



DEVI AHILYA VISHWAVIDYALAYA, INDORE

School of Education

1.1.2

Minutes of the Meetings and Changes in Syllabus



24/July/2014

Board of Studies (Education)

A meeting of Board of Studies in Education was held on 24/7/14 at 3pm in Room no 112. The following members were present in the meeting:

- | | |
|---------------------------|----------|
| 1. Prof S.K. Tyagi | Chairman |
| 2. Prof Archana Duley | Dean |
| 3. Prof Meena Buddhiagar | Member |
| 4. Dr Kamalaksi Agnihotri | Member |

The following members could not attend the meeting:

1. Prof Rama Mishra
2. Dr Lakman Sunde
3. Mr Avtar Jeet Singh

The Chairman welcomed the board members at the start of the agenda was taken up next. It was decided that

1.

निम्नलिखित विषयों पर चर्चा की जाएगी -

1. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

2. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

3. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

4. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

5. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

6. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

7. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

8. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

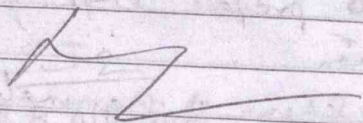
9. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

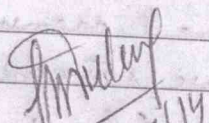
10. शिक्षण विभाग में नए शिक्षकों की नियुक्ति के संबंध में।

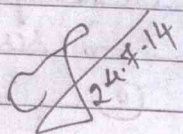
यह वह है जो कि नुसार ही जारी है।

2. बीएस की परीक्षा के नवीनतम परिणाम प्रकाशित होने के बाद ही प्रवेश किया जाएगा। ~~उत्तीर्ण होने के बाद ही प्रवेश किया जाएगा।~~ ~~उत्तीर्ण होने के बाद ही प्रवेश किया जाएगा।~~ प्रवेश करने पर रसीदों को संयोजक को देना होगा। बीएस की पाठ्यक्रम की शर्तों में "Eligibility for Degree" : a candidate shall be eligible for the degree of जो कि अंग्रेजी में लिखा गया है। नवीनतम परिणाम प्रकाशित होने के बाद ही प्रवेश किया जाएगा।

3. अंग्रेजी के अंतर्गत विषय विभागीय स्तर पर सत्र 21/4/14 के नए-नए बीएस में अंग्रेजी विषय परीक्षाएं पाठ्यक्रम (syllabus) के अनुसार वर्ष 2014-15 में शुरू करने की अनुमति दी जाती है।


24/7/14


24/7/14


24/7/14

24/3/15

A meeting of Board of Studies in Education was held in Room No. 112 on 24 March 2015 at 3 pm. The meeting was attended by

- (1) Prof S. K. Tyagi Chairman
- (2) Prof M. Buddhisopa Member
- (3) Prof R. Mishra "
- (4) Dr Kamalshi Agritohi "
- (5) Dr Laxman Srivastava "

The following members could not attend:

- (1) Prof A. Dubey Dean, Faculty of Edu
- (2) Mr Anantraj Singh Member

After welcoming the members the agenda was taken up. Regarding syllabus & scheme of examination for two-year

B.Ed program, session 2015-16, it was decided that:

(i) Semester system of examination be adopted for 2-year B.Ed program w.e.f. 2015-16 session

(ii) The syllabus & scheme of examination be evolved keeping the view of revised NCTE norms-2014.

(iii) Following committees will prepare draft syllabus and scheme of examination

(a) Course structure & scheme of examination
(Dr Kamalshi Agritohi / Dr Laxman Srivastava
Prof S. K. Tyagi)

(b) Detailed syllabi for Sem I & II
(Prof Ramesh Mishra & Dr Kamalshi Agritohi)

(c) Detailed syllabi for Sem III & IV
(Prof M. Buddhisopa / Prof A. Dubey
& Mr Anantraj Singh)

20/4/15

A meeting of BOS in Education was held on 20 April at 12 noon in Room 112, R.V.P. Marg University.

The following members attended the meeting

1. Prof S.K. Tyagi
2. Prof A. Dubey
3. Prof R. Mishra
4. Dr Kamalini Agnihotri
5. Dr Lakshmi Saini

The following members could not attend

1. Prof Meera Boddhisagar
2. Mr Arunachal Singh

The agenda was taken up after welcoming the members.

It was decided that:

1. M Ed 2 year program as per new NCTE rules be based on semester pattern

2. The 2 year M Ed program's course outline and scheme of examination were discussed in the meeting. The members suggested few changes in the draft curriculum.

3. A course on capt design will be designed by Prof Archana Dubey

4. The details regarding courses titled 'Workshop on SPSS, Dissertation & Paper writing' will be developed by Dr L. Saini & Prof S.K. Tyagi

5. The details regarding course titled 'Field oriented reading & literature' will be developed by Prof R. Mishra & Dr K. Agnihotri

6. All the advanced level courses will be prepared by respective faculty.

7. All the course details should, preferably be ready by next week

The meeting ended with vote of thanks.

20/4/15

28/4/15

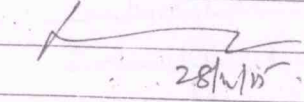
Meeting of Board of Studies in education was held in room no 112, University House at 3 pm. Following members attended the meeting.

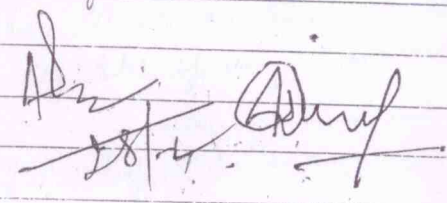
- 1. Prof S-K Tyagi
- 2. Prof Anshu Dusej
- 3. Prof Rama Mishra
- 4. Dr Kamalini Singh
- 5. Dr Lakshmi Shinde
- 6. Mr Atanagel S. P.

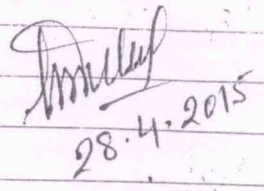
Prof Meena Buddhisagar could not attend. The agenda was taken up after welcoming the members.

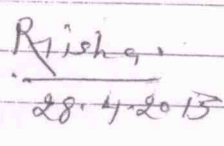
The Curriculum for MEd 2yr (Semester system) was tabled. The manuscript was fine tuned for uniformity. It was signed by the members after due consideration and was handed over to the Academic Branch of the University for further actions.

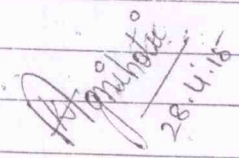
The meeting ended with vote of thanks to the chair.


28/4/15


28/4/15


28.4.2015


28.4.2015


28.4.15

7.7.2015

A meeting of Board of Studies in Education was held on 7.7.2015 at 3PM in Room no 112. The meeting was called to decide about the B Ed two year program syllabus for affiliated colleges.

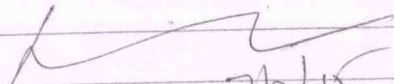
The following members were present.

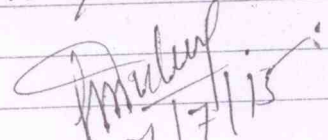
1. Prof S.K. Tyagi, Chairman
2. Prof Archana Dubey, member
3. Prof. M. Budhisaagar, Member
4. Dr Kamalini Agnihotri
5. Dr Laxman Shinde
6. Mr Anant Singh

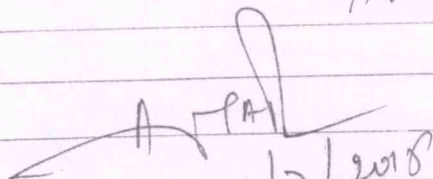
After welcoming the members, the agenda was taken

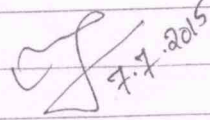
It was decided that. A. Minnis, DAV be requested to find out whether the B Ed syllabus drafted by Jabalpur University has been approved by the Coordination Committee, and the board members be intimated of any such approval. The ^{minutes of} meetings of Coordination Committee ~~and~~ accompanying syllabi, if any, be made available at the earliest.

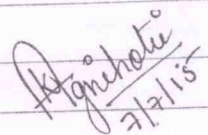
Meeting ended with vote of thanks to the chairman

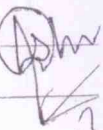

7/7/15


7/7/15


7/7/2015


7.7.2015


7/7/15


7-7

5.12.2015

A meeting of Board of Studies in Education was held on 5.12.2015 at 3PM in Room no 112. The meeting discussed detailed scheme of examination for BEd (Two years) for affiliated colleges. The following members were present.

