behaviorist; Classical Conditioning, Trial and Error, Operant Conditioning. Cognitive; Insight Learning, Constructivist, Social and Humanistic Approaches of Learning.

##### UNIT III: Transfer of learning

Meaning, Definition, Types, Theories of transfer of Learning and their Educational Implications

##### UNIT IV: Memory and forgetting

Memory: Meaning, Definition, Types, Process and Methods of improving memory  
Forgetting: Meaning, Definition, Causes of Forgetting, Interdependence of Memory and Forgetting

##### UNIT V: Concept Formation

Definitions, Types of Concepts, Phases and Factors Affecting Concept Formation, Educational Implications of Concept Formation

#### Practical

- I. Experiment on Associative Learning Phenomenon.
- II. Experiment on Trial and Error Learning Process.
- III. Bilateral transfer of Learning by using mirror drawing apparatus.
- IV. Assessing memory level of adolescents through standardized test.

V. Experiment on concept formation

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## SEMESTER – II

### 522: EXPLORING & DEVELOPING TEACHING LEARNING RESOURCES

#### OBJECTIVES:

CREDITS: 3

- To acquaint students with the nature and scope of Teaching Learning Resources
- To develop competency in handling Teaching Learning Resources.
- To familiarize students with the role of mass media in improving teaching - learning process.
- To develop the skill of preparing effective Teaching Learning Resources.
- To make students aware about the concept of management of teaching learning resources (system approach).

#### CONTENTS:

##### UNIT I: Introduction of Teaching Learning Resources

- Concept and Meaning
- Nature and Scope
- Classification and Different approaches of Teaching Learning Resources: Hardware, Software, & System approaches.

##### UNIT II: Strategic Use of Teaching Learning Resources

- Edger Dale's cone of experience
- Application of different gadgets and Preparation of various Teaching Learning Resources
- Audio Teaching Learning Resources: Voice Recorder and Scripting
- Visual Teaching Learning Resources: Boards, Pictures, Graph, OHP & Transparencies, Charts, Models, Slides, Video Scripting and Low Cost Teaching Aids.
- Audio-Visual Teaching Learning Resources: Film projector, Videotape Recorder, CCTV, LCD, Smart Board, Multi Media.

##### UNIT III: Individualized Teaching Learning Resources

- PLM, DIM, Module and PSI, CAI,
- Concept Mapping: Meaning and Steps of development.

##### UNIT IV: Management of Teaching Learning Resources

- System Approach: Meaning, Components with special reference to classroom

instruction.

### **UNIT V:Teaching Learning Resources for Mass Education**

- Mass Media: Meaning, Concept and Role of mass media – Radio, TV and Printed Material, Open Access system-Library, Internet, on- line classes etc.

#### **PRACTICALS:**

- Preparation of Charts, Models and Transparencies.
- Development of Audio/ Audio Visuals Scripts.
- Hands-on experience of different gadgets like OHP, LCD Projector.
- Preparation of Multimedia Planner Sheet.

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- Brown, J.W., R.B. and Hercheroad.(1977). A.V. instruction Technology Media and Method. New York: McGraw Hill Books Company.
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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT -I**  
**PHYSICAL SCIENCES**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint B.Ed. students with the nature of Physical science & its place in the school curriculum.
- To develop an understanding about the relationship of Physical science with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of Physical science teaching for secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in Physical science.
- To familiarize B.Ed. students with different aspects of Physical science laboratory and Learning resources in Physical science.
- To develop critical understanding and development of Physical science curriculum.
- To acquaint students with different co-curricular activities related to Physical science for secondary students.
- To acquaint students with different ways of creating learning situations in learning different concepts of physical science
- To make student examine different pedagogical issues in learning physical science.
- To acquaint student teachers with different methodology of evaluation.
- To acquaint students with use of constructivism in classrooms Science Teaching.
- To familiarize students with current trends in Science Teaching.

**CONTENT:**

**UNIT-I: Nature & Scope of Science**

- Basic understanding of discipline, evolution of science as a discipline
- Science as a body of knowledge : Facts, concepts, principles, laws and theories
- Science as a process of constructing knowledge : Processing skills, Scientific method
- Scientific Literacy and Scientific Attitude

- Relationship of Physical Science with other subjects
- Relationship of Science, Technology, and Society

### **UNIT II: Aims and Objectives of Teaching Physical Science**

- Aims and objectives of teaching physical science : Different domains and Stages
- Writing Instructional Objectives and their role in evaluation of educational outcomes in Physical Science

### **UNIT III: Methodology for Physical Science**

- Development of Unit & Lesson plans: Need, Meaning, Definition and Steps, Herbertian & Bloom's evaluative approaches to lesson planning
- Methods of Teaching Physical Science: Demonstration, Problem Solving, Laboratory, Panel Discussion, Role Play, Project, Collaborative & experiential method
- Designing Lesson plans in accordance with each of the above method of teaching
- Constructivism in Physical Science: Concept, Types, Characteristics and Role of teacher in constructivist classroom. A sample lesson plan using Constructivism.
- Evaluation in Physical science

### **UNIT IV: Resources of learning in Physical Science**

- Laboratories in Physics and Chemistry: Planning, organization, maintenance & safety measures
- Science clubs, Science Fair & Field Trips: Planning & organization
- Exploring alternative resources: Improvisation of apparatus. developing science kit, Multimedia–selection and designing; Use of ICT

### **UNIT V: Physical Science Curriculum**

- Meaning, Definition of curriculum
- Principles of Physical science curriculum
- Meaning and characteristics of a progressive curriculum
- Recommendation of NCF-2005 on science curriculum
- Issues in physical science curriculum

### **ACTIVITIES:**

- Review of physical science curriculum of class at secondary level
- Visit to a place of scientific interest
- Science exhibition: Planning /organization/Evaluation

- Organization of panel discussion or seminar on current issues of science
- Development of improvised material
- Biography of some eminent scientists
- Historical Evolution of some key concepts in Physical Science
- Organisation of different activities on Science Days
- Development of multimedia based Instructional material.

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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT -I**  
**HISTORY**

**OBJECTIVES:**

**CREDITS: 3**

- Analyze the concepts, theories and the contents relating to history at secondary level.
- Achieve mastery over the methods, techniques and skill for presenting contents.
- Develop teaching aids and other learning materials.
- Develop the idea, structure and importance of lesson plan.
- Develop innovative lesson plans for Concept Attainment and acquisition of subject specific skills.
- Acquire a fair understanding over development and use of tools for evaluation.
- Conduct pedagogical analysis of the content of history and identify concepts. Facts, trends and principles.
- Understand the problem solving and prejudices in history and controversial issues in their right perspective.
- Develop awareness about the significance of history for modern society.
- Evaluate instructional materials and the support materials.
- Utilize current affairs, news papers etc. in teaching of history.
- Develop and use various evaluation procedures and tools for assessing the achievement of students.

**CONTENTS:**

**UNIT I: Concept, Nature and scope of History:**

Evolution of the concept of History; theories and philosophies of history; classification of history. Relationship of history with various branches of social sciences and humanities. Concept of historiography; historical methods. Nature and Scope of Teaching History: Aims and objectives of teaching history at secondary level. Role of History Teacher.

**UNIT II: Curriculum Organization in History:**

Selection and Organization of contents in history curriculum at secondary stage, critical analysis of history curriculum at secondary stage. Review of history text book at



secondary level, use of history text book, nature and characteristic of a good text book, principles to be followed for developing good textbook in history.

### **UNIT III: Methods of Teaching History**

Story-telling, narration-cum discussion, dramatization, supervised study, source, historical excursion, community resource, group learning, self learning; teaching of controversial issues and Indian culture, scientific enquiry and problem solving in history. Activity based teaching in history. Time sense in teaching history. Skills for preparing time line charts, maps, questioning, explaining and illustrating with examples.

### **UNIT IV: Pedagogical analysis of history contents:**

Ancient India, Medieval India, British India, World History, European history, Modern World (Human Rights and Democracies).

### **UNIT V: Lesson Planning and Evaluation:**

Lesson Plan– Scope and importance, lesson planning for concept centred teaching and for subject-specific skill development. Evaluation in history: Types of evaluation, objectives, construction of various tests including achievement test

### **ACTIVITIES:**

- Seminars on relevant issues
- Construction of achievement test in history
- Preparation of scrap book on historical events
- Field trip to study local history
- Organizing History Quiz
- Critical Evaluation of history text books of a particular class
- Critical Appraisal of History syllabus at Secondary Level
- Preparation of low/no cost teaching aids

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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT -I**  
**GEOGRAPHY**

**OBJECTIVES:**

**CREDITS: 3**

- To make the student teachers aware of the perspectives of Geography.
- To orient student teachers in the traditional and modern methodology of teaching of geography.
- To develop competency among student teachers in the skills of preparing lesson plan.
- To provide student teachers with the opportunities for understanding Community and institutions as well as their various problems by field Activities.

**CONTENT:**

**UNIT I: Perspectives in Geography**

- Development of modern nature of Geography.
- Meaning, Scope and sub divisions of Geography.
- Importance and place of Geography in School curriculum.
- Curriculum of Geography at secondary stage
- Aims and Objectives of teaching Geography
- Basic concepts and components of Geography

**UNIT II: Methods of Teaching Geography**

- Traditional methods of teaching: Lecture, Story Telling, Inductive, Deductive, Observation, Descriptive, field Trips (excursion), Regional, Comparative, Project, Dalton, Problem Solving, Discussion
- Modern methods of teaching: Experimental, Scientific, Laboratory, Activity Method, field Study

**UNIT III: Lesson Planning**

- Meaning and importance of Lesson Planning
- Herbertian, Questioning and Evaluative Approaches.
- Preparation of Lesson Plan.

**UNIT IV: Role of Geography Teacher**

- Teacher as a Social Architect
- Characteristics of Geography Teacher
- Seminar on the contribution of any reputed teacher
- Local geography: Importance and methods of teaching local environment

#### **UNIT V: Audio Visual Aids in Teaching Geography**

- Teaching Aids –Black Board, Atlas, Maps, Charts, diagrams, Picture, Models, Globe, Film, Radio, T.V., Specimens etc

#### **ACTIVITIES: (Any Two)**

- Preparation of Teaching Aids.
- Preparation of Question Bank
- Conducting Seminar
- Visit to Natural, Historical and Educational Institution (Presenting report)

#### **REFERENCES:**

- Barnard, H.C. (1963). Principles and Practices of Teaching Geography. Patna: Bihar Hindi Granth Academy.
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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT- I**  
**POLITICAL SCIENCE**

**OBJECTIVES:**

**CREDITS: 3**

- To review, upgrade and update his knowledge of Political Science.
- To develop practical skills in analyzing political phenomena.
- To develop the ability of critical thinking and apply the acquired knowledge and skills in complex situations.
- Acquaint themselves with principles of formulating curriculum and preparation of text books in political science.
- Acquire different methods, approaches, theories of political science and political science teaching methods and techniques as well.
- Formulate lesson planning, particularly for development of concepts and subject specific skills.
- Comprehend various decisions of the political problems at local, national and world levels.
- Understand the problem solving approach and be able to teach controversial political issues in their proper perspective.
- Understand the effective uses and preparation of instructional materials.
- Develop capability for abstract and conceptual thinking for solution of complex political problems.
- Develop the ability to device appropriate evaluation procedures & construct objective based achievement test.

**CONTENTS**

**UNIT I: Concept and Aim of Political Science**

Meaning, Nature, Scope, Approaches of Political Science and Political science Teaching; Status of political science teaching at senior secondary stage; Political Science Teaching : Aims and Objectives, Identification & Attainment of competencies to be developed through Political Science Teaching

**UNIT II: Political Science Curriculum and Text Books**

Principles of Curriculum Construction, Organization and Evaluation, Place of Political Science in Senior Secondary School Curriculum, Critical Appraisal of Existing Political Science Curriculum of CBSE/ MP Board, Preparation and Evaluation of Political Science textbooks.

### **UNIT III: Methods of Teaching in Political Science:**

Traditional and innovative methods of teaching political science: Lecture, supervised study, seminar, discussion, Role Playing, Field Visit, Project, Story Telling, Play-Way.