1. Prof S.K. Tyagi, Chairman
2. Prof A. Dubey, Dean
3. Prof M. Kundhakar
4. Prof Rama Mishra
5. Dr K. Singh
6. Mr Arjun Singh

The Committee observed that the scheme of examination appended to BEd syllabus framed by RDU & followed by DAVV was not complete. In addition to the scheme given here, it was decided to evolve the following additional points: (kindly see overleaf)

The meeting ended with vote of thanks.

PTO

DETAILED SCHEME OF EXAMINATION FOR B. Ed. (TWO YEARS)

- The courses in the syllabus having 100 maximum marks are Theory courses, while the rest are Practical ones.
- A candidate should **pass each Theory and Practical courses separately**. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in B.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

- **Separate Division will be awarded in Theory and Practical Parts.** First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.
- Students wishing to appear in a particular semester examination **must have appeared in all previous semester examinations.**
- **In case of Failure**, a candidate will be allowed to carry **any two courses** of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held **as and when it is offered in the subsequent semester**. To pass a Carry course a candidate will get **one chance** only.

A candidate will have to pass two year B.Ed. program in **at the most three years.**

- In all practical examinations not more than approximately 35 students should be examined in a batch/day. External **marks are to be given only by the External Examiner** directly to the University.
- The **College shall carefully preserve** the record of activities/ practical/ seminar/ workshops/ field visit/ observations in the form of a practical diary/ narrative report/ reflective journal/ field notes etc submitted by the students under the supervision of the college faculty. These will be perused and signed by the respective external examiners appointed by the University.
- In "School Internship" course of third semester 100 external marks are allotted for final Lesson Planning in two subjects and another 100 marks are for the final teaching of Lessons in two subjects. Remaining 150 marks will be Internal.

5/12/15

Agnihotri
5.12.15

5.12.15

5/12/15

5/12/15
Rishu
5.12.15

26.12.15

A meeting of BOS (Education) was held on 26.12.15 at 3.0 pm in Room no 112, RVT May, SAW, Indore.

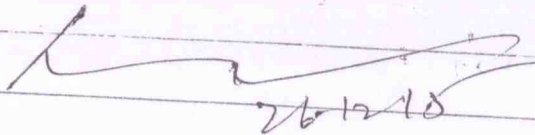
The details of the scheme of examination were further specified alongwith a few correction to the scheme submitted to the University in its previous meeting.

Following members were present

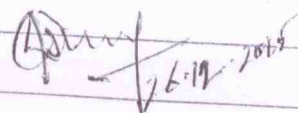
1. Prof S. K. Tyagi Chairman
2. Prof A. Dubey Dean
3. Prof R. Mishra Member
4. Dr L. Srinde member

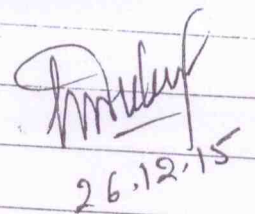
The committee submitted the final version of scheme of examination after making due discussions on various points of the scheme. The scheme may be submitted for further action to the University authorities.

The meeting ended with vote of thanks by the chair



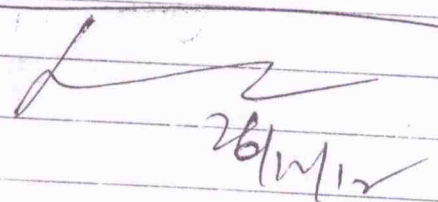
26.12.15


26.12.15


26.12.15

Rishi
26.12.15

Enclosed : details of Scheme of Examination (page 1 to page 6)


26/12/15

7th May 16

श्रीक्षा अध्यायन मण्डल की बैठक दिनांक 7th मई 2016 को
उपरोक्त कक्षा कक्षाओं में आयोजित की गई। बैठक
में निम्न सदस्य उपस्थित रहे

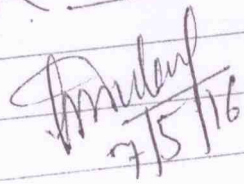
- डा. रमा मिश्रा अध्यक्ष (श्रीक्षा अध्यायन मण्डल)
- डा. एस. के. व्यास सदस्य
- डा. अर्चना कुंजरा सदस्य
- डा. मधुसूता वर्मा सदस्य

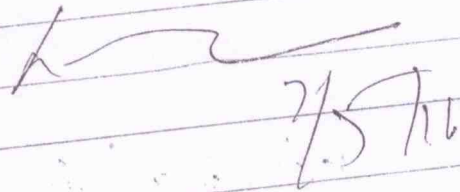
सेक्शन 28(1) के अन्तर्गत के विषय विशेषज्ञों
के नाम (1) प्रो. के. के. खरे, प्राचार्य,
क्षेत्रीय शिक्षा संस्थान, भोपाल (म.प्र.)
09424417221

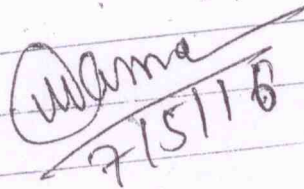
(2) प्रो. छाया गोयल
प्रगत शिक्षा अध्यायन केंद्र (CLASE)
एम. एस. युनिवर्सिटी, कांडोदरा, गुजरात
09898278317

प्रस्तावित किये गए अध्यक्ष के धन्यवाद प्रस्ताव
के साथ बैठक समाप्त हुई।

Rishu


7/5/16


7/5/16


7/5/16



विषय B.Sc.B.Ed/BA B.Ed अध्यादेश 139 में संशोधन 16th June 16

शिक्षा अध्ययन मण्डल की बैठक दिनांक 16 जून 2016 को 11:00 बजे तक क्रमांक 112 में आयोजित की गई। बैठक में निम्न सदस्य उपस्थित रहे।

डा० रमा मिश्रा अध्यक्ष (शिक्षा अध्ययन मण्डल)

डा० एस. के. त्यागी सदस्य

डा० अर्चना कुंभ संकायाध्यक्ष

डा० लक्ष्मण शिंदे सदस्य

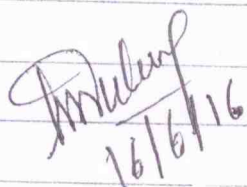
डा० सच्चालिका वर्मा "

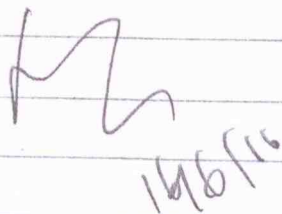
श्री मोहनसिंग कामानिया।

① अध्ययनमण्डल द्वारा अध्यादेश 139 को संशोधित कर अनुमोदित किया गया। अनुमोदित अध्यादेश की प्रतिलिपि शैक्षणिक विभाग को आगामी कार्यवाही हेतु दी गई। संलग्न - संशोधित एवं अनुमोदित B.Sc.B.Ed/BA.B.Ed. की प्रति अनुमोद

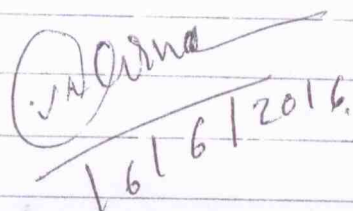
② मध्य प्रदेश शासन उच्च शिक्षा विभाग के पत्र क्रमांक 274/115/सीसी/15/अड़तीस दिनांक 10.4.15 के अनुसार B.Sc.B.Ed/B.A.B.Ed के पाठ्यक्रम एवं मूल्यांकन योजना बनाने का उत्तरदायित्व अध्यादेश प्रतापसिंग विनव. शिवा को सौंपा गया था। यही पाठ्यक्रम म.प्र. के समस्त विश्व-विद्यालयों में लागू किया जाना था।

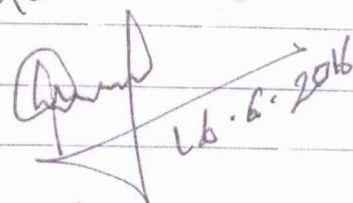
अतः उचित होगा कि शैक्षणिक विभाग के अतिरिक्त उपरोक्त पाठ्यक्रम एवं मूल्यांकन योजना अध्यादेश प्रतापसिंग विनव. शिवा से प्राप्त करने का कष्ट करें। अध्याक्ष के धन्यवाद प्रस्ताव के साथ बैठक समाप्त हुई।


16/6/16


16/6/16

Rishu
16.6.16


16/6/2016


16.6.2016

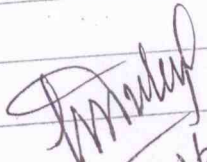
M. S. B. Singh

की.प.की.पु. ५ की.पससीकी.पु. का संशोधित अध्या
दिनांक 19.7.16 को शिक्षा अध्ययन मण्डल की बैठक कुलपति
काचिलय के बैठक वकस में आर.पुन.टी मागपिउ आयेगा
की गई है बैठक में निम्न निम्न सदस्य उपस्थित
रहे।