Teaching techniques: Questioning, Jerk and Simulation

Lesson Planning: Concept, types and importance

### **UNIT IV: Teaching aids in Political Science**

Concept, Classification, Development and use of AV materials,

Use of library resources and mass media in Pedagogy of Political Science.

Role of Multi-Media in Political Science Teaching

### **UNIT V: Evaluation**

Difference between Measurement, Assessment and Evaluation, Characteristics of good Measurement, Diagnostic Test and Remedial Teaching, NRT & CRT, Different types of items, Standardizing an Achievement Test.

### **ACTIVITIES:**

- Critical evaluation of Political Science Text Books of Higher Secondary Level.
- Critical Appraisal of political science syllabi of CBSE/MP Board.
- Preparation of low/no cost teaching aids.
- Organization of seminar, debate on any controversial political issue.
- Organization of model parliament.
- Preparation of achievement test in political science.

### **REFERENCES:**

Bhartiya Shasan Aur Rajneeti. Delhi: Delhi University, 1986.

Kochhar, S.K.: Teaching of Political Science. New Delhi: Sterling Publishers, 1970.

Madwick, P.J.: Introduction to Politics. New York: Hutchinson Educational, 1970.

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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT- I**  
**COMMERCE**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint students with concept of teaching of Commerce.
- To familiarize students with aims & objectives of teaching commerce at secondary level.
- To develop ability among students of writing instructional objectives for teaching of commerce.
- To acquaint students with different methods of teaching commerce.
- To develop competency among students for preparing lesson plan according to different methods of teaching Commerce.
- To familiarize students with different types of audio-visual aids and their uses in teaching of Commerce.
- To accustom students with the progressive commerce curriculum.
- To familiarize students with different innovations in teaching of Commerce.

**CONTENT:**

**UNIT-I: Commerce and its Teaching**

- Concept, Nature, Scope and Importance of Commerce and its teaching
- Relationship of Commerce with other School subjects.
- Aims and Objectives of Teaching of Commerce
- Taxonomy of Instructional Objectives
- Writing Instructional Objectives for teaching Commerce

**UNIT-II: Methods of Teaching Commerce**

- Lecture, Project, Inductive, Deductive, Analysis, Synthesis and Action Learning Method
- Lesson Planning- Need, Meaning & Characteristics of a good lesson plan
- Steps of lesson planning. Designing Lesson Plans in accordance with each of the above Methods of Teaching

**UNIT-III: Audio Visual Aids in Teaching of Commerce**

- Concept, Need & Importance of Teaching Aids

- Bases of selection of audio-visual aids
- Different audio-visual aids: Black Board, Charts, Diagrams, Picture, Models, Globe, Projector, Film, Radio, T.V., etc and their use in effective commerce teaching.

#### **UNIT IV:Commerce Curriculum**

- Meaning, Definition and Characteristics of a progressive Commerce Curriculum.
- Different Principles involved in transaction of Commerce curriculum.
- Ideal Commerce Textbook.
- Different methods of evaluation in Commerce such as Multiple Discriminant Type Item, Open Book Exam etc.

#### **UNIT V:Innovations in teaching of Commerce**

- Use of Computers in teaching Commerce
- Jerk Technology in teaching of Commerce
- Open Learning Resources
- Constructivism.

#### **ACTIVITIES:**

- Review of Commerce curriculum of a class at Senior Secondary Level
- Evaluation of Textbook of Commerce
- Development of self-instructional material on any topic of Commerce.
- Development of digital lesson plan for Senior Secondary Level
- Preparation of Models and Charts for teaching Commerce

#### **REFERENCES:**

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## SEMESTER - II

### 523: PEDAGOGY OF SCHOOL SUBJECT- I

#### हिन्दी

#### उद्देश्य

CREDITS: 3

- हिन्दी भाषा के इतिहास से परिचित कराना।
- बहुभाषी भारतीय समाज में प्राथमिक भाषा के रूप में हिन्दी का अध्ययन करना।
- हिन्दी अधिगम हेतु विद्यार्थियों में रुचि उत्पन्न करना।
- भाषाई कौशलों की जानकारी प्रदान करना।
- हिन्दी शिक्षण की विभिन्न विधियों व प्रविधियों को कक्षा में प्रयोग हेतु प्रशिक्षित करना।
- हिन्दी शिक्षण हेतु कम लागत वाली दृश्य-श्रव्य सामग्री निर्माण करने की योग्यता विकसित करना।
- हिन्दी शिक्षण के विभिन्न विधाओं में पाठ योजना तैयार करने की योग्यता विकसित करना।

#### विषयवस्तु

इकाई प्रथम: हिन्दी भाषा का इतिहास एवं उद्देश्य

- हिन्दी भाषा का इतिहास एवं विकास, मातृभाषा, राजभाषा, सम्पर्क भाषा, साहित्यिक भाषा, मानक भाषा के रूप में हिन्दी। बोली व भाषा में अन्तर। । भारत में भाषा नीति एवं हिन्दी का स्थान, त्रिभाषा सूत्र व इसका महत्व। माध्यमिक स्तर पर हिन्दी शिक्षा के उद्देश्य एवं सिद्धांत।

इकाई द्वितीय : हिन्दी शिक्षण की विधियाँ, उपागम एवं साधन

- शिक्षण में तकनीक, विधि एवं उपागम तथा उनमें संबंध। शिक्षण विधि एवं शिक्षण विधियों के चयन के आधार।
- व्याख्यान, नाटक, प्रदर्शन, आगमन, निगमन, चर्चा, समूह शिक्षण एवं पहेली विधि।
- पाठ्यपुस्तक, रेडियो, टेपरिकार्डर, चार्ट, कार्य-पुस्तिका, चलचित्र, भाषा-प्रयोगशाला एवं उपकरण।

इकाई तृतीय: हिन्दी व्याकरण एवं भाषायी कौशल

- उपसर्ग, प्रत्यय, संधि, समास, वाक्य रचना, पत्र-लेखन, ज्ञापन, प्रतिवेदन
- श्रवण, वाचन, पठन, व लेखन कौशलों का महत्व एवं विकास।

इकाई चतुर्थ: पाठयोजना एवं इकाई योजना

- पाठयोजना एवं इकाई योजना का महत्व, पाठयोजना में सामान्य एवं विशिष्ट उद्देश्य। लक्ष्य, अभिप्राय एवं उद्देश्य। ज्ञानात्मक, भावात्मक एवं मनोगतिक क्षेत्र।
- हरबर्ट पंचपदी योजना, हिन्दी की विभिन्न विधाओं जैसे— गद्य—पद्य, नाटक, कहानी एवं हिन्दी व्याकरण के अध्यापन हेतु पाठयोजना का निर्माण।

इकाई पंचम: हिन्दी शिक्षण में मूल्यांकन

- मापन, मूल्यांकन व उसकी विशेषताएँ, उपलब्धि परीक्षण, निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण मानक सन्दर्भित एवं निकट सन्दर्भित परीक्षण
- नील पत्रक का निर्माण, प्रश्नों के प्रकार— निबंधात्मक प्रश्न, लघुउत्तरीय प्रश्न, वस्तुनिष्ठ प्रश्न व उसके प्रकार।

अनुशंसित पुस्तकें

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**SEMESTER – II**  
**523: PEDAGOGY OF SCHOOL SUBJECT- I**  
**ENGLISH**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint the students with objectives and importance of English teaching.
- To enable the students to understand the different roles of language
- To acquaint the students with methods of teaching English.
- To develop in students the competency of preparing lessons and transmitting it effectively in the classroom.
- To enrich the understanding of contents of English language among students.
- To enable the students to understand the importance of home language and school language and the role of mother tongue in education;
- To use multilingualism as a strategy in the classroom situation;
- To develop an understanding of the nature of language system;
- To make students understand about the teaching of poetry, prose and drama;
- To identify methods, approaches and materials for teaching English at various levels in the Indian context
- To understand constructive approach to language teaching and learning;
- To develop and use teaching aids in the classroom both print and audiovisual material and ICT (internet and computer technology);
- To understand need and functions of language lab
- To understand the process of language assessment

**UNIT I: ROLE AND STATUS OF ENGLISH LANGUAGE IN INDIA**

- Definition, Characteristics and role of Language.
- Various language forms and their importance.
- English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context;
- Challenges of teaching and learning English.

## **UNIT II: NATURE OF LANGUAGE**

- Linguistic System: The 53 Organization of sounds; structure of sentences
- The concept of Universal grammar; Nature and structure of meaning
- Basic concept of phonology, morphology, syntax and semantics

## **UNIT III: ACQUISITION OF LANGUAGE SKILLS:**

Teaching of four basic skills:

- Listening: (i) Meaning and Components of listening, (ii) listening and other skills, (iii) Intensive and Extensive listening, (iv) Teaching of listening
- Speaking; (i) Elements of speech (ii) Importance of speaking skill, (iii) Improving speaking skill
- Reading; (i) Significance (ii) Good Reading Habits, , (iii) Different types of Readings: aims, characteristics and importance of each type (iv) Methods of Teaching reading
- Writing: (i) Function of writing (ii) Stages and methods of writing, (iii) Mechanics of writing (iv) Characteristics of Good writing (v) Teaching of Writing

## **UNIT V: METHODS OF ENGLISH LANGUAGE TEACHING**

- Methods and approaches to English Teaching: (i) conventional Methods. (ii) New Techniques – quiz, Seminar, debate, role playing, (iii) gaming in language (iv) Constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).
- Lesson planning: (i) Definition, importance, types and characteristics of a good lesson plan; (ii) Planning of prose, poetry, grammar and composition lesson with reference to their teaching methods & (iii) Different exposition techniques.

## **UNIT V: TEACHING AIDS AND EVALUATION**

- Teaching aids: Type and role in language teaching, (ii) TextBook: Definition, Importance and Criteria of a good text book, (iii) Diagnostic and remedial technique-meaning and importance.(iv) Language Laboratory: Concept and importance
- Evaluation: Conventional and New approaches

## **ACTIVITIES: (Individual or group)**

- Preparation of four teaching aids.
- Evaluation of any secondary level English Textbook.

- Evaluating the English syllabus of Secondary stage.
- Evaluating the English question papers of different competitive exams.
- Preparation of diagnostic test and remedial material
- Project for enriching English-language in rural areas

#### **REFERENCES:**

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**SEMESTER-II**  
**524: PEDAGOGY OF SCHOOL SUBJECT-II**  
**BIOLOGICAL SCIENCES**

**OBJECTIVES:**

**CREDITS: 3**

- To acquaint B.Ed. students with the nature of Biology, its place in the school curriculum.
- To develop an understanding about the relationship of biology with other school subjects.
- To familiarize B.Ed. students with the aims and objectives of biology teaching to secondary school students.
- To acquaint B.Ed. students with different aspects of lesson planning.
- To acquaint B.Ed. students with different types of teaching methods in biology teaching.
- To familiarize B.Ed. students with different aspects of biology laboratory and audio – visual aids, excursion, etc.
- To develop critical understanding and development of biology curriculum.
- To acquaint students with different co-curricular activities related to biology for secondary students.

**CONTENT:**

**UNIT I: Discipline of Biological Science**

Meaning and definition of biological science, Nature of biological science, History of biological science, Linkage of biology with the life and other school subjects

**UNIT II: Aims and Objectives of Teaching Biological Science**

Aims and objectives of teaching biological science: Cognitive, affective and psychomotor domains, Objectives of teaching biological science at different levels.

**UNIT III: Methodology for Teaching Biological Science**

Lesson Planning: Need, Definition, Meaning and Steps of Herbartian lesson plan. Methods of Teaching: Lecture, Demonstration, Project, Problem Solving, Scientific and Laboratory method. Collaborative and Experiential learning in biological science: Role playing, Quiz, Seminar and Panel Discussion, Symposium (preparation of at least one lesson plan based on above methods). Concept mapping



#### **UNIT IV: Learning Resources in Biological Science**

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Nurturing natural curiosity of observation and drawing conclusion. Organization of biology laboratory, planning and maintenance of biology lab and its role, Audio-visual aids in teaching science, improvised apparatus. Science excursion, Science fair, Organizing various curricular activities: debate, discussion, drama, poster making on issues related to science/biology, ICT applications in learning biology, Organizing events on specific day: Earth Day, Environment Day, etc. Assessment of experimental work in biological science

#### **UNIT V: Biological Science Curriculum & Learner Enrichment**

Science Curriculum: Functions, characteristics of a progressive curriculum, defects in existing curriculum. Awareness about recent scientific developments, Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, Encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work)

#### **ACTIVITIES:**

- Review of Biology Science Curriculum of any class from VI to X.
- Visit to places of scientific interest and reporting by students.
- Organization of panel discussion or seminar.
- Development of improvised apparatus in biological science.
- Contribution of eminent Biologist.
- Content enrichment in the following areas from the syllabus of class IX: Difference between living and non-living, classification, cell and tissues etc.

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**SEMESTER – II**  
**524: PEDAGOGY OF SCHOOL SUBJECT-II**  
**MATHEMATICS**

**OBJECTIVES:**

**CREDITS: 3**

- To help student teachers appreciate the distinctive character of Mathematics and the power and beauty of Mathematical type of reasoning.
- To develop in student teachers the ability to spell out aims and objectives of teaching the subject as secondary level.
- To train student teachers in different methods and approaches of Teaching Mathematics.
- To impart the skill of handling the diverse techniques of developing interest among students of Mathematics.
- To empower student teachers to develop tests for assessing readiness, attainments, and specific weakness of school learners.
- To develop in Student teachers the content mastery over the selected secondary level content
- To practice the skill of developing various types of lesson plans among the student teachers
- To integrate the technology for enhancing mathematical pedagogical power

**CONTENT:**

**UNIT I: Entering into the Discipline**

- Underlying philosophy of Mathematics and basic understanding of discipline
- Major landmark in the evolution of Mathematics
- Nature of Mathematics and its difference with scientific knowledge
- Aims and objectives of teaching Mathematics at secondary stage
- Mathematical terms and notions: Definition, Theorem, corollary, Lemma, Proof, Rule, claim, Axiom/postulate, identity, Paradox
- Values in Mathematics

**UNIT II: Methodology for Mathematics Pedagogys**

- Characteristics of Mathematics Pedagogys
- Development of Yearly, Monthly and Daily teaching plans

- Content Analysis, Unit Planning and Lesson Planning
- Steps of Developing lesson plan: Digital Lesson Plans, Cognitive Lesson Plan, Constructivist Lesson Plan
- Methods of Teaching Mathematics to secondary classes: Inductive, Deductive, Analytic, Synthetic, Laboratory, Drill, Heuristic and Project.
- Mathematics Textbook and Mathematical Laboratory

### **UNIT III: Transaction and Evaluation in Mathematics**

- Mathematics Text Book
- Innovations in Mathematics Teaching
- Teaching Aid in Mathematics
- Technology in Mathematics teaching
- Software\ e-resources for the Mathematics teaching: Geo-Gebra, Tux-Math, KBrunch, Khan Academy
- Evaluation of Mathematical Learning

### **UNIT IV: Humanizing and Developing Interest in Discipline**

- The role of history of Mathematical ideas and biographies of Mathematicians
- Some Classical examples and proofs
- Utility of Mathematical Puzzles, Paradoxes, Games and Quiz
- Fallacies in Mathematical reasoning
- Recreational Mathematics: Mathematics Club, Vedic Mathematics

### **UNIT V: Content Enrichment**

- Class IX Syllabus: Congruence, Logarithm, Simultaneous Equations, Heights and Distances

### **ACTIVITIES:**

Assignments, Presentations, Role plays, Working Models or Teaching Aids on the following Topics:

- Historical Mapping of the Different Concepts in Mathematics
- Historical Development of Mathematics as discipline
- Assignment on the famous Indian and Foreign Mathematicians
- Developing lesson plans & Unit plans
- Developing various teaching aids

- Preparation of programmed learning material for selected Units in Mathematics.
- Critical Evaluation of Mathematics text book
- Construction of various types of test items
- Construction of achievement and diagnostic tests
- Conducting of Action Research for selected problems
- Development and tryout of Teaching- learning strategy for teaching of particular Mathematical concepts
- Use of Computer in Teaching of Mathematics
- Generating Mathematics Recreational activities

#### **REFERENCES:**

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- Some Extra:**  
 Posamentier, A. S. (2006). *Math Charmers—Tantalizing Titbits for the Mind*. India: Universities Press Private Limited

**SEMESTER – II**  
**524: PEDAGOGY OF SCHOOL SUBJECT-II**  
**SOCIAL SCIENCE**

**OBJECTIVES:**

**CREDITS: 3**

- To make student Teachers aware of the perspectives of Social Science.
- To orient student teachers in the traditional and modern Methodologies of teaching social sciences.
- To develop competency among student teachers in the skills of Preparing lesson plan.
- To provide student teachers with the opportunities for understanding Community and social institutions as well as their various problems by field activities.

**CONTENT:**

**UNIT I: Perspectives in Social Sciences**

- Meaning, scope and interdisciplinary and holistic nature of Social Sciences Vs Social Studies.
- Basic Concepts and Approaches of Social Science.
- Visions of Social Sciences for man and Society: Anthropological, Social, Historical, Economic and Political Institutions-Processes and Development.
- Curriculum of Social Sciences Vs Social Studies at secondary stage.
- Curriculum of Social Studies at secondary stage: Aims and Objectives of Teaching Social Studies at different stages.

**UNIT II: Methods of Teaching Social Studies**

- Traditional Methods of Teaching: lecture, storytelling, inductive, deductive, observation methods.
- Modern methods of Teaching: Source, biological, problem solving, Discussion.

**UNIT III: Lesson Planning**

- Content Analysis of topic from a secondary level Social science text book.
- Meaning and Importance of lesson planning.
- Lesson Planning: Herbartian, questioning and evaluating approaches.

**UNIT IV: Role of Social Scientists and Social Science**

- Teacher as a Social Architect.

- Seminar on the Contribution of any reputed Social Scientists.

#### **UNIT V: Social Science text book**

- Basic Principles of preparing a Social Science text book.
- Steps for the development of Social Science book.
- Criteria and Procedures for the evaluation of a social science Textbook.

#### **ACTIVITIES: (Any Two)**

- Preparation of Teaching Aids
- Preparation of Question Bank
- Conducting Achievement Test
- Visit to a political, economic, social or historical place or institution and presenting a report

#### **REFERENCES:**

Aggarwal, J.C. (1982). Teaching of Social Studies. New Delhi: Vikas Publishing House Pvt. Ltd.

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**SEMESTER – II**  
**524:PEDAGOGY OF SCHOOL SUBJECT-II**  
**ECONOMICS**

**OBJECTIVES:**

**CREDITS: 3**

- To familiarize Student teachers with nature and scope of Economics.
- To acquaint students teachers with the aims of economics teaching.
- To correlate the subject with other subjects like geography, civics, statistics etc.
- To acquaint student teachers with the different methods of teaching economics.
- To develop awareness regarding the use of different teaching aids for maximizing learning.
- To train student teachers to formulate the lesson plan with intermixing various techniques.
- To develop skill in the presentation of economic data.
- To familiarize student teachers with the contribution of economists.
- To help students in content enrichment in some important topics.
- To help student teachers to identify the role of economics teacher in contemporary society.

**CONTENT:**

**UNIT I: Conceptual Framework**

- Economics: Meaning, Definitions, nature and scope.
- Relation with other school subjects like, geography, history, civics, statistics etc.
- Aims and objectives of teaching economics at different level
- Revised Bloom's Taxonomy of Instructional Objectives.

**UNIT II: Methods , Maxims and Techniques of Teaching Economics:**

- Methods: Lecture, Project, Problem Solving, Discussion, Inductive-Deductive, Seminar, Workshop, Play-way, Story Telling, Supervised Study Method.
- Techniques: Jerk Technology, Simulation, Questioning technique.
- Maxims of Teaching.

**UNIT III: Economics Teacher and Teaching Learning Materials and Aids:**

- Pre-requisite qualities of Economics teacher

- Teaching Aids: Meaning, Classification, criteria for selection of appropriate teaching aids in economics teaching
- Use of modern technologies in Economics teaching

#### **UNIT IV: Lesson Planning in Economics**

- Meaning, Types and importance of lesson planning,
- Characteristics of good lesson plan
- Steps in lesson planning,
- Different approaches in lesson planning– Herbertian, evaluative and questioning, content– cum-methodology.

#### **UNIT V: Evaluation**

- Difference between Measurement, Assessment and Evaluation.
- Characteristics of good Measurement,
- Diagnostic Test and Remedial Teaching, Criterion Referenced Testing and Norm Referenced Testing,
- Different types of items, Multiple Discriminate Type Item
- Developing different types of questioning Economics
- Standardizing an Achievement Test

#### **ACTIVITIES:**

- Assessment of existing school curriculum of economics at +2 level.
- Planning of economics laboratory, preparation of lesson plans on the basis of different methods of teaching economics.
- Preparation of model question paper in economics at +2 level.
- Preparation of two teaching aids related to any topic of economics.
- Graphical presentation of data related to: (i) Population, (ii) Public Income Expenditure, (iii) Five Year Plan, (iv) Unemployment (Anyone)
- Review of Economics text book.

#### **REFERENCES:**

Bhoogol Evam Arthshastra: Kaksha Dasveen, Bhopal: M.P. Pathya PustakNigam, 1988.

Kanwar, B.S.: Teaching of Economics. Ludhiana: Educational Publishers, 1970.

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**SEMESTER – II**  
**525: ELECTIVE/ GENERIC COURSE- II**  
**VALUE EDUCATION**

**OBJECTIVES:**

**CREDITS: 3**

- To enable students to know and understand the need and importance of Value-Education.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such from religious education, moral training or moral indoctrination.
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- To enable them to understand the process of moral development vis-s-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education.

**CONTENT:**

**UNIT I: Value: Concept and Concern**

- Meaning, definition and classification of values
- Why education for values
- Values and contemporary realities: Tradition vs Modernity, Globalization, Diversity, Inclusivity, Environment and Mass media
- Values and constitution: Justice, Liberty, Equality, Fraternity

**UNIT II: Value Education: The Socio-cultural context**

- Aims, Need and Importance of Value Education in the existing social scenario
- Core value concerns: Health and Hygiene, Responsibility (Towards self development and one's work/duty), social responsibility, love, care & compassion, Creative & critical thinking, Appreciation of Beauty and aesthetics
- Indian Culture and Human Values

**UNIT III: Moral Development Perspectives**

- Concept of Development and moral development
- Psycho-analytic approach
- Kohlberg's Stages of moral development and their characteristic features.

#### **UNIT IV: Values Intervention Strategies**

- Silent sitting, Visual experience, Role plays, Stories, Anecdotes, Group singing, Group activity, Questioning, Discussion, Value clarification
- Value context in teaching subject: Social Science, Environmental Science, Science, Language and Mathematics

#### **UNIT V: Models and Assessment of Moral Maturity**

- Models of Moral Education : The Consideration Model, Social Action Model, Just Community Intervention Model
- Assessment of Moral maturity via moral dilemma resolution.

#### **REFERENCES:**

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*Value Education*. Manish Prakashan , Plat No. 26, Rohit Nagar Colony, Baranasi Hindu University , Varanasi.

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**SEMESTER – II**  
**525: ELECTIVE/ GENERIC COURSE- II**  
**ACTION RESEARCH**

**OBJECTIVES:**

**CREDITS: 3**

- To familiarize student teachers with the concept of Action Research in education and the potential it holds for the improvement in the performance of school practitioners.
- To help students to identify and formulate suitable problems for Action Research.
- To acquaint student teachers with the various steps of conducting Action Research.
- To develop sensitivity among student teacher about problems faced by school practitioners and an attitude of confronting them scientifically.
- To develop among student teachers the skill of planning, executing, evaluating and reporting an action research project.