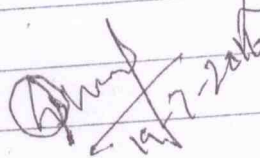
- (1) डा० श्रीमती रमा मिश्रा
- (2) डा० श्रीमती अचीना दुके
- (3) डा० एस.के. त्यागी
- (4) डा० लक्ष्मण शिंदे
- (5) डा० मधुलिका वर्मा

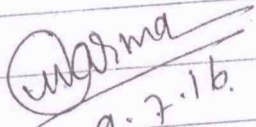
की.प.की.पु. एवं की.पससी की.पु. के संशोधित
अध्यादेश क्रमांक 139 के बिन्दु 4, 8, 9 एवं 11 पर पुनः
विचार किया गया।

संशोधित अध्यादेश प्रस्तुत किया जा रहा है।
अध्यक्ष के धन्यवाद प्रस्ताव के साथ बैठक समाप्त
हुई


19.7.16

Rishu
19.7.16


19.7.2016


19.7.16

की. एड. (चतुर्थ सेमेस्टर) की परीक्षा योजना

शिक्षा अध्ययन मण्डल की बैठक दिनांक 28.7.16 को अपरान्ह 3.00 बजे भावा भवन स्थित कमरा नं. 112 में आयोजित की गई बैठक में निम्न सदस्य उपस्थित रहे।

- (1) डा. श्रीमती रमा मिश्रा
- (2) डा. एस. के. त्यागी
- (3) डा. श्रीमती अर्चना कुंभे
- (4) डा. श्री लक्ष्मण शर्मा
- (5) डा. मधुलिका वर्मा

की. एड. की (चतुर्थ सेमेस्टर) परीक्षा योजना पर विचार संग्रहित परीक्षा योजना प्रस्तुत की जा रही है। अध्यक्ष के धन्यवाद प्रस्ताव के साथ बैठक समाप्त हुई।

Rishy
28.7.16

28/7/16

Muliyil
28/7/16

Madama
28/7/16

28-7-16

प्रम. फिल तथा पी.एच.डी. की प्रवेश परीक्षा एवं कोर्सिंग का पाठ्यक्रम तैयार करने हेतु शिक्षा अध्ययन मण्डल की बैठक दिनांक 28.9.16 को कोर्स क्रमांक 112 आर.एन.टी. में प्रारंभित की गई। जिसमें निम्न सदस्य उपस्थित रहे

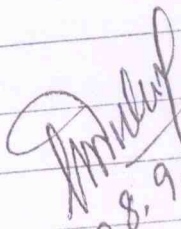
डा. रमा मिश्रा
 डा. अर्चना दुके
 डा. सुशील त्यागी
 डा. लक्ष्मण शींदे
 डा. मधुलिका वर्मा

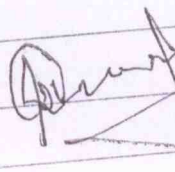
बैठक में निर्णय लिया गया कि DET के लिए पाठ्यक्रम निर्माण के लिए डा. शीमती अर्चना दुके एवं डा. सुशील कुमार त्यागी की समीति गठित की जाएगी। प्रम. फिल पाठ्यक्रम निर्माण हेतु डा. रमा मिश्रा एवं डा. लक्ष्मण शींदे की समीति गठित की गई। फुडवांस कोर्स इन डिप्लोमा पाठ्यक्रम निर्माण हेतु डा. कामाक्षी आग्निहोत्री एवं डा. मधुलिका वर्मा की समीति गठित की गई।

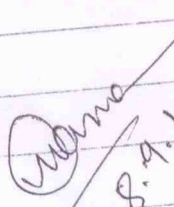
उक्त समीतियों यूजीसी, रेगुलेशन के अनुरूप पाठ्यक्रम का मसौदा तैयार करेगी एवं प्रातिवेदन दिनांक 6.10.16 बुधवार को शिक्षा अध्ययन मण्डल की बैठक में पटल पर रखा जाये। अध्यक्ष द्वारा आभार प्रकट करने के पश्चात बैठक समाप्त हुई।

Raishan
 28.9.16.

28/9


 28.9.16


 28/9/16


 28.9.16

आज दिनांक 6 अक्टूबर 2016 को शिक्षा अध्ययन मंडल की बैठक क्रमांक 110 से आयोजित की गई बैठक में चर्चा का विषय - एम. फिल. तथा पीएच.डी. की प्रवेश परीक्षा का पाठ्यक्रम तैयार करना या साधरी को सर्वे की पाठ्यक्रम भी तैयार किया जाना है। बैठक में निम्न सदस्य उपस्थित रहे।

डा० रमा मिश्रा
डा० अर्चना दुके
डा० सुशील त्यागी
डा० के.के. खरे
डा० लक्ष्मण शींदे
डा० मधुलिका वर्मा
श्री मोहनसिंह कामनिया

पूर्व बैठक में लिए गए निर्णय के अनुसूप डा० श्रीमती अर्चना दुके एवं डा० सुशील त्यागी की समीची को द्वारा UET पाठ्यक्रम का प्रस्तुतीकरण किया गया जिसे चर्चा के पश्चात स्वीकार किया गया। स्वीकृत प्राप्ति शैक्षणिक विभाग के रिकार्ड हेतु प्रस्तुत की गई।

निर्णय लिया गया कि वर्तमान एम फिल. पाठ्यक्रम की योजना में एम. फिल 2016 अध्यादेश के प्रकाश में आवश्यक संशोधन कर उसे मान्य किया जाय। संशोधित प्राप्ति तैयार कर बोर्ड सदस्यों से हस्ताक्षरित कराकर शैक्षणिक विभाग को प्रस्तुत की जायगी।

एडवॉस कोर्स इन एजुकेशन पाठ्यक्रम ^{का मुसौदा} डा० मधुलिका वर्मा द्वारा प्रस्तुत किया गया, समीती के सदस्यों द्वारा विचार करने के पश्चात प्राप्त सुझावों के आधार पर संशोधित कर पुनः प्रस्तुत करने की अनुशंसा की गई।

अध्यक्ष द्वारा आभार प्रकट करने के पश्चात बैठक समाप्त हुई।

Rishu
6.10.16

Mulup
6.10.16

6.10.16

6/10/16

ulama
6.10.16

6.10.16

6.10.2016

एम.फिल, पी.एच.डी. तथा पीएच.डी. की प्रवेश परीक्षा एवं
कोर्स वर्क का पाठ्यक्रम अनुमोदन करने हेतु आज दिनांक
10th जुलाई को शिक्षा अध्यापन मंडल की बैठक
का क्रमांक 112 में आयोजित की गई। बैठक में निम्न
सदस्य उपस्थित रहे।

डा० रमा मिश्रा
डा० अर्चना दुक
डा० सुरील त्यागी
डा० लक्ष्मण शिंदे
डा० मधुलिका वर्मा

DET पाठ्यक्रम का प्रस्तुतीकरण किया गया जिसे चर्चा
के पश्चात स्वीकार किया गया। स्वीकृति प्राप्ति शैक्षणिक
विभाग को रिकार्ड हेतु प्रस्तुत की गई। (हस्ताक्षरित H. S. C.)

पी. एच. डी. कोर्स वर्क एवं एम फिल कोर्स की योजना
एवं पाठ्यक्रम का भी अनुमोदन किया गया। पी.एच.
वर्क एवं एम फिल का पाठ्यक्रम का प्रथम
सेमेस्टर साथ साथ चलाए जाय यह भी अनुमो
दित किया गया। दोनों पाठ्यक्रमों की हस्ताक्षरित प्रत
एवं सॉफ्ट कॉपी विश्व विद्यालय की वेब सा
इट का अपलोड करने हेतु शैक्षणिक विभाग को प्र
स्तुत की गई।

अध्यक्ष को धन्यवाद सहित बैठक सम्पन्न

Rishi
10.7.17

Mishra
10.7.17

Mishra
10/7/17

10-7-2017

6/4/18

A meeting of Board of studies of Education was held on 6th April 2018 at 3 P.M. in Room no. 112, RNT Marg, DAYV, Indore.

The details of M.Ed Curriculum (Two years four semester programme) and scheme of examination was further modified and specified alongwith a few corrections in the scheme. The following members were present in the meeting -

1. Prof. kamakshi Agnihotri (Chairperson)
2. Prof. Archana Dubey Member
3. Dr. laxman shinde Member
4. Dr. Madhulika Varma Member

The committee submitted the final, ^{modified} version of scheme of course and examination of M.Ed. curriculum (Two years programme) in ^{and soft copy} after discussion on the different aspects of curriculum. The scheme may be submitted for further action to the University authority.