**CONTENT:**

**UNIT I:** Research in Education and its classification. The need, nature and importance of Action Research. Areas of Action Research, Selection of a problem for Action Research and its formulation.

**UNIT II:** Definition and delimitations of the problem. Techniques of Sampling.

**UNIT III:** Formulation of a hypothesis and developing an action plan for research.

**UNIT IV:** Selection or Preparation of tools for data collection. Testing of a hypothesis using percentages, Chi-Square and t-test.

**UNIT V:** Preparation of a report of action research project.

**ACTIVITY**

- Reviewing an Action Research
- Conducting an Action Research
- Reporting an Action Research.

**REFERENCES:**

Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.

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Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.

Rai, P.N. Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.

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## SEMESTER – II

### 525: ELECTIVE/ GENERIC COURSE-I

#### CAREER GUIDANCE

#### OBJECTIVES:

CREDITS: 3

- To acquaint the students with Aims and scope of career guidance.
- To familiarize them with theories of career development.
- To develop competencies of career planning among students.
- To make students aware about career prospects in present competitive age.
- To develop ability of analyzing career/job among students.
- To develop skills and techniques of Career Guidance among students.

#### CONTENTS

**Unit-I: Introduction-** Meaning, definitions, aims and scope of Career Guidance, history of career guidance, importance of career guidance at different level of education. Difference between career, job, profession, vocation and occupation.

**Unit-II: Theories of Career development:** Meaning and nature of Career development, Holland's career theory of personality types and work environment, Super's life span/life space approach to career development, Lent, Brown and Hackett's Social Cognitive Career Theory, Factors affecting career development.

**Unit-III: Career planning:** Demands and realities related to career planning in competitive age, Steps of career planning, Factors affecting Career planning. Career choice, maturity and satisfaction.

**Unit-IV: Career information-** Sources, method of collection, classification, identification and evaluation of the Career information, Role of career information in career planning.

**Unit-V: Skills and Techniques of Career guidance-** Rapport building, Intake Procedures, Goal-Setting, Decision – Making, Interpretation. Class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board and role play.

#### ACTIVITIES: (Any Two)

1. Interview of any one graduate regarding his preparation for career.
2. Aptitude Testing: Numerical & Verbal.
3. Preparation of World of Work Chart (any one profession).

4. Job Analysis: Any one occupation.
5. Organization of Career Fair/ Corner.

**REFERENCES:**

- Arulmani, G. & Arulman, S.N.: Career Counselling A Handbook. Tata McGraw Hill, 2004.
- Gibson, R. L.: Introductin to Counselling & Guidance. NJ, Prentice Hall, 1998.
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## SEMESTER – II

### 526: MODELS OF TEACHING

#### OBJECTIVE

CREDITS: 3

- To orient B.Ed. students in Theoretical aspects of Models of Teaching.
- To develop competency among students in the use of models of teaching.

#### CONTENT

##### UNIT I: Models of Teaching: Introduction

Meaning and Definition, Difference between Model and Method of Teaching, Technical terms associated with Models of Teaching, Families of models of teaching

##### UNIT II: Concept Attainment Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle, Syntax, Phases, Steps, Teacher Analysis Guide (TAG), Types, Lesson plan format

##### UNIT III: Inquiry Training Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle, Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

##### UNIT IV: Value Analysis Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

##### UNIT V: Memory Model

Meaning, Definition, Instructional and Nurturant effect, Support system, Reaction principle Syntax, Phases, Steps, Teacher Analysis Guide, Lesson plan format

#### ACTIVITIES

Practice of each of the prescribed Models of Teaching (3 Lessons respectively)

#### REFERENCE

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D' Lima, C.G.: Inquiry Training Model – Skill Based Approach. Disney Enterprises, Bombay, 1986.

Eggen, Paul et al.: Strategies for Teachers Information Processing Models in the Classroom. Prentice Hall Inc., New Jersey, 1972.

Joyce, B. and Weil, M.: Models of Teaching, Prentice Hall Inc., New Jersey, 1972.

**SEMESTER-II**  
**527: ICT IN EDUCATION**

**OBJECTIVES:**

**CREDITS: 3**

- To make student aware for use of Computer in- Teaching-Learning Process, Examination system, Guidance and counseling, Administration, Library.
- To make students aware with three broad strands of ICTs; teaching learning, administrative and academic support systems.
- To develop Word Processing, Computation and Presentation skill of students.
- To make enable students for communication and information sharing/ storing in different types of topologies.
- To make students enable to use internet for professional development.

**CONTENT:**

**Unit-1: Introduction and use of Computer:** Parts of computer system, Block Diagram, characteristics, Operating system, Memory, Number system. Use of Computer in Teaching-Learning Process, Examination system, Guidance and counseling, Administration and Library

**Practical:**

- (i) Students will be able to use command for Cut, Copy, Paste, Save, Font Change, Font Size Change, creation of Paragraph, style.
- (ii) To use CAI, Tests for Guidance, TLSS

**Unit-2: Word Processing Skill:** Preparation of text document with the use of inserting pages, table, pictures, maps, citation, links, Header & Footer, Water Marks etc. Editing, Coping, Setting and Printing Pages, Mail Merge, Protection of Text document.

**Practical:**

- (i) Preparation of Self Bio-data.
- (ii) Preparation of ten Mark sheets with the help of mail merge with protection.

**Unit-3: Computation skill:** Uses of numeric data management packages . Result processing by using computer (Calculating percentages, average , Maximum, Minimum, Grade conversion, Computing SGPA,GGPA , Pass /Fail etc with logical formula )

**Practical:**

- (i) Preparation of Result Goshwara .
- (ii) Preparation of different records & registers as health, attendance, cumulative records etc.
- (iii) Analysis of above result/ records (Charts)

**Unit-4: Presentation skill:** Use of computer as a tool during teaching Learning Process.  
Development of Presentation on Computer with the help of picture frame or slides.  
Developing Presentation/ Prezi frames for classroom.

**Practical:**

- (i) Preparation and Presentation of any teaching content with the help of LCD.

**Unit -5: ICT: Elements Of Digital Literacy.**

Survey of educational sites based in India as SAKSHAT PORTAL.Upload and down load information from internet. Critical issues in 'internet usage'- authenticity of information, addiction, plagiarism, Viruses etc. Interactive & downsides of social networking group: Participation in Yahoo groups/blogs/ Face Book etc., Use of different software.

**Practical:** (i) Create their mail ID and FB/blog account.

- (ii) Surfing course content
- (iii) Creation and use of Digital lockers.
- (iv) Use of On-line Facilities as Registration, Billing, reservation, Fund Transfer etc
- (v) Development of teaching strategy by using different online soft ware.

**REFERENCES**

Shrivastava ,S.S.(2009), Computer Application, Shree Sai Prakashan , Meerut

**SEMESTER- III**  
**SCHOOL INTERNSHIP**

**OBJECTIVES:**

- To acquaint student teachers with the conditions under which they would normally be required to work.
- To understand the problems faced by teachers in the real school situation.
- To help student teacher in finding possible ways and means of dealing with the problems.
- 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 student teachers with various tasks school personnel are supposed to perform as a part of their routine duties.
- To enable students to critically appraise various aspects of school programs and practices.
- To develop quality of organizing different programs at school levels.

**531: TEACHING OF PEDAGOGICAL SUBJECT- I**

**CONTENT**

**CREDITS: 3**

- Development and Presentation of 20 lesson plans in the allotted school of their Pedagogy Subject (Supervised by Teacher Educator/ School Supervisor)
  - Preparation of Instructional Material on their Pedagogical Subject- I: (any one)
    - Two Charts/ One Model
    - Computer based teaching learning material- PPT/ PLM / any program
    - Two concept Maps
- Pedagogy Subject-I: Physical Science, History/Geography/Pol. Sci./ Commerce, Language- Hindi/English

## 532: TEACHING OF PEDAGOGICAL SUBJECT- II

### CONTENT

**CREDITS: 3**

- Development and Presentation of 20 lesson plans in the allotted school of their Pedagogy Subject (Supervised by Teacher Educator/ School Supervisor)
- Preparation of Instructional Material on their Pedagogical Subject- II: (any one)
  - \_ Two Charts/ One Model
  - \_ Computer based teaching learning material- PPT/ PLM/Any program
  - \_ Two concept Maps

**Note:** Instructional Material on both Pedagogy Subjects should be prepared from different category

Pedagogy Subject-II: Biological Science/Maths, Social Science, Economics

## 533: OBSERVATION OF TEACHING

### CONTENT

**CREDITS: 3**

During the internship program student will do the following observations:

- Observation of School Climate
- Observation 2 Lessons of School Teacher of each pedagogy
- Observations of 5 lessons of Peer from each pedagogy
- Observation of 2 lessons of Peer through Flanders interaction Analysis
- 1 recorded Lesson of self-presentation and self-feedback of each Pedagogy

## 534: SCHOOL EXPERIENCE

### CONTENT

**CREDITS: 3**

- Design a map of school and give critical opinion about school plant.
- Listing of different school records and preparation of at least ten records on the basis of imaginary data (1.Admission 2. Attendance 3. Scholar 4.fees 5.scholarship 6.Stock 7.Goshwara 8.Marksheet 9. Library accession 10. Teacher diary 11. Student health record 12. Staff 13. School calendar 14. Cumulative record 15. Dispatch register16. Dead stock etc.)
- Record of Arrangement Classes

## **535: SCHOLASTIC AND CO-SCHOLASTIC ACTIVITIES**

### **CONTENT**

**CREDITS: 3**

- Active Participation and organization of Co-curricular Activities in school setting: Exhibition, Awareness Program, morning Assembly, Day celebration etc.
- Engagement of Student teacher in any other Work allotted by the school: Data entry, Invigilation, Report card, Library arrangement, Lab arrangement, Copy Checking, Paper setting, Time table etc.(any four with documentation)
- Involvement in school Activities: Involvement in the different activities during internship program

## **536: EVALUATING PUPIL**

### **CONTENT**

**CREDITS: 3**

- Psychological Testing and Guidance: Assessment of students using any two Psychology test and reporting with scoring and interpretation, Arrangement of one program related to Educational guidance/ Vocational guidance for school student.
- Scholastic Evaluation: Development of Blue Print, Question Bank, Diagnostic test, and Remedial Teaching for each pedagogy.



## 537: EPC-3

### HEALTH, YOGA AND PHYSICAL EDUCATION

#### OBJECTIVES:

CREDITS: 3

- 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.

#### PART- A

##### Unit 1: Health and Physical Education

- Health and health education:- Meaning, Aims and Objectives, Importance, Scope
- Physical Education: Meaning, Aims and Objectives, Importance and Scope
- National and International Integration through Sports and Physical Education
- Physical fitness: Meaning, Components, and Importance

##### Unit 2: Health service & balanced diet

- First Aid – Meaning, Significance, Principles of Giving First Aid.
- Balanced Diet-. Nutrition and Balanced Diet
- Factor affecting balanced diet- Malnutrition & eating disorders
- Eating habit for Weight Control

##### Unit 3: Leadership, Discipline

- Leadership and its Importance
- Qualities of Good Physical Education Teacher
- Teacher leadership & Student Leadership.
- Objectives of Camping and Adventure Sports

##### Unit 4: Organization of Physical Education Activities

- Intramural and Extramural Competitions: Meaning, Organization, Benefits
- Olympics: Olympic Games history
- Olympic: Symbol, Motto, Creed, Flame etc

#### **Unit :5**

- Postures. Common Postural deformities and their Management.
- Causes of bad Posture
- Advantages of Correct Posture

#### **PART- B**

#### **1: Yoga and Health**

Definition, Meaning of yoga, Yoga – Significance in Modern Society

Pawanmuktasana (Sukshnavyayama) Series Part1,2,3

Asana, Classification and Methods, Precautions, and Benefit

Pranayam,Types Methods Precautions, and Benefit

meditation and yognidra, Methods ,Precautions, and Benefit

#### **PART- C**

**PRACTICAL-** Volleyball, Badminton, Yoga,Table Tennis

## SEMESTER- IV

### 541: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

#### OBJECTIVES

CREDITS: 3

- To acquaint student teachers with the underlying concepts related with Educational Management, its components and relevance with special reference to educational Institutions and Organizations
- To make the student teachers understand the meaning, purpose and characteristics of school as an organization.
- To make them aware of dimensions of educational management in terms of different Managerial skills and Management Processes
- To familiarize student teachers with different theories of management befitting educational institutions
- To enable present scenario of Educational Institutions at National, state, district, village and Local levels to the student teachers
- To make student teachers aware of different approaches of Educational Planning and Organisation of School activities in specific
- To provide student teachers with the knowledge of Institutional Planning and managing Educational Institutional Affairs
- To make student teachers aware of different Roles, leadership styles and strategies for managing educational Institutions
- To enable student teachers to understand the importance of Monitoring Supervision and Evaluation of School activities and enabling them to learn techniques of Monitoring, Supervision and Evaluation.