The meeting ended with vote of thanks to the chair.

Agnihotri
6/4/18

Madhulika
06/4/18

Varma
6/4/18

Archana
6-4-2018

6/4/18

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The meeting ended with vote of thanks to the chair.

Agnihotri
6/4/18

Madhulika
06/4/18

Varma
6/4/18

Archana
6-4-2018

10/8/18

आज दिनांक 10 अगस्त 2018 को बी.एड. (द्विवर्षीय) पाठ्यक्रम में सामाजिक विषय व उसके पाठ्यक्रम को द्वितीय सेमेस्टर में सम्मिलित करने हेतु बैठक कक्ष क्रमांक 112 अग्र. पुन. टी. मार्ग में 3.00 बजे आयोजित की गई बैठक में निम्न सदस्य उपस्थित रहे -

- (i) डॉ. कामाक्षी अग्निहोत्री
- (ii) डॉ. अरचना दुबे
- (iii) डॉ. लक्ष्मण शिन्दे
- (iv) डॉ. मधुलिका वर्मा

बी.एड. द्विवर्षीय पाठ्यक्रम में सम्मिलित सामाजिक विज्ञान विषय के पाठ्यक्रम को अधिसूचित करने की अनुशंसा की जाती है।

Agnihotri
10.8.18

Manoj
18.8.18

Prakash

Muliyil
10.8.18

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

artisans as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment-based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

(iii) School Internship

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI-VIII) and secondary (IX-X), or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

4.2 Programme Implementation

The institution shall meet the following specific demands of implementing this professional programme of study:

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronised with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the Internship as well as other school-based activities of the programme. The arrangement shall have the approval of the district education authorities. These schools shall form basic contact point for all practicum activities and related work during the course of the programme.
- (c) Transaction of the Perspectives in Education and Curriculum and Pedagogic Studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals in colloquia, observations of children in multiple socio-cultural environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organising seminars, debates, lectures and discussion groups for students and faculty.
- (e) Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- (f) School teachers shall be invited to teacher education institutions for feed back to student-teachers and for extension/guest lectures and organising colloquium.
- (g) There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redressal.
- (h) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

4.3 Assessment

For Perspectives in Education and Curriculum and Pedagogic Studies, at least 20% to 30% marks may be assigned for continuous internal assessment and 70% to 80% marks for external examination. One-fourth of the total marks/weightage shall be allocated to assessment of practice teaching. The weightage for internal and external assessment shall be prescribed by the affiliating university. Candidates must be internally assessed on the entire course of Engagement with the Field and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

5. Staff

5.1 Academic Faculty

For an intake of two basic units of 50 students each, that is total students strength of 200, there shall 16 full-time faculty members.

The distribution of faculty across different curricular areas shall be as under:

1. Principal/ HoD	One
2. Perspectives in Education	Four
3. Pedagogy subjects (Maths, Science, Social Science, Language)	Eight
4. Health and Physical Education	One
5. Fine Arts	One
6. Performing Arts (Music/Dance/Theatre)	One

Note: (i) The faculty positions listed under different subject categories may teach course(s) in the Teacher Education Programme across curricular areas specified, and can cater to both foundation and pedagogy course(s). If the students' strength for two years is one hundred (with one basic unit) only, the number of faculty shall be reduced to 8.

(ii) Faculty can be utilised for teaching in flexible manner so as to optimize academic expertise available.

5.2 Qualifications

The faculty shall possess the following qualifications:

A. Principal/HoD

- (i) Postgraduate degree in Arts/Sciences/Social Sciences/Humanities/ Commerce with minimum 55% marks; and
 - (ii) M.Ed. with minimum 55% marks; and
 - (iii) Ph.D. in Education or in any pedagogic subject offered in the institution; and
 - (iv) Eight years of teaching experience in a secondary Teacher Education Institution.
- Desirable: Diploma/Degree in Educational Administration or Educational Leadership.

B. Perspectives in Education or Foundation Courses

- (i) Postgraduate degree in Social Sciences with minimum 55% marks; and
- (ii) M.Ed. degree from a recognised university with minimum 55% marks.

OR

- (i) Postgraduate (MA) degree in Education with minimum 55% marks; and
- (ii) B.Ed./B.El.Ed. degree with minimum 55% marks.

C. Curriculum and Pedagogic Courses

- (i) Postgraduate degree in Sciences/ Mathematics/ Social Sciences/ Languages with minimum 55% marks, and
- (ii) M.Ed. degree with minimum 55% marks.

Desirable : PhD degree in Education with subject specialisations.

[Note: In case of B and C put together, for two faculty positions, a postgraduate degree in Sociology/Psychology/Philosophy with 55% marks, and B.Ed./BEIEd with 55% marks and three years of teaching experience in a secondary school shall be considered].

D. Specialised Courses Physical Education

- (i) Master of Physical Education (M.P.Ed.) with minimum 55% marks. (Training/qualification in yoga education shall be desirable)

Visual Arts

- (i) Post graduate degree in Fine Arts (MFA) with minimum 55% marks.

Performing Arts

- (i) Post graduate degree in Music/Dance/ Theatre Arts with minimum 55% marks.

5.3 Administrative and Professional Staff

- | | |
|--|-----|
| (a) Librarian (B.Lib with 55% marks) | One |
| (b) Lab Assistant (BCA with 55% marks) | One |
| (c) Office-cum-Account Assistant | One |
| (d) Office Assistant-cum Computer Operator | One |
| (e) Store-Keeper | One |
| (f) Technical Assistant | One |
| (g) Lab Attendants/Helpers/Support Staff | Two |

Qualifications

As prescribed by State Government/UT Administration concerned.

Note: In a composite institution, the Principal and academic, administrative and technical staff can be shared. There shall be one Principal, and others may be termed as HoDs.

5.4 Terms and Conditions of Service

The terms and conditions of service of teaching and non-teaching staff including selection procedure, pay scales, age of superannuation and other benefits shall be as per the policy of the State Government/Affiliating body.

6. Facilities

6.1 Infrastructure

(i) The institutions shall possess 2500 sq mts (two thousand five hundred square meters) of exclusive well demarcated land for the initial intake of fifty students out of which 1500 sq mts (one thousand five hundred square meters) shall be the built up area and the remaining space for lawns, playfields, etc. For an additional intake of fifty students, it shall possess additional land of 500 sqm. (five hundred square metre). For an annual intake beyond two hundred and upto three hundred, it shall possess land of 3500 sqm. (three thousand five hundred square metre). For the institutions established prior to this Regulations, for an additional intake of one hundred students, built up area is to be increased by 500 sqm (five hundred square metre) and the requirement of additional land may not apply to them.

(ii) Built up Area for running other teacher education programmes in combination with B.Ed programme shall be as under:

(ii) Facilities

Course(s)	Built up Area (in sqm)	Land Area in (sqm)
B.Ed/Education Component of B.A. B.Ed./B.Sc.B.Ed.	1500	2500
D.E.C.Ed plus B.Ed	2500	3000
D.El.Ed plus B.Ed	3000	3000
B.Ed plus M.Ed	2000	3000
D.E.C.Ed plus B.Ed plus M.Ed	3000	3500
D.El.Ed plus B.Ed plus M.Ed	3500	3500
D.El.Ed plus D.E.C.Ed plus B.Ed plus M.Ed	4000	4000

Note: Additional intake of one unit of B.Ed will require additional built up area of 500sq. m. (five hundred square meters).

The institution must have the following infrastructure (each item to include facilitation for PWD):

- (a) One classroom for every 50 students
- (b) Multipurpose Hall with seating capacity of 200 and a dias (2000 sq. ft)
- (c) Library-cum-Reading Room
- (d) ICT Resource Centre
- (e) Curriculum Laboratory
- (f) Art and Craft Resource Centre
- (g) Health and Physical Education Resource Centre (including yoga education)
- (h) Principal's Office
- (i) Staff Room
- (j) Administrative Office
- (k) Visitor's Room
- (l) Separate Common Room for male and female students
- (m) Seminar Room
- (n) Canteen
- (o) Separate Toilet facility for male and female students, for staff, and for PWD.
- (p) Parking Space
- (q) Store Rooms (two)
- (r) Multipurpose Playfield
- (s) Open space for Additional Accommodation.
- (iv) There shall be games facilities with a playground. Where there is scarcity of space as in the metropolitan towns/hilly regions, separate facilities for yoga, small court and indoor games may be provided.
- (v) Safeguard against fire hazard be provided in all parts of the building.
- (vi) The institution campus, buildings, furniture etc. should be barrier free.
- (vii) Hostel for male and female students separately, and some residential quarters are desirable.