#### CONTENTS:

#### UNIT I: Understanding about Organization, Management and Educational Management

- Meaning and Concept of Organisation, Administration and Management Characteristics of an Organisation
- Management theories: Scientific Management, Bureaucratic theory, Management Principles, and Human Relations approach.

- Educational Management: Concept, Meaning and Importance
- Difference between Educational Management and management, like industrial management, Business Management and Public Administration.
- Management process: Planning, Organizing, Staffing, Directing, Controlling, Reporting, Budgeting (POSDCORB)
- Major Managerial skills: Technical skills, Conceptual skills, human skills

## **Unit II: Educational Structure in India at Micro, Meso and Macro levels**

- Structure and function at different levels—center, state, district, Village, Institutional and university level
- Decentralization of education with reference to the role and functions of Panchayati raj institutions (PRIs)
- Functions of apex bodies at center and state level like CABE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET (Any Four)
- Overview of Different Boards in Indian education system (CBSE) Central Board of Secondary Education, (ICSE) Indian Certificate of Secondary Education, (MPSEB) Madhya Pradesh State Education Board, (IGCSE) International General Certificate of Secondary Education, (IB) International baccalaureate (Any Two)

## **Unit III: Institutional Planning and Management**

- Meaning, Concept, Characteristics and steps of Educational Planning and Institutional Planning
- Role of Head Master, Teacher, Staff Council, Students and Parents in Planning, Organization and Administration of institution,
- Managing School Premises: Classroom, Library, Laboratory, Timetable and other Co-Curricular Activities

## **UNIT V: Leadership in Educational Institutions**

- Leadership: Meaning, Concept, Scope, Characteristics and Styles
- Selected theories of leadership
- Characteristics of a Principal for an Educational Institution
- Teacher as Leader
- Students as Leader: Fostering Initiation and leading qualities among students, Lyngdoh Committee report

#### **UNIT IV: Monitoring Institutional Growth**

- Meaning, Concepts, Characteristics and Evaluation of Supervision
- Differentiating Inspection and Supervision
- Modern Trends in Supervision
- Existing System of Supervision in Madhya Pradesh
- Monitoring and Evaluation of School Activities: Institutional Self Evaluation– PERT and CPM.

#### **ACTIVITIES (Any two)**

Assignments/Presentations/Role plays or any other activity on the can be given to the student-teachers on the following Topics:

- Comparative Analysis of the different Management theories
- Developing a Performa for Internal and External evaluation.
- Preparation of cumulative record
- Interview with Principal/Head of Institution.
- Evaluation of Educational Program
- Analyzing different types of Educational Institutions
- Implementation of Leadership Behaviour Description Questionnaire (LBDQ)
- Locating Learning centered Leadership behaviour (LCLB)
- Any other, as per teachers' prudence

#### **REFERENCES:**

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Bhatnagar, R.P. and Agrawal, V. (1978). Educational Supervision. Meerut: loyal book Depot.

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Safaya, R. and Shaida, B.D. (1977). Administration and Organization. Delhi: Dhanpat Rai and sons.

Sharma, D. (). Shaikshik Prabhandan ke mool Tatva. Agra: Vinod Pustak Mandir.

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Tayler, G. (Ed.) (1970). The Teacher as Manager. New Delhi: NCERT.

## SEMESTER-IV

### 542: HISTORICAL PERSPECTIVES OF EDUCATION

#### OBJECTIVES

CREDITS: 3

- Understand among about basic characteristics of Indian Society during different periods
- Awareness about the developmental hierarchy and impact of history and polity on education.
- Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society.
- Acquaint the different educational plans and policies Awareness about the education in international perspectives

#### CONTENT

##### Unit I- Development of Indian Education System

- A brief history of pre and post independence education system
- Development of education system in 21st century

##### Unit II- Democracy and Education

- Democracy: Meaning, Values, salient features of democracy and Education,
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

##### Unit III- Review of different Educational plans and policies

- NPE (1986), Revised NPE (1992), Plan of Action (1992),
- National Curriculum Framework (2005), National Knowledge Commission (2005)
- Right to Education (2009) Yashpal Committee (Renovation and Rejuvenation of Higher Education'2009)

##### Unit IV- Changing Educational policy perspectives-

- With reference to the focus on Liberalization, Privatization and Globalization (LPG)
- With reference to Rashtriya Uchchar Shiksha Abhiyan (RUSA), Rashtriya Madhyamic Shiksha Abhiyan( RMSA), Public Private Partnership (PPP)

##### Unit V- International Perspectives of Education

- Education in SAARC countries
- Education for International understanding
- Role of international agencies –UNDP, UNESCO, World Bank, and UNICEF

### **ACTIVITIES (Any one)**

Critical analysis of one of the policy document on Education- Brief report on implementation of latest any one policy.

### **REFERENCES**

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Basu, D.D. (2011 ). Introduction to the Constitution of India, Calcutta:Wadhwa.
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- Misra, S. K. and Puri, V. K. (updated available in the market). Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Report of NPE (1986), Government of India
- Report of Revised NPE (1992), Government of India
- Report of Plan of Action (1992), Government of India
- Report of Yashpal Committee(1993) Government of India
- Report of National Curriculum Framework (2005), Government of India
- Report of National Knowledge Commission (2009) Government of India
- Report of Right to Education (2010) Government of India



## SEMESTER – IV

### 543: CREATING AN INCLUSIVE INSTITUTION

#### OBJECTIVES

CREDITS: 3

- To demonstrate knowledge of different perspectives in the area of education of children with disabilities.
- To reformulate attitudes towards children with special needs.
- To identify needs of children with diversities.
- To plan need-based programs for all children with varied abilities in the classroom.
- To use human and material resources in the classroom.
- To use specific strategies involving skills in teaching special needs children in inclusive classrooms.
- To modify appropriate learner-friendly evaluation procedures.
- To incorporate innovative practices to respond to education of children with special needs

#### UNIT I: Paradigms in Education of Children with Special Needs

Concept of special children and their classification. Special education- its meaning, definition and Historical perspective. Bases of Special Education, Approaches of viewing disabilities, Concept of Rehabilitation, Inclusion, Normalisation and Mainstreaming, Philosophy of inclusive education.

#### UNIT II: Defining Special Needs

Concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties)

#### UNIT III: Legal and Policy Perspectives

- a. Important International Declarations/Conventions/Proclamations with regard to the Rights of Persons with Disabilities.
- b. Constitutional Provisions for the Persons with Disabilities, their Rehabilitation and welfare
- c. Program and Schemes of Education for Children with Disabilities: Centrally Sponsored Scheme, Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education.

#### UNIT IV: Inclusive Practices in Classrooms

- a. Curriculum consideration for inclusion: Augmentation, Alteration and Adaptation.
- b. Identification of Special children-various assessment techniques.
- c. Pedagogical strategies to respond to individual needs of students
- d. Supportive services required for meeting special needs in the classroom
- e. Technological advancement and its application- ICT, adaptive and assistive devices, equipments and other technologies for different disabilities

### **UNIT V: Developing Support Networks**

Role of Parents, Family, Community and Society in the rehabilitation and inclusion of children with special needs.

#### **ACTIVITIES**

- Visit to special school- Visual impairment , Hearing Impairment and Mental Retardation and Visit to Integrated school
- Preparation of Learning Material for Different disabilities

#### **REFERENCES:**

- Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi,
- Shankar, U: Exceptional Children, Enkay Publisher, New Delhi,1991.
- Singh, N: Special Education. Commonwealth Publishers. New Delhi,1997
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- Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy,Bhopal, 2010
- Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992

## SEMESTER- IV

### 544: ELECTIVE/ GENERIC COURSE- III

#### ENVIRONMENTAL EDUCATION

#### OBJECTIVES

**CREDITS: 3**

- To familiarize the students with the concept, scope and dimensions of Environment.
- To make students aware about different Environmental problems, issues and concerns.
- To acquaint the students with the concept of Environmental Education, and its importance in present days.
- To familiarize the students with progress and development of Environmental Education in terms of Movements, Policies and Strategies.
- To develop familiarity among students about different issues regarding Bio diversity and sustainable development.
- To develop awareness among students about human health and safety concerns.
- To help students to understand the general concept of Disaster Management.
- To provide students with an opportunity to be actively involved working towards mitigation of Environmental problems.
- To make students aware about appropriate strategies for Environmental Education.

#### CONTENTS:

##### **UNIT- I: Basic Concepts of Environment**

Concept, Definition, Scope; Dimensions of Environment – Physical, Economic, Cultural, Educational, Psychological etc; Concept of Environment in Indian context, Concept of Environment in Modern World (as reflected in international agencies like W.H.O etc).

##### **UNIT- II: Man and Environment**

Man as creator and destroyer, Effect of human activities on Environment, Ethics and Values related to Environment; Biodiversity, Environmental Pollution, Environmental changes; Disaster: types, causes and management.

##### **UNIT- III: Environmental Education**

Concept, Definition, Scope and importance of Environmental Education, Objectives of Environmental Education at Higher Education level, Methods, Media and Procedures

for Mass Awareness, Environmental Education and its relationship with health and safety.

#### **UNIT-IV: Sustainable Development**

Concept, relationship with Environmental Education, Development and Conservation of Soil , Water, Forests, Wild Life; Movement to save Environment, Eco friendly Technologies, Conservation of energy, Alternate sources of energy ,Waste management, Constitutional provisions related to environment and its protection.

#### **UNIT- V: Methods and Evaluation**

Lectures, films and videos, Eco Club, Exhibition, Field Trip, Observation, Survey etc; Evaluation of awareness, knowledge and skills.

#### **ACTIVITIES: Any One**

- Organizing an Exhibitions/ Field Trips/ Poster March.
- Identification of Flora and Fauna of a designated area: Problems and its Management.
- A Project to survey a ecologically degraded area, suggest remedial measures(with proper data) and to submit a report after its presentation in class

#### **REFERENCES:**

- Allaby, M: Macmillian Dictionary of Environment, Rovat Publication, New Delhi, 1994.
- Bhat & Bhat: Environment Yesterday: Today and Tomorrow, Galgotia Publication, Pvt.Ltd,New Delhi,1992.
- Bisht, S.: Paryavaran Pradushan Aur Eikkisvi Sadi ,Taklisha Prakashan, New Delhi,1992.
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## **SEMESTER- IV**

### **544: ELECTIVE/ GENERIC COURSE- III**

#### **POPULATION EDUCATION**

#### **OBJECTIVES**

**CREDITS: 3**

- To understand the concept of population education.
- To realize the importance and need of population education.
- To comprehend the problems that arises out of uncontrolled population growth.
- To comprehend the concept of adult education.
- To recognize the importance of adult education in national development.
- To know the role of various institutes in adult education.
- To enable the students to understand the effect of population growth on poverty, health and hygiene.
- To enable the students to understand the importance of population education in school levels.