6.2 Instructional

- (a) The Institution shall have easy access to sufficient number of recognized secondary schools within reasonable distance for field work and practice teaching related activities of the student teachers. The institution shall furnish undertaking from the schools that they are willing to provide facilities for practice teaching. The state education administration may allot schools to different TEIs. Not more than ten and twenty students-teachers shall be attached with a school having pupil strength up to 1000 (one thousand) and 2000 (two thousand) respectively. It is desirable that the institution has an attached school under its control.
- (b) There shall be a library-cum-reading room with seating capacity for at least fifty percent students equipped with minimum 1000 (one thousand) titles and 3000 (three thousand) books including text and reference books relevant to the course of study, educational encyclopedias, year books, electronic publications (CD-ROMs), online resources, and minimum five refereed journals on education, and subscription to five others in related disciplines. The library holdings shall be augmented with addition of two hundred titles annually including books and journals. The library shall have photocopying facility and computer with internet facility for the use of faculty and student-teachers. Except in the case of textbooks and reference books there shall not more than three multiple copies of each title.
- (c) There shall be a Curriculum Laboratory with materials and resources relating to different areas of school curriculum.
- (d) There shall be ICT facilities with hardware and software including computers, internet, TV, Camera; ICT equipment like ROT (Receive Only Terminal), SIT (Satellite Interlinking Terminal) etc.

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

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

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

B.Ed. Program (1 YEAR) OLD COURSE STRUCTURE
(As per UGC Regulation)
SESSION: 2014- 15

SEMESTER I		
COURSE CODE	TITLE	CREDITS
501	EDUCATIONAL PSYCHOLOGY	4
503	EDUCATIONAL EVALUATION	3
505	COMMUNICATION, MICROTEACHING AND MODELS OF TEACHING	3
507	EDUCATIONAL TECHNOLOGY	3
509 & 517	ANY TWO OF THE FOLLOWING TEACHING METHODS SOCIAL SCIENCE, HOME SCIENCE, MATHEMATICS, PHYSICAL SCIENCE, BIOLOGICAL SCIENCE, ECONOMICS, HISTORY, POL. SCIENCE, GEOGRAPHY, HINDI, ENGLISH, COMMERCE	3+3
511	ANY ONE OF THE FOLLOWING: HORTICULTURAL AESTHETICS, LIBRARY SCIENCE, PAPER WORK AND CARD WORK, SCHOOL MAGAZINE, SEWING AND NEEDLE WORK	2
513	PROJECT	2
515	SCHOOL EXPERIENCE	3
	COMPREHENSIVE VIVA - VOCE	04
	TOTAL	30
SEMESTER- II		
COURSE CODE	TITLE	CREDITS
502	EDUCATION IN EMERGING INDIAN SOCIETY	4
504	CURRICULUM DEVELOPMENT	3
506	MANAGEMENT OF EDUCATIONAL INSTITUTION	3
508	ANY ONE OF THE FOLLOWING: ACTION RESEARCH, NON-FORMAL EDUCATION, ENVIRONMENTAL EDUCATION, FUTUROLOGY IN EDUCATION, GUIDANCE AND COUNSELLING,	3
510	ANY ONE OF THE FOLLOWING: EMBROIDERY, HORTICULTURAL AESTHETICS, LIBRARY SCIENCE, PAPER WORK AND CARD WORK, SCHOOL MAGAZINE	2
512	PROJECT	2
514	PSYCHOLOGICAL PRACTICALS	2
518	INFORMATION AND COMMUNICATION TECHNOLOGY	2
516	PRACTICAL PEDAGOGY	5
	COMPREHENSIVE VIVA - VOCE	04
	TOTAL	30



SCHOOL OF EDUCATION

University Teaching Department & Institute of Advanced Studies in Education (IASE)

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DEVI AHILYA VISHWAVIDYALAYA, INDORE

BACHELOR OF EDUCATION (B.Ed.) PROGRAM

(TWO YEAR – FOUR SEMESTERS)

SESSION: 2015-17

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. Tool Courses

[B] Elective Generic

[C] Practicum

[D] Viva Voce

Evaluation pattern will be as per Ordinance 31 of Devi AhilyaVishwavidyalaya, 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
531	Creating An Inclusive Institution	3



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532	Secondary Education: Issues and Problem	3
541	Management of Educational Institutions	3
542	Historical Perspectives of Education	3

II. Tool Courses

Tool Courses shall comprise of:

Course Code	Title of the Course	Credits
513	Classroom Management	3
514	Pedagogy of a School Subject – I	3
522	Exploring and Developing Teaching Learning Resources	3
523	Pedagogy of a School Subject – II	3
525	Elective/ Generic Course-I	3
533	Curriculum Development	2
534	Evaluating Educational Processes and Products	3
544	Elective/ Generic Course-II	3

[B] Elective Generic

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

- ❑ One elective course will be offered by the students in the First year of the program in even semesters under Elective-Generic course. Similarly, another elective course will be offered by the students in the Second year of the program in even semester.
- ❑ The credit for each Elective Generic/ specialization course in a semester will be Three. Thus a total of 06 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.

Course Code	Title of the Course	Credits
525	Elective/ Generic Course-I	3
544	Elective/ Generic Course-II	3



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[C] PRACTICUM

Practicum Courses shall comprise of:

Course Code	Title of the Course	Credits
516	School Experience	3
515	Development of Teaching Skills	3
543	ICT in Education	2
517	EPC 1-Reading and Reflecting	2
524	Models of Teaching	3
515	Development of Teaching Skills	3
524	Models of Teaching	3
526	EPC-2:Arts and Aesthetics in Education	3
527	EPC-3: Environment based project	2
535	School Internship-I	7
536	EPC-4 Creative Expression Skills	2
545	EPC-5 Physical Education and Yoga	2
546	School Internship II	7

[D] Viva Voce and Virtual Credits

Title of the Course	Credits
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.



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NOTE: ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

B.ED 2YEAR PROGRAM: COURSE STRUCTURE

SEMESTER- I		
Course Code	Course Title	Credit
511	Philosophical and Sociological Perspectives in Education	3
512	Psychological Perspectives of Learner	3
513	Classroom Management	3
514	Pedagogy of a School Subject - I	3
515	Development of Teaching Skills	3
516	School Experience	3
517	EPC 1-Reading and Reflecting	2
CVV	CVV	4
	Total	24
514: Subject: 1(Any One) Biological Science/Maths, Social Science, Economics		

SEMESTER- II		
Course Code	Course Title	Credit
521	Psychological Perspectives of Learning	3
522	Exploring and Developing Teaching Learning Resources	3
523	Pedagogy of a School Subject - II	3
524	Models of Teaching	3
525	Elective/ Generic Course-I	3
526	EPC-2:Arts and Aesthetics in Education	3
527	EPC-3: Environment based project	2
	CVV	4
	Total	24
523: Subject: 2(Any One) Physical Science, History/Geography/Pol. Sci./ Commerce, Language-Hindi/English		
525: Value Education, Action Research, Non- Formal Education, Career Guidance		
526: Horticultural Aesthetics, Creative Art and Craft, Embroideral and Needle Art		



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SEMESTER-III		
Course Code	Course Title	Credit
531	Creating An Inclusive Institution	3
532	Secondary Education: Issues and Problem	3
533	Curriculum Development	2
534	Evaluating Educational Processes and Products	3
535	School Internship-I	7
536	EPC-4 Creative Expression Skills	2
	CVV	4
	Total	24
536: Rangoli, Painting, Mehdi, Singing, Music, Calligraphy, Mandna, Clay work, Paper work, Debate, NukkadNatak, Speech, Day Celebration, Poster Making, Story Telling. Poem Recitation, Chanting Of Mantra/Shloka, Mimicry, Mono Acting.(Any Two) Four Houses-floor, wall, paper, self		

SEMESTER IV		
Course Code	Course Title	Credit
541	Management of Educational Institutions	3
542	Historical Perspectives of Education	3
543	ICT in Education	2
544	Elective/ Generic Course-II	3
545	EPC-5 Physical Education and Yoga	2
546	School Internship II	7
	CVV	4
	Total	24
544: Elective/ Generic Course-II Guidance and Counseling/ Population Education, Environmental Education		



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SEMESTER – I

512: PSYCHOLOGICAL PERSPECTIVES OF LEARNER

CREDITS: 3

OBJECTIVES:

- 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.



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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.

SEMESTER – I

513: CLASSROOM 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



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- 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 create in the student teachers an awareness regarding core life skills and its integration in learning
- 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 (i) Teachers (Role of teacher) and (ii) Pupils as recipients and their learning needs
- Various views of classroom:
 - Classroom as a Subsystem of School system
 - Classroom as a Group/Milieu
 - Classroom as Complex network of Interaction
 - Classroom as Growth centre
- 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: Time, Resources and Human Objectives



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- Techniques of class management: Verbal and Non verbal
- Teacher Pupil interactions (FIACS)
- Strategies for enhancing congenial Classroom Climate
- Psychic factors affecting classroom climate: Pupils' psyche, anxiety, Adjustment, trust, initiative, expectancy and dependency.
- 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
- Developing concern among pupils:
 - Geriatric Depression Scale (GDS) Treatment
 - Origin-Pawn treatment
 - Self- fulfilling Prophecy

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
- Balancing self-concept and Group Performance

Unit V: Managing Life Skills and Classroom Learning

- Definition and Importance of Life Skills : Livelihood Skills, Survival Skills and Life Skills



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- Core Life Skills
- Integrating Life skills in the classroom learning

Suggested Activities (Any one)

1. Developing classroom profile
2. Observing classroom with FIACS
3. GDS Treatment - Self-experience strategy
4. Using creative approaches in classroom management like Brain- storming, Role play etc.
5. Case studies of Indiscipline problem faced during Practice teaching/School experience
6. Case studies of critical incidents in classrooms
7. Developing Lesson Plans using Life Skills
8. Sociometric Analysis of the Class
9. Any other as per discretion of the teacher

SEMESTER – I

514:PEDAGOGY OF SCHOOL SUBJECT-I

BIOLOGICAL SCIENCES

CREDITS: 3

OBJECTIVES:

- 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.



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- 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



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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.

SEMESTER – I

514: PEDAGOGY OF SCHOOL SUBJECT-I

MATHEMATICS

CREDITS: 3

OBJECTIVES:

- 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.



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- 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 Pedagogogs

- Characteristics of Mathematics Pedagogogs
- 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



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- 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



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- 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

SEMESTER – I

514: PEDAGOGY OF SCHOOL SUBJECT-I

SOCIAL SCIENCE

CREDITS: 3

OBJECTIVES:

- 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.



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- 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

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

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:

- 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



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SEMESTER – I

514: PEDAGOGY OF SCHOOL SUBJECT-I

ECONOMICS

CREDITS: 3

OBJECTIVES:

- To familiarize Student teachers with nature and scope of Economics.
- To acquaint students teachers with the aims of economic 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.

CONTENTS:

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.



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

- Economics teacher: Characteristics, Role in contemporary society,
- Teaching Aids: Meaning, Classification, criteria for selection of appropriate teaching aids in economics.

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 questions in Economics
- Standardizing an Achievement Test,

SUGGESTED 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 economic text book.



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SEMESTER – I

515:DEVELOPMENT OF TEACHING SKILLS

CREDITS: 3

OBJECTIVES:

- 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
- Concept of Micro- teaching & Steps of Micro- teaching, Scope of Micro- teaching
- 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 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)



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SEMESTER – I

516: SCHOOL EXPERIENCE

CREDITS: 3

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 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 programmes and practices.
- To develop quality of organizing different programmes at school levels. School experience activities are to be designed in consultation with the respective principals of the schools involved in this venture.

Suggested Activities/ Assignments:

1. Write significance of school experience program in B.Ed. program/Curriculum.
2. Design a map of school and give critical opinion about school plant.
3. 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.
4. Reporting of organization and celebration of National/Regional, local festivals observed by the school. Independence Day, Teacher Day, Gandhi Jayanti, AhilyaUtsav etc.



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5. Observation of teaching of your own subject taught by school teachers (at least 2 lessons).
6. Interview with the teacher you most like.
7. Listing of problems faced by teachers in the &outside the classroom.
8. Introduction of teaching and non-teaching school staff.
9. Listing of different school records and preparation of at least five records on the basis of imaginary data (Health record, Cumulative record, Progress report, Attendance register, Scholarship register etc

SEMESTER – I

517: EPC- I: READING AND REFLECTING

CREDITS: 2

OBJECTIVES

- 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.



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- 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- Jaiseunke din fire, Pitaras-HamnebbhiSayakilKhareedi, Om Prakash Balmiki- Jhoothan; MalalaYousufzai- I am Malala; Yuvraj- The Test of my Life: From Cricket to Cancer and Back; Sadat HasanManto- Short



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Stories; Kahlil Gibran- The Prophet; Selected couplets from writings of Ghalib, Mir, Faiz, Faraz, Firaq and IbneInsha; 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; GijubhaiBadheka- 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, TetsukoKuruyanagi- Totto-Chan, Alvin Toffler- Third Wave, Future Shock, Shreelal Shukla- Rag Darbari; Kamleshwar- Kitne Pakistan; Prem Chand- Godan, Nirmala.

SEMESTER – II

521: PSYCHOLOGICAL PERSPECTIVES OF LEARNING

CREDITS: 3

OBJECTIVES:

- 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.



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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

SEMESTER - II

522: EXPLORING & DEVELOPING TEACHING LEARNING RESOURCES

CREDITS: 3

OBJECTIVES:

- 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



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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).

CONTENT:

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:



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- 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.

SEMESTER – II

523: PEDAGOGY OF SCHOOL SUBJECT-II

PHYSICAL SCIENCES

CREDITS: 3

OBJECTIVES:

- 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.



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- 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
- Characteristics of different disciplines of science, their interrelationship and integration
- 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& 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



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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 experiences in learning
- Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources

UNIT V: Physical Science Curriculum

- Meaning, Definition and characteristics of a progressive curriculum, Different principles involved in development of Physical science curriculum
- Recommendation of NCF-2005 on science curriculum
- Issues in physical science curriculum : Role of learners in negotiating and mediating learning in physical science, Equity and access to Science Education, Language and science

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



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SEMESTER – II

523: PEDAGOGY OF SCHOOL SUBJECT-II

HISTORY

CREDITS: 3

OBJECTIVES:

- 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



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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

SUGGESTED 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



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- Preparation of low/no cost teaching aids

SEMESTER – II

523: PEDAGOGY OF SCHOOL SUBJECT-II

GEOGRAPHY

CREDITS: 3

OBJECTIVES:

- 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

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

UNIT II: Methods of Teaching Geography

- Lecture, Story Telling, Inductive, Deductive, Observation, Descriptive, field Trips (excursion), Comparative, Project, , Problem Solving, Discussion,
- Experimental, Scientific, Laboratory, Activity Method, field Study

UNIT III: Lesson Planning

- Meaning and importance of Lesson Planning



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

UNIT IV: Role of Geography Teacher

- Teacher as a Social Architect
- Characteristics of Geography Teacher
- Sensitization about endangered flora and fauna
- Awareness and Management of Natural Disasters

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:

- Preparation of Teaching Aids.
- Preparation of Question Bank
- Seminar on the contribution of any reputed Geography teacher
- Visit to Natural, Historical and Educational Institution

SEMESTER – II

523: PEDAGOGY OF SCHOOL SUBJECT-II

POLITICAL SCIENCE

CREDITS: 3

OBJECTIVES:

- 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.



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- 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 devise 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 of Political Science Curriculum, Curriculum 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. Content Enrichment in political science: Indian constitution, comparative politics, public administration, political theories, human rights, UNO, current political affairs, Indian foreign policy.

UNIT III: Methods of Teaching in Political Science:

Traditional and innovative methods of teaching political science e.g. group learning, problem solving, supervised study, seminar, discussion, Debate, Symposium etc., Role



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of multimedia in Political Science teaching. 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.

UNIT V: Evaluation

Importance, tools and techniques of evaluation, achievement test/unit tests in Political Science, steps involved in diagnosis of learning difficulties and Strategies of remediation

SUGGESTED 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.