#### **UNIT – I POPULATION EDUCATION**

- Concept of Population Education
- Need, Importance and Scope of Population Education
- Objectives of Population Education

#### **UNIT – II WORLD AND INDIAN POPULATION**

- Scope of world population and Indian Population
- Characteristics of World Population and Indian Population
- Structure of Indian Population: Distribution of population- Age, Sex, Rural-Urban
- Population Mobility in India

#### **UNIT – III PROBLEMS OF POPULATION AND CONTROL MEASURES**

- Problems of Population: Social Problems, Economic Problems, Educational Problems, Urbanization Problems
- Environmental Problems: Effects on Natural Resources, Health and Standard of Living
- Population Control: Planning and Remedies, HRD and Qualities of Population in India

## **UNIT -IV POPULATION EDUCATION AND SCHOOL**

- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids

### **ACTIVITIES:**

1. Conduct the Survey of Population growth and prepare report.
2. Role play/Street Play/Awareness Programme to emphasize the need of population
3. Education/Controlling Population Growth and writing its report

### **REFERENCE**

Sharma, R.A.: Environmental Education, Meerut, Surya Publication

Mahapatra, D.: Environmental Education, Kalyani Publishers

Rao, D.G.:Population Education, Sterling Publishers

Kuppuswami, B.: Population Education, Asia Publishing House.

## SEMESTER – IV

### 545: CURRICULUM DEVELOPMENT

#### OBJECTIVES

CREDITS: 3

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

#### CONTENTS

##### UNIT I: Introduction

Curriculum: Concept, meaning, Definition and Elements; Relationship between curriculum, syllabus and text book; Different types of curriculum

##### UNIT II: Bases or determinants of Curriculum

Historical, Philosophical, Psychological, Socio- Cultural, Politico-economic and Discipline-oriented considerations

##### UNIT III: Curriculum organization & Designing

Principles of curriculum organization, Approaches to curriculum organisation: Subject, Learner and Problem Centered, Process approach

##### UNIT IV: Curriculum Development

Curriculum Development: Process & Models of Curriculum Development as Tylers, Hilda Taba and Wheeler

##### UNIT-V: Curriculum Implementation

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

#### ACTIVITIES:

- Analyzing the existing school level curriculum in relation to principles of curriculum



- Designing of Learning Activities based on different approaches of curriculum
- Evaluation of any Text Book
- Curricular Need survey of Adolescents

**REFERENCES:**

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Hooer, Richar(Ed.) (1971). *Curriculum: Context, Design and Development*. New York : Longmans.

Oliver, Albert (1977). *Curriculum Improvement a Guide Principles and Processes*. New York: Harper and Row.

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Tanner, D. and Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.

## **SEMESTER – IV**

### **546: EPC-4: ART AND AESTHETICS**

#### **HORTICULTURAL AESTHETICS**

#### **OBJECTIVES**

**CREDITS: 3**

- To Orient Student Teachers in Aesthetics and Horticultural Aesthetic.
- To help Student Teachers understand the relationship between Education and Horticultural Aesthetics.
- To train Student Teachers in Common Gardening Skills.
- To develop Aesthetic Values among Student Teachers.

#### **CONTENT:**

**UNIT I:** Meaning and Nature of Aesthetics, Aesthetics Experience, Natural Aesthetics and Beauty of Plants.

**UNIT II:** Concept and Difference between Agriculture, Horticulture and Gardening, History and Meaning of Garden and Gardening, Purpose, Steps and Importance of Establishing Garden. Tools and Techniques of Gardening.

**UNIT III:** Different types of gardens, World and India's best Gardens: their special features.

**UNIT IV:** Preparation of a land belt of 6 x 8 sq feet for sowing plants.

**UNIT V:** Maintenance of the sown plants and the departmental garden, Plantation of two plants (Height of plant five fit) and One Pot.

#### **ACTIVITIES**

- Preparation of Scrap Book/ Herbarium File.
- Organization of an awareness program/ skits/ play.
- Visiting Nursery/parks and preparing a report.

## SEMESTER – IV

### 546: EPC-4 ART AND AESTHETICS

#### CREATIVE ARTS AND CRAFT

#### OBJECTIVES

**CREDITS: 3**

- To acquaint students with the basic concepts, scope, importance and limitations of creative art and craft.
- To develop the competency among students for making different artistic and creative materials.
- To enhance artistic and aesthetic sensibility among learners.
- To develop awareness among students about educational importance and implications of art and craft.
- To train students to make handouts/Magazines.

#### CONTENTS

**Unit-I:** Creative art and craft: Meaning, Scope, Types, Importance and Limitations.

**Unit-II:** Development of creative educational materials: Album, Scrap Book, Educational Games, Handouts, Magazines, Script writing.

**Unit-III:** Paper work: Preparation of articles based on paper/card - Greeting card and waste materials.

**Unit IV:** Expression Art: Poster making, Cartoon making, Slogan writing, Painting, sketching and Calligraphy.

**Unit-V:** Creative Arts: Educational Toy making with the help of different material, Clay work, Flower making.

#### ACTIVITIES

- Any four from the above Units.
- Visit to art and craft fair.

#### REFERENCES

- Chauhan, S.S. (1979). Innovations in teaching learning process, Kanpur: Vikas Publication house.
- Dale, Edger (1987). Audio-Visual methods on teaching, Haryana sahitya academy.

- Martis, Anandi (1989). Developing Making the Strange Familiar (MSF) competencies through Synetics model of teaching in graduate student teachers and the study of their reaction, Unpublished Ph.D. thesis, Education, DAVV, Indore.
- Rather, A.R. (1998). Creativity, its recognition and development. Swaroop & sons, New Delhi.

## SEMESTER – IV

### 546: EPC-4 ART AND AESTHETICS

#### EMBROIDRAL AND NEEDLE ART

#### OBJECTIVES

**CREDITS: 3**

- Students will be able to learn the art of embroidery.
- Students will learn the techniques of stitching.
- Students will be able to develop aesthetic sense among them.
- Students will be able to get exposed to different art of embroidery.
- Students will be use different kinds of stitches in making articles.
- Students will be able to learn dress designing art.
- Students will be able to use different fabric materials appropriately.

#### CONTENTS

**UNIT I:** Importance of Embroidery, Famous Embroidery Arts of India, and Essentials for making Embroidery.

**UNIT II:** Different Steps for Making Embroidery Art, Decorative Stitches for making Embroidery Art like-Kashmiri, Chicken work, Cross-Stitch, Aplic work, Kantha work, Button-hole and Other Necessary Stitches.

**UNIT III:** Dress Designing Art- Basics for Designing Garments (Requirements, Steps and Precautions).

**UNIT IV:** Preparation of an Article by Embroidery Art

(a) Making samples for embroidery art (any 5) according to stitches.

(b) House-hold decorative designs on cloths/table clothes/dining table mats/T.V. cover/Wall hangings (prepare any one)

**UNIT V:** Identification, Designing and stitching of Fabrics of different kinds- Baby Frock, Kurta (ladies/Gents), Salwar, Blouse

#### ACTIVITIES

- Collections of samples of fabric.
- Tailoring of different samples of garments (any two).
- Visit to cloth manufacturing Units.

#### REFERENCES

- Sukhia and Sheri: Grah Vigyan
- Repidex Stitching Course

**SEMESTER- IV**  
**547: EPC-5 PROJECT**

**OBJECTIVES**

**CREDITS: 3**

- To acquaint students with the basic concepts, scope, importance and limitations of creative art and craft.
- To develop the competency among students for making different artistic and creative materials.
- To enhance artistic and aesthetic sensibility among learners.
- To develop awareness among students about educational importance and implications of art and craft.
- To train students to make handouts/Magazines.
  
- To sensitize students about the social problems of human beings.
- To motivate them to improve their own immediate environment by implementing active intervention strategies.
- To mobilize the students in organizing social and environmental awareness campaigns like tree plantation drive, cleanliness drive, poster march, street play etc.
- To help students understand the social issues related to disparities, equity and equality.
- To cultivate among students habit of wisely using resources of immediate Local environment.
- To encourage them to interact and work with various social groups and organisations.
- To help them connect with their environment by conducting surveys on various issues.
- To develop social responsibility among students by undertaking village/community up-liftmen projects.

**CONTENT**

Students will take individual or group project. A list of **suggested projects** is as follows. Students can take any one project keeping in view the following mentioned areas. A record in the form of a Report shall be maintained by the students.

- Environmental Projects based on Environmental issues such as 'Save Tree, Save environment, Environmental degradation, polythene hazard, deforestation, global warming.
- Social Projects based on Social Problems like Gender bias, Drug Addiction, female feticide, breast cancer, illiteracy, Problems of marginalized groups, Unemployment, problems related with n technological advancement.
- Local Community oriented Projects, such as Organizing campus/ village cleanliness drive outreach activities, Health & hygiene, literacy programs etc. for rural and slum area students.
- Special Education projects Like Psychological testing, Career Counseling
- Academic Projects on academic problems, in and out campus problems, Material development such as School magazine and Creative Educational Material. Computer Literacy program
- Additional projects: Work experiences related projects Library Science, Horticulture Aesthetics.

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:

<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>
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:

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

**[C] PRACTICUM**

Practicum Courses shall comprise of:

Course Code	Title of the Course	Credits
<b>616</b>	Dissertation-I:Conceptual/Theoretical Frame Work	2
<b>627</b>	Dissertation II: Proposal	2
<b>634</b>	Dissertation III: Progress Report	2
<b>647</b>	Dissertation Final Viva Voce	4
<b>618</b>	Creative Expression Skill	1
<b>628</b>	Psychology Practical I	1
<b>629</b>	Mentoring	1
<b>635</b>	Community Based Project	3
<b>636</b>	Internship – I	3
<b>637</b>	Internship – II	4
<b>638</b>	Psychology Practical II	1
<b>645</b>	Creating An Inclusive Institution	3
<b>646</b>	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
<b>CVV</b>	Virtual Credits —I	4
<b>CVV</b>	Virtual Credits—II	4
<b>CVV</b>	Virtual Credits—III	4
<b>CVV</b>	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
<b>A I. PERSPECTIVE COURSES</b>	<b>611</b>	<b>Sociological Perspectives of Education</b>	<b>3</b>	<b>T</b>	<b>3</b>
	<b>612</b>	<b>Perspectives of Teacher Education</b>	<b>3</b>	<b>T</b>	<b>3</b>
<b>II. TOOL COURSES</b>	<b>613</b>	<b>Educational Research and Statistics-I</b>	<b>4</b>	<b>T</b>	<b>4</b>
	<b>614</b>	<b>Critical Reading of Literature</b>	<b>3</b>	<b>P</b>	<b>6</b>
<b>B ELECTIVE GENERIC</b>	<b>615</b>	<b>Elective Generic-I</b>	<b>3</b>	<b>T</b>	<b>3</b>
<b>C PRACTICUM</b>	<b>616</b>	<b>DISSERTATION-I</b>	<b>2</b>	<b>P</b>	<b>4</b>
	<b>617</b>	<b>ICT in Education</b>	<b>3</b>	<b>P</b>	<b>6</b>
	<b>618</b>	<b>CREATIVE EXPRESSION SKILL</b>	<b>1</b>	<b>P</b>	<b>2</b>
<b>D VIRTUAL CREDITS</b>		<b>VIRTUAL CREDITS</b>	<b>4</b>		
<b>TOTAL</b>			<b>26</b>		<b>31</b>

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

**SEMESTER— II**

Course	Course Code	Title of the Course	C	N	LPW
<b>A</b>	<b>I. PERSPECTIVE COURSES</b>				
	621	Philosophical Perspectives of Education	3	T	3
	622	Psychological Perspectives of Education-I	2	T	2
	<b>II. TOOL COURSES</b>				
	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>B</b>	<b>ELECTIVE GENRIC</b>				
	626	Elective Generic- II	3	T	3
<b>C</b>	<b>PRACTICUM</b>				
	627	DISSERTATION-II	2	P	4
	628	PSYCHOLOGICAL PRACTICAL—I	1	P	2
	629	MENTORING	1	P	2
<b>D</b>	<b>VIRTUAL CREDITS</b>	<b>VIRTUAL CREDITS</b>	4		
	<b>TOTAL</b>		<b>26</b>		<b>29</b>

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

**SEMESTER— III**

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

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



**SEMESTER—IV**

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

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

**COURSE 611: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**CREDITS • 3**

**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

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- Burgess, R.G. (1986). Sociology, Education and Schools: An Introduction to the Sociology of Education. London: B.T. Bastford Ltd.