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SEMESTER – II

523: PEDAGOGY OF SCHOOL SUBJECT-II

COMMERCE

CREDITS: 3

OBJECTIVES:

- 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



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- 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



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SEMESTER - II

523: PEDAGOGY OF SCHOOL SUBJECT-II

हिन्दी

CREDITS: 3

उद्देश्य

- हिन्दी भाषा के इतिहाससे 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, सम्पर्कभाषा, साहित्यिकभाषा, मानकभाषा 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

- विधि एवं उपागम में अन्तर, शिक्षण विधियों के चयन का आधार। प्राकृतिक एवं सम्प्रेषणात्मक—उपागम
- व्याख्यान विधि, भूमिका निर्वहन विधि, नाटक विधि, आगमन विधि, निगमन विधि, परियोजना विधि, वाद—विवाद, समूह शिक्षण, पहेली, संकल्पना प्राप्ति प्रतिमान एवं स्वअधिगम सामग्री।



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- पाठ्यपुस्तक, श्यामपट, रेडियो, टेपरिकार्डर, चार्ट, शब्द-कार्ड, कार्य-पुस्तिका, चलचित्र, भाषा-प्रयोगशाला एवं उपकरण।

इकाई तृतीय: हिन्दी व्याकरण एवं भाषायी कौशल

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

इकाई चतुर्थ: पाठ योजना एवं इकाई योजना

- पाठ योजना एवं इकाई योजना का महत्व, पाठ योजना 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 पाठ योजना 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
- नीलपत्रक का निर्माण, प्रश्नों के प्रकार-निबंधात्मक प्रश्न, लघु उत्तरीय प्रश्न, वस्तुनिष्ठ प्रश्न व उसके प्रकार।

अनुशासित पुस्तकें

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SEMESTER - II

523: PEDAGOGY OF SCHOOL SUBJECT-II

ENGLISH

CREDITS: 3

OBJECTIVES:

- To acquaint the students with objectives and importance of English teaching.
- To enable the students to understand the different roles of language



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- 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 42 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:



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- 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



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SEMESTER – II

524: MODELS OF TEACHING

CREDITS: 3

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)



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SEMESTER – II

525: ELECTIVE/ GENERIC COURSE-I

VALUE EDUCATION

CREDITS: 3

OBJECTIVES:

- 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.

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



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- 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.

SEMESTER – II

525: ELECTIVE/ GENERIC COURSE-I

ACTION RESEARCH

CREDITS: 3

OBJECTIVES:

- 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.



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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.

SEMESTER –II

525: ELECTIVE/ GENERIC COURSE-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:



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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

SEMESTER – II

525: ELECTIVE/ GENERIC COURSE-I

CAREER GUIDANCE

CREDITS: 3

OBJECTIVES:

- 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.



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- 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.



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SEMESTER – II

526: EPC-2

HORTICULTURAL AESTHETICS

CREDITS: 3

OBJECTIVES:

- 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

ACTIVITIES

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



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SEMESTER – II

526: EPC-2

CREATIVE ARTS AND CRAFT

CREDITS: 3

OBJECTIVES:

- 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.



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SEMESTER – II

526: EPC-2

EMBROIDRAL AND NEEDLE ART

CREDITS: 3

OBJECTIVES:

- 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

Preparation of Different Articles:-

For 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



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

SEMESTER – II

527: EPC- 3

ENVIRONMENTAL BASED PROJECT

CREDITS: 2

OBJECTIVES:

- To sensitize students about the gravity of environmental degradation by human beings.
- To motivate them to improve their own immediate environment by implementing active intervention strategies.
- To mobilize the students in organizing environmental awareness campaigns through tree plantation drive, cleanliness drive, poster march, street play etc.
- To help students understand and appreciate the limited availability of non renewable natural resources.
- To cultivate among students habit of wisely using non-renewable sources of energy by pooling travel with co travelers, observing vehicle free day per week and using bicycle for short distances.
- To encourage use of renewable energy resources at home and workplace.
- To help them connect with their environment by conducting surveys of flora and fauna available in their vicinity.
- To develop social responsibility among students by undertaking village/community up-liftment projects.



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CONTENT

Students will take individual or group project based on environment. A list of **suggested projects** is as follows. Students can choose any one or two activities keeping in view the total required time for engagement.

A record in the form of a Report shall be maintained by the students.

- Poster March on environmental issues such as 'Save Tree, Save environment'
- Organizing invited lectures/talk/ symposium by noted environmentalists
- Conducting tree plantation drive
- Organizing campus/ village cleanliness drive
- Cycle rallies for awareness
- Street plays on environmental abuse
- Shramdaan for developing water reservoirs in village/locality
- Organizing films/slide shows on important environmental concerns
- Organizing environmental awareness Quiz for school children
- Conducting survey of designated geographical area for identifying its natural treasures
- Assessment of environmental awareness among school children
- Visit to identified places like Barligrām which uses non-conventional energy sources

SEMESTER- III

531: CREATING AN INCLUSIVE INSTITUTION

CREDITS: 3

OBJECTIVES

- 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.



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- 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



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UNIT V: Developing Support Networks

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

SUGGESTED ACTIVITIES

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

SEMESTER- III

532: SECONDARY EDUCATION- ISSUES AND PROBLEMS

3 CREDITS

OBJECTIVES

- To help students understand the dual nature of the stage of secondary education.
- To make students aware of disparities in access to secondary education across different sections of the student population.
- To develop among students a concern for ensuring an inclusive classroom environment.
- To develop awareness among students about the challenges to quality of secondary education.
- Think of strategies to confront the issues of bringing about equity in quality of secondary education across schools, regions and sections of the society.
- To help students appreciate the centrality of teacher and her empowerment for raising standard of secondary education.
- To help students gain an exposure of recent policy discourse, particularly the interventions towards uplifting the quantity and quality of secondary education in India.

CONTENT

Unit I: Secondary Education



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Meaning, Concept and Nature of Secondary Education, Dual nature of secondary stage of education: Link between elementary and higher education, Transitional versus terminal stage leading to world of work, Diversification of secondary education, Issues related to vocationalization and technical education.

Unit II: Secondary Education - Equity concerns

Challenges of equal access to secondary education, Problem of dropouts and retention, Types of imbalances and disparities in indicators of equity in education, Inclusion of girls, disadvantaged, marginalized, religious and linguistic minorities and differently able. Open and distance education system, virtual classroom, Role of National Institute of Open Schooling (NIOS), recent initiatives under Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Unit III: Quality of Secondary Education

Quality indicators, quality profile across States, Types of Schools and school subjects, ASER reports, Important policy interventions for improving quality of secondary education, Role of RMSA and National Curriculum Framework, NCF (2005)

Unit IV: Quality of Teaching Learning

Paradigm shift in pedagogy as envisaged by NCF (2005), Teaching as construction of knowledge, ICT blended learning, use of Open Learning resources (OLR), Subject laboratories, examination reforms, Continuous and Comprehensive Evaluation, CCE- Challenges and issues

Unit V: Reorganization of Teacher Education

Reforms in teacher education, Changing role of teacher as managing student learning, NCFTE (2010) and quality of teacher education, recent changes in teacher education spelt out in NCTE regulation 2014, implication for quality of secondary education

ACTIVITIES

1. Analysis of NCFTE 2009
2. Survey of Educational status and problems of a community in the context of secondary education



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3. Survey of educational problems of disadvantaged and marginalized group
4. Impact study of any one scheme of RMSA

SEMESTER- III

533: CURRICULUM DEVELOPMENT

CREDITS: 2

OBJECTIVES

- 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



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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

SEMESTER- III

534: EVALUATING EDUCATIONAL PROCESSES AND PRODUCTS

CREDITS: 3

OBJECTIVES

- 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.



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- 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: Competency Based Evaluation, Concept of Mastery Learning Formative and Summative Evaluation, Norm and Criterion Reference tests
- Teacher made and Standardized Test, Steps of construction and Standardization, Item Analysis, Establishing Norms
- 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

UNIT IV: Evaluative Practices



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- Evaluation practices: Traditional and Contemporary
- Innovative Evaluative Practices: Question Bank, Open Book Examination, Open Environment, Grading, CCE, Peer and Self, Rubrics, Computer Assisted Evaluation, 360 degree Evaluation, Six Sigma Evaluation, Multiple Discriminant type Items

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,
- Grading calculations: SGPA, CGPA and GGPA, Profiling learner: Preparing Progress Report, Grade sheets
- Use of computer in Statistics

ACTIVITIES

1. Review of an achievement test in the light of characteristics of a good test.
2. Construction of a diagnostic test in a specific area.
3. Development of a tool to evaluate any non- scholastic area.
4. Development of blue print for an achievement test.
5. Creating Grading sheets on given specification

SEMESTER- III

535: SCHOOL INTERNSHIP-I

CREDITS: 7

OBJECTIVES

- To develop among students competencies required for effective teaching-learning practice.
- To help them cultivate desire for creating an inclusive classroom and acquire appropriate strategies for the same.
- To initiate them into dynamics of constructivist pedagogy in school classroom.



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- To provide students an exposure of sum total of institutional activities of the school.
- To offer opportunities to the students to act as regular school teacher during their tenure as interns.
- To help them develop repertory of inter-personal and communication skills required of a teacher.
- To develop among students right attitude towards children and the teaching profession.

CONTENT

The total period of internship will be 8 weeks in this semester. This will be conducted either en-block or in two blocks of 4 weeks or 4 blocks of 2 weeks depending upon the consent of the practicing schools.

They will engage **20 lessons (10 for each pedagogy subject)** in this semester during school internship under the close supervision of teacher educators.