## **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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**IMPORTANT WEBSITES:**

[www.ugc.ac.in](http://www.ugc.ac.in)[www.ncte-india.org](http://www.ncte-india.org)

[www.nuepa.org](http://www.nuepa.org)

[www.education.nic.in](http://www.education.nic.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

[www.naac.gov.in](http://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**

- Buch, M. B. (ed.) (1974). *A Survey of Research in Education*. Baroda: M.S. University of Baroda.
- Buch, M. B. (ed.) (1979). *Second Survey of Research in Education*. Baroda: Society for Educational Research and Development.
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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**

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

### **REFERENCES**

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- Super, D.E. (1957). Psychology of Careers. New York: Harper and Brothers.
- Yadav, S. (2005). Guidance and Counseling. New Delhi: Anmol Publications Pvt. Ltd.

## **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	<b>NUEPA, New Delhi</b>
• PARIPREKSHYA - A HINDI JOURNAL	<b>NUEPA, New Delhi</b>
• NUEPA NEWSLETTER	<b>NUEPA, New Delhi</b>
• ANTRIEP NEWSLETTER	<b>NUEPA, New Delhi</b>
• JOURNAL OF EDUCATIONAL ADMINISTRATION AND HISTORY	<b>Taylor &amp; Francis, [Online]</b> <a href="http://www.tandfonline.com">http://www.tandfonline.com</a>
• JOURNAL OF HIGHER EDUCATION POLICY AND MANAGEMENT	<b>Taylor &amp; Francis, [Online]</b> <a href="http://www.tandfonline.com">http://www.tandfonline.com</a>
• EDUCATIONAL ADMINISTRATION QUARTERLY	Sage Publication [Online] <a href="http://eaq.sagepub.com/">http://eaq.sagepub.com/</a>
• JOURNAL OF EDUCATIONAL ADMINISTRATION	<b>Emerland Publication Online</b> <a href="http://www.emeraldinsight.com">http://www.emeraldinsight.com</a>
• INTERNATIONAL ELECTRONIC JOURNAL FOR LEADERSHIP IN LEARNING	<a href="http://www.ucalgary.ca">http://www.ucalgary.ca</a>
• INTERNATIONAL JOURNAL OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES	<a href="http://www.academicjournals.org/IJEAPS">http://www.academicjournals.org/IJEAPS</a>

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## **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.

Schneir, Miriam, ed. *Feminism in Our Time: The Essential Writings, World War II to the Pre* Jodhka Surinder (ed.), Community and Identities, Sage, 2002

Hasan, Z. (Ed.), Forging Identities: Gender, Communities and the State, New Delhi, Kali for Women, 1994.

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Jain, Devaki and Pam Rajput. Narratives from the Women's Studies Family: Recreating knowledge. New Delhi: Sage, 1992.

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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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**IMPORTANT WEBSITES:**

**[www.ugc.ac.in](http://www.ugc.ac.in)**

**[www.ncte-india.org](http://www.ncte-india.org)**

**[www.nuepa.org](http://www.nuepa.org)**

**[www.education.nic.in](http://www.education.nic.in)**

**[www.planningcommission.nic.in](http://www.planningcommission.nic.in)**

**[www.ncert.nic.in](http://www.ncert.nic.in)**

**[www.netvarsity.com](http://www.netvarsity.com)**

**[www.onlinevarsity.com](http://www.onlinevarsity.com)**

**[www.shiksha.com](http://www.shiksha.com)**

**JOURNALS, NEWSLETTERS:**

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

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



**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

**REFERENCES:**

- Dandpani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Publications, Pvt. Ltd., 2000.
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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.

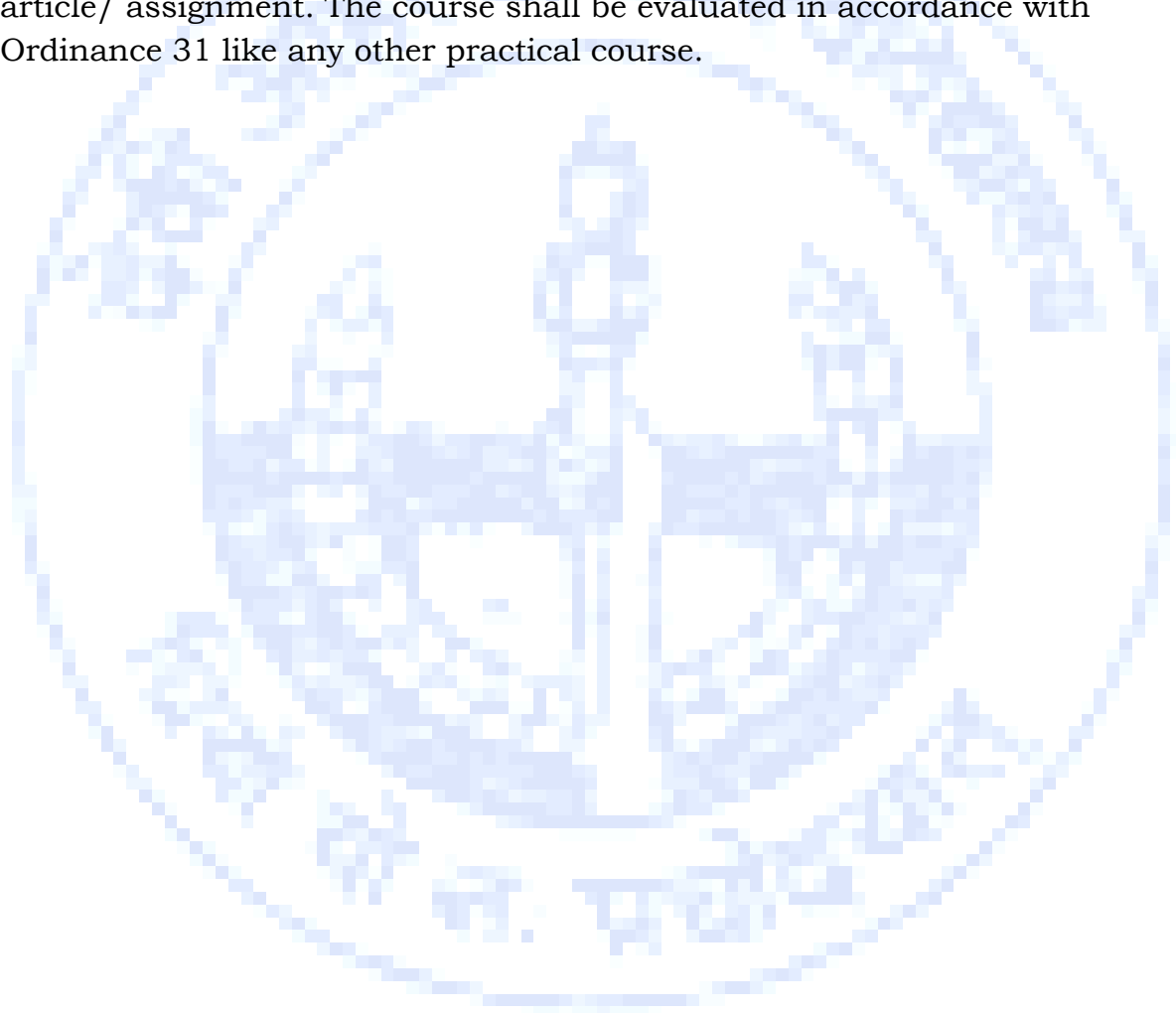
### **ACTIVITIES: (Any five)**

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

#### **REFERENCES**

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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.

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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**

	<b>Component</b>	<b>Marks</b>
Part A	<b>[During the School Experience(SE) course of SOE, DAVV] For 10 days</b>	
	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	<b>[In-campus Internship]</b>	
	Presenting Four Lessons	
	Twenty Observations	
	Conducting Feedback sessions	
	<b>Total</b>	

**Internship II**

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

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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.

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

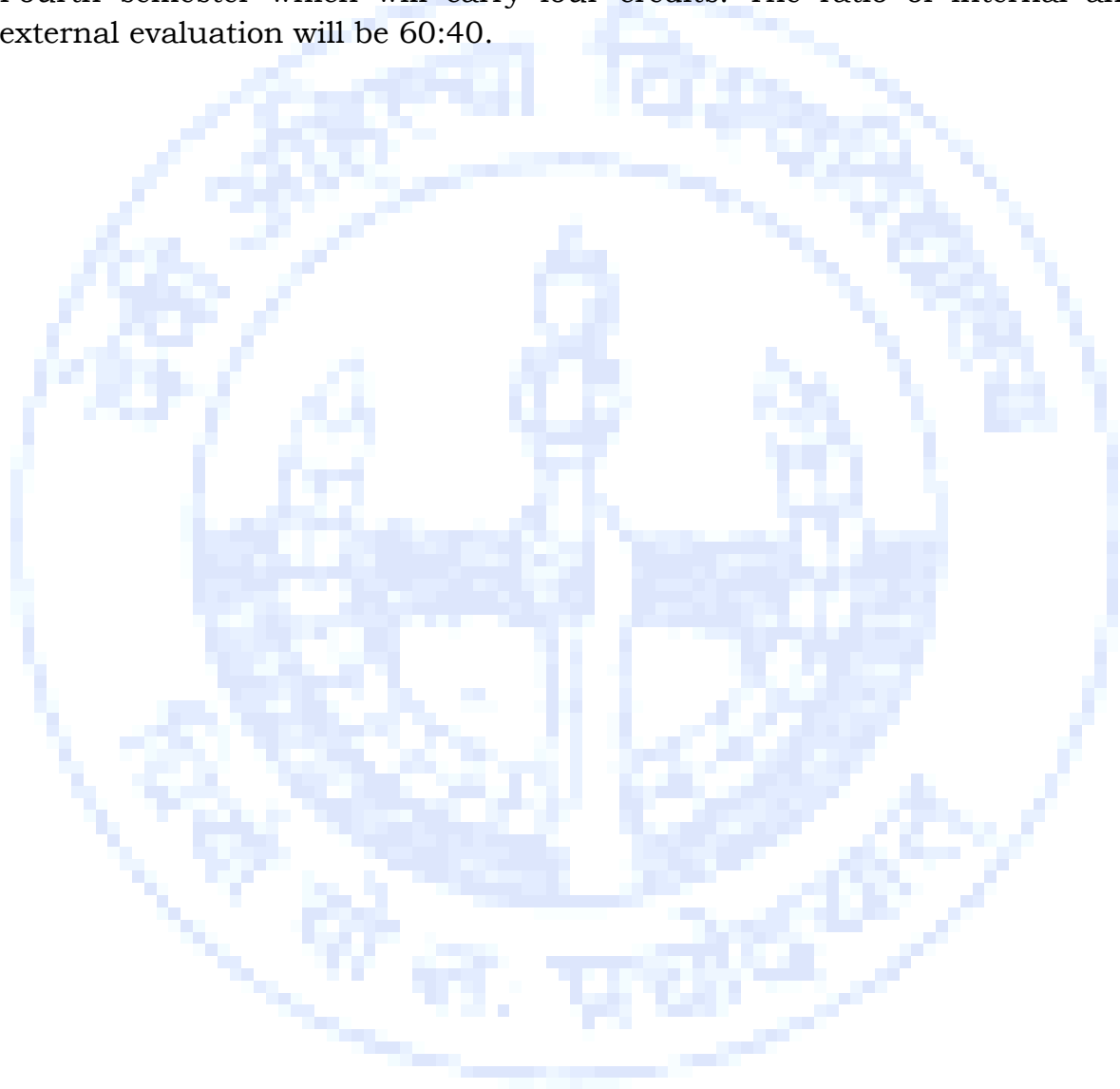
**In the first semester** the DISSERTATION I: CONCEPTUAL/THEORETICAL FRAME WORK course will be offered. The future teacher educator will develop a conceptual or theoretical framework of the problem selected under the dissertation work after the consultation with the teacher allocated to him/her as guide. 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
<b>616</b>	DISSERTATION—I	Conceptual/Theoretical Frame Work and Review of Literature	<b>2</b>
<b>627</b>	DISSERTATION—II	Research Proposal	<b>2</b>
<b>634</b>	DISSERTATION—III	Progress Report	<b>2</b>
<b>646</b>	<b>DISSERTATION—IV</b>	<b>Dissertation Final Viva Voce</b>	<b>4</b>

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).

## SYLLABUS AND SCHEME OF Ph.D. Course Work/ M.Phil. Program

### Session 2018

The Ph.D. Course work and the First Semester of M.Phil. Program shall be conducted together.

The courses of study for the same along with the credits are as under:

#### FIRST SEMESTER: Ph.D. and M. Phil.

S. No.	COURSES OF STUDY	Ph.D. (course work)	M. Phil
1.	Research Methodology	4 credits	4 credits
2.	Review of Published Research in the relevant field	3 credits	4 credits
3.	Computer Applications	3 credits	4 credits
4.	Advance course in the subject of research (any one)	3 credits	4 credits
5.	Synopsis Submission	--	4 credits
6.	Comprehensive Viva-Voce	3 credits	4 credits
	<b>TOTAL CREDITS</b>	<b>16 Credits</b>	<b>24 Credits</b>

#### SECOND SEMESTER: M. Phil.

S. No.	COURSES OF STUDY	CREDITS
1.	Seminar	4 credits
2.	Term Paper/ Assignment	4 credits
3.	Final Dissertation/ Project Presentation	12 credits
4.	Comprehensive Viva-Voce	4 credits
	<b>TOTAL CREDITS</b>	<b>24 Credits</b>

**PART: A****Objectives:**

- To familiarize students with the nature of Science and Scientific method.
- To familiarize students with different types of qualitative and quantitative research.
- To acquaint students with different stages of conducting various type of research.
- To develop among students skill of objective writing commensurate with qualitative and quantitative types of research.
- To develop among students competency for use of various sampling techniques according to their research objectives.
- To acquaint students with process of development of tools.
- To develop among students skill of research report writing.
- To train students with different techniques of data analysis in qualitative research.

**Contents:**

**Unit I:** Essential Characteristics of Science and Scientific Method, Definition of Research & Educational research, Qualitative & Quantitative Research: Meaning, Definition Characteristics and Need

**Unit II:** Descriptive Research: Meaning, Definition, Characteristics and Nature of Descriptive Research, Surveys, Casual-Comparative Studies, Developmental Study, Longitudinal & Cross Sectional Study, Correlation & Prediction Study and Trend Study.

**Unit III: (a) Sampling:** Population and Sample, Importance of Sampling, Sampling Unit, Sampling Frame, Sampling Error & Bias, Probability & Non Probability Sampling, Methods and Sample Size.

**Unit IV:** Experimental Research: Experimental Design: Definition, Characteristics, Methods of Control, Types of Experimental Design: Pre, True and Quasi experimental design, Factors affecting Internal and External Validity of Experimental design, Single Group, two group, multi group, factorial design.

**Unit V: (a) Qualitative Research Approaches:** Naturalistic Enquiry, Historical & Case Studies, Philosophical research, Analysis of Qualitative Data, Content analysis,  
**(b) Report Writing**

## **PART: B**

### **Contents**

**Unit I:** Scales of Measurements: Nominal, Ordinal, Interval & Ratio. Statistics permissible at each level of measurement. Parametric & Non-parametric tests: Underlying assumptions, considerations for deciding appropriateness of parametric tests.

**Unit II:** The concept of Hypothesis testing: Null hypothesis, Alternative hypothesis: Directional & Non-directional hypothesis, One & Two tailed tests, Significance of statistics in terms of critical value & probability, Errors in hypothesis testing: Type I and Type II errors, Family wise & test wise errors, Controlling for alpha inflation, Power of a test, Two sample difference tests of significance.

**Unit III:** K-Samples difference tests: One way ANOVA, Post Hoc tests of varying powers, Two way ANOVA with equal and unequal cell size, One & Two way ANCOVA of equal & unequal cell size.

**Unit IV:** Non Parametric Statistics: Mann-Whitney test, Wilcoxon test, Signed Ranks test, Chi Square test-One and two samples.

**Unit V:** Use of SPSS in Data Analysis: Data entry, testing underlying assumptions, running the tests, editing and exporting the output, writing interpretation.

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## **REVIEW OF PUBLISHED RESEARCH IN THE RELEVANT FIELD**

**Credits: 03 (Ph.D.)**

**04 (M. Phil.)**

### **Objectives:**

- To acquaint students with scope and functions of review of research.
- To familiarize students with various steps of conducting a review of literature.
- To acquaint students with use of various reference material.
- To develop among students skill of abstracting a research study.
- To develop among students competency to synthesize research findings.

### **Contents:**

**Unit I:** Review of Research: Concept, Purpose and Importance. The functions of review; a) Conceptual frame of reference, b) Status of research, c) Research Approach, Method, Instrumentation and Data Analysis, d) Probability of success and significance of findings, e) Stating the definitions, assumptions, limitations and hypotheses, f) Selection of Tools and Design.

**Unit II:** Use of Reference Materials: Using library; Card catalogue, library classification- Dewey decimal system of classification. Encyclopaedias, Handbooks of research on teaching, First, Second and Third handbooks of psychological and social instruments, Research of surveys in Education I-VI, Journals and Research Abstracts, Dictionaries of Education, Yearbooks, role of association of Indian Universities, NCERT, New Delhi & Devi Ahilya University in research survey.

**Unit III:** Conducting a review of the literature; Listing key words, Checking preliminary sources, Reading and noting selected references. Preparing references at the time of review of literature.

**Practical Work:**

- Conducting a review of research in the area of research interest under the guidance of supervisor.
- Preparing review of a Ph. D. thesis.
- Searching related literature online.

**COMPUTER APPLICATION**

**Credit: 03 (Ph. D.)**

**04 (M. Phil.)**

**Objectives**

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

**Content:**

**UNIT I:**

[a] Hardware: Input and Output Devices used in Research Process, Memory ,characteristics of laptop, tablet , smart Mobiles etc.

[b] **Word Processing:** Operating through Different Menus and Ribbon: Mailings ,Creating References and Bibliography, Inserting End Notes and Footnotes, Tables of Content, Hyper linking within and outside document.

[c] **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] Use of Note Pad, One Note Calculator, Dictionary and Paint Brush in research.

[b] **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

### UNIT III

[a] World Wide Web – Access information, reliability of information. Use of Internet in Research Process. Accessing information through web, Exploring Web resources, communicating through Email: Preparation of Docs, Sheets and slide on internet.

[b] Creation of Forms, maps and drawing with the help of internet tools.

### UNIT IV

[i] **Internet Applications:** Online Conferencing, Webinar, Creation & Use of email, Blogs, Use of Online Dictionaries, Translator, Google transliteration, working with Plagiarism Software, Use of Cloud Computing, Social Networking Sites

[a] **Web Publishing:** Creating own website (local host), Uploading and downloading information on the web.

[b] **Handling Multimedia:** Creating, editing and broadcasting videos; Recording, editing and using Audios, Inserting Text in the videos, Creating with ICT – Media : charts(makesign.com), Images, Photo story, collage(research auto collage), Audio and video, Text(moviemaker) ,

### UNIT V:

[a] Modular Object Oriented Dynamic Learning (MOODLE), National Mission on Education through ICT (NMEICT),SWAYAM, Sakshat Portal, e-Pathshala, On line examination.

[b] Social, ethical, legal aspects of ICT & cyber safety Synchronous communication on web

### SUGGESTED ACTIVITIES (Any Three)

- MS-WORD related work Useful in Research Paper writing ,
- Use of different Options available in MS-EXCEL for Educational Research,
- Preparation of a POWER POINT presentation,
- Surfing of a topic on INTERNET

- Plagiarism reporting and interpretation.
- Preparation of Google site/doc/map/form

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## ADVANCE COURSE IN THE SUBJECT OF RESEARCH (ANY ONE)

### GUIDANCE AND COUNSELLING

#### OBJECTIVES

CREDITS: 03 (Ph.D.)

04 (M. Phil.)

- To acquaint students with the meaning and scope of Guidance.
- To make them aware about current trends and issues in guidance and counselling.
- To acquaint students with meaning, nature, theories and techniques of Counselling.
- To familiarize students with Counselling Process.
- To sensitize them towards Ethical and Legal considerations involved in Counselling.
- To enable them to learn and apply the various types of Counselling strategies.
- To enable them to learn and apply Guidance techniques for Special Children.
- To make them familiar with Researches and Follow up studies in Counselling.

#### Content:

**UNIT I:** Meaning, definition and scope of Guidance and Counselling, Theories of Counselling: Rational theory of Counselling, Learning theory, Psychoanalytic and Existential Approaches to Counselling.

**UNIT II:** Vocational Development and Educational Planning: Vocational Development , Vocational Maturity and Vocational adjustment, Dynamics of Vocational Development, Career Development Theories: Hollands Personality theory, Psychodynamic theory, Cognitive and Social Learning theories.

**UNIT III:** Theories of Career Counselling :Trait and Factor Career Counselling, Counselor centered Counselling, Psychodynamic Career Counselling, Developmental Career Counselling and Behaviour Career Counselling.

**UNIT IV:** Counselling Process: Building a Counselling relationship, Working in Counselling Relationship and Termination of Counselling.

#### UNIT V:

- (a) Currents trends and issues in Counselling Evaluation,
- (b) Researches and follow-up in Counselling,
- (c) Ethical and Legal aspects of Counselling.

## **SUGGESTED ACTIVITIES (ANY TWO)**

- Conselling of a child and report writing (Drug abused/Physically handicapped/Gifted)
- Assessment of Intelligence /Aptitude/Personality/Attitude/Creativity/ Interest and Report writing
- Preparing Autobiography / case Study/Anecdotal Record.
- Survey of problems & needs of Emotionally Challenged/ Disturbed Youth.
- Identifying growth needs and designing developmental tasks.

## **REFERENCES**

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## **ADVANCED EDUCATIONAL TECHNOLOGY**

### **OBJECTIVES**

**CREDITS: 03 (Ph.D.)**

**04 (M. Phil.)**

- To familiarize the students with concept, scope and approaches of Educational Technology.
- To acquaint the students with different aspects of teaching learning.
- To train the students in different styles of developing instructional material.
- To improve the students' understanding, ability and technical proficiency in variety of areas relevant to Educational Technology.
- To acquaint the students with the ICT Trends in Education.
- To familiarize the students with the concept of assistive technology and research trends in educational technology.

## **CONTENT**

**Unit I:** Concept and Scope of Educational Technology, Technology in Education, Technology for Education, Technology of Education. Approaches of Educational Technology- Hard Ware, Soft Ware and System Approach. Cybernetics: Meaning and Scope. National Policy and Education Technology.

**Unit II:** Teaching Technology: Planning, Organization, Leading and Evaluation of Teaching: Identification of Objectives, Task analysis, Designing of subject matter, Motivational theories of Teaching, Evaluation of Teaching Behaviors.

**Unit III** Instructional Technology: Mechanics of developing different types of Individualized Instruction material- Linear, Branching PLM, Mathetics and Modules. Computer Aided Instruction, Computer Based Management, e-Content, WBI, Office Automation.

**Unit IV:** ICT in Education: Use of Web Based Instruction: Web Links, Wikieducator m-Learning, gamification, flipped classroom, cloud based learning. blended learning, MOOCS, Virtual Classrooms, Computer based Assessment System, Computer Mediated Communication.

**Unit V:** a) Adaptive and assistive Technologies for CWSN (Children With Special Needs)  
b) Research Trends in Educational Technology.

## **SUGGESTED ACTIVITIES (ANY TWO)**

- Developing an instructional Material on a selected topic.
- Creating and using an Educational Blog.
- Development of e-content in an area.
- Construction of profile on wiki-educator



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## **SYNOPSIS SUBMISSION**

**Credits: 04**

Each M. Phil. candidate is required to develop Research Proposal (Synopsis) under the supervision of his/her Guide, to be allotted by the Department

## **EVALUATION OF COURSES OF STUDY**

Evaluation of the Courses will be as per University Guidelines/ Ordinance 31 of Devi Ahilya University.