During Internship period students are expected to act as regular intern teacher performing all the tasks normally executed by the regular teacher. Besides this students are supposed to undertake tasks listed below:

TASKS	TASK DETAILS
Observation of Lessons delivered by regular School subject Teacher	3 Lessons for each pedagogy subject
Observation of Peers	5 Lessons for each pedagogy subject
Participation in School Activities other than teaching	As per school curriculum
Lesson Planning	10 for each pedagogy subject
Practice Teaching	Delivery of 10 lessons for each pedagogy subject
Development of Teaching- Learning Materials	During entire period of Internship



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The Assessment of internship will be as per the provision of ordinance 31. There will be end semester external exam for the assessment of the practice teaching in each pedagogy subject and the assessment of other tasks performed by the students will be internal, based on the records maintained by the students.

SEMESTER- III

536: EPC- 4

CREATIVE EXPRESSIONS SKILLS

CREDITS: 2

OBJECTIVES

- 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 two activities by taking one each from two different sets of Activities. Students may be divided among a number of Houses and competitions may be organized.

Activity I

Rangoli, Mehndi, Mandana, Calligraphy, Clay work, Paper work, sketching and Painting, Poster making



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Activity II

Story telling, Debate, Recitation of Poems and Chanting of Shloka, Elocution, Speech,
Ex-tempore

Activity III

Dancing, Vocal and Instrumental Music

Activity IV

Mono Acting, Drama, Street play/ NukkadNatak, Mime, Mimicry

SEMESTER- IV

541: MANAGEMENT OF EDUCATIONAL INSTITUTIONS

CREDITS: 3

OBJECTIVES

- 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



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- 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
- Modern trends in Management theories with special reference to Scientific Management, Bureaucratic theory, Management Principles, and Human Relations approach.
- Educational Management: Concept and Meaning
- Difference between Educational Management and management, like industrial management, Business Management and Public Administration.
- Importance of study of Educational Management
- Management process: Planning, Organizing, Staffing, Directing, Controlling, Budgeting
- 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
- Functions of apex bodies at center and state level like CUBE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET
- Overview of Different Boards in Indian education system (CBSE) Central Board of Secondary Education, (ICSE) Indian Certificate of Secondary Education, (MPSEB)



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Madhya Pradesh State Education Board, (IGCSE) International General Certificate of Secondary Education, (IB) International baccalaureate

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)

1. Comparative Analysis of the different Management theories
2. Developing a Performa for Internal and External evaluation.
3. Preparation of cumulative record
4. Interview with Principal/Head of Institution.



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5. Evaluation of Educational Program
6. Analyzing different types of Educational Institutions
7. Implementation of Leadership Behaviour Description Questionnaire (LBDQ)
8. Locating Learning centered Leadership behaviour (LCLB)
9. Any other, as per teachers' prudence

SEMESTER- IV

542: HISTORICAL PERSPECTIVES OF EDUCATION

CREDITS: 3

OBJECTIVES

- 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



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- 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 Uchchatar 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.

SEMESTER- IV

543: INFORMATION AND COMMUNICATION TECHNOLOGY

CREDITS: 2

OBJECTIVES:

- 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.



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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.

(ii) 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 download information from internet. Critical issues in 'internet usage' – authenticity of



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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 e-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 software.

SEMESTER- IV

544: ELECTIVE/ GENERIC COURSE-II

GUIDANCE AND COUNSELING

CREDITS: 3

OBJECTIVES

- 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: Meaning, Definition and difference between Guidance and Counselling, Need of Guidance and counseling with special reference to modern Indian scenario- Social,



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Educational and Moral. Nature and Principles of Guidance: Group dynamics and group guidance.

UNIT II: 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 Meaning and definition of Educational and Vocational Guidance and their relationship, Need of Educational and Vocational Guidance at higher secondary stage, collecting, Filing and disseminating occupational information.

UNIT IV: Concept of Inclusive Education, Study of Exceptional Children: Meaning of Exceptional Children, classification of Exceptional Children, Characteristics and education of Exceptional Children- Gifted, Backward & Delinquent Children.

UNIT V: Requirement and Procedure of establishing Guidance unit at secondary level, Testing and Non-testing Techniques. Testing Techniques– Intelligence, Personality, Aptitude, interest, Creativity and Adjustment- Types, Scoring and Interpretation. Non-testing techniques- Questionnaire, Anecdotal Record, Autobiography, Rating Scale, Case Study, Sociometry, Observation, & Cumulative Record, Test Selection in Guidance.

SUGGESTED 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- IV

544: ELECTIVE/ GENERIC COURSE-II

POPULATION EDUCATION

CREDITS: 3

OBJECTIVES

- 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



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- 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

SEMESTER- IV

544: ELECTIVE/ GENERIC COURSE-II

ENVIRONMENTAL EDUCATION

CREDITS: 3

OBJECTIVES

- 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.



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- 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.



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- 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

SEMESTER- IV

545: EPC-5

PHYSICAL EDUCATION AND YOGA

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.

CONTENTS

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

A. Core Activities:



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Physical warming up activities, stretching exercises and breathing exercises,
Recreational social activities

B. Elective Activities

Physical Training Activities: Track and field activities- running, jumping and throwing activities, Indoor games: badminton, chess, table tennis , Outdoor sports: cricket, football, volleyball, kabaddi, kho-kho. Yoga Related Activities: yogic postures (Asans); Pranayam- Anulom-vilom, bhrastrika, kapalbhati and bhramaripranayam; Sahaj yoga and other forms of meditation

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

SEMESTER- IV

546: SCHOOL INTERNSHIP-II

CREDITS: 7

OBJECTIVES

- To develop among students competencies required for effective teaching-learning practice.
- To help them cultivate desire for creating an inclusive classroom and acquire appropriate strategies for the same.
- To initiate them into dynamics of constructivist pedagogy in school classroom.
- To provide students an exposure of sum total of institutional activities of the school.
- To offer opportunities to the students to act as regular school teacher during their tenure as interns.
- To help them develop repertory of inter-personal and communication skills required of a teacher.
- To develop among students right attitude towards children and the teaching profession.



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CONTENT

The total period of internship will be 8 weeks in this semester. This will be conducted either en-block or in two blocks of 4 weeks or 4 blocks of 2 weeks depending upon the consent of the practicing schools.

They will engage **20 lessons (10 for each pedagogy subject)** in this semester during school internship under the close supervision of teacher educators.

During Internship period students are expected to act as regular intern teacher performing all the tasks normally executed by the regular teacher. Besides this students are suppose d to undertake tasks listed below:

TASKS	TASK DETAILS
Observation of Lessons delivered by regular School subject Teacher	3 Lessons for each pedagogy subject
Observation of Peers	5 Lessons for each pedagogy subject
Participation in School Activities other than teaching	As per school curriculum
Lesson Planning	10 for each pedagogy subject
Practice Teaching	Delivery of 10 lessons for each pedagogy subject
Development of Teaching- Learning Materials	During entire period of Internship

The Assessment of internship will be as per the provision of ordinance 31. There will be end semester external exam for the assessment of the practice teaching in each pedagogy subject and the assessment of other tasks performed by the students will be internal, based on the records maintained by the students.



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NOTE: ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

REVISED SCHEME FOR B.Ed. (2 year) PROGRAM (2017-19)

SEMESTER I

Course Code	Course Name (OLD) 2015-17	Credit	Course Code	Course Name Revised 2017-19	Credit	Remark (Courses shifted/Removed/Added)
511	Philosophical and Sociological Perspectives in Education	3	511	Philosophical and Sociological Perspectives in Education	3	----
512	Psychological Perspectives of Learner	3	512	Psychological Perspectives of Learner	3	-----
513	Classroom Management	3	513	Evaluating Educational Processes and Products	3	<ul style="list-style-type: none"> Class management Earlier code 513 revised code 514 Evaluating Process and product shifted from III sem. Code 534 Revised 513
514	Pedagogy of a School Subject – I	3	514	Class Management ©	3	<ul style="list-style-type: none"> Pedagogy of a School Subject – I removed & Shifted in second Sem.
515	Development of Teaching Skills	3	515	Curriculum Development	3	<ul style="list-style-type: none"> Development of teaching skill Earlier code 515 revised 516 Curriculum Development Shifted to I sem of 3credit from III sem. 2 credit
516	School Experience	3	516	Development of Teaching Skills	3	School Experience removed & merged with School Internship in IIIrd semester



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517	EPC 1-Reading and Reflecting	2	517	EPC 1-Reading and Reflecting	2	----
	CVV	4	518	EPC-2 Creative Expression Skills©	1	EPC-2 Creative Expression Skills Introduced in I sem 518, 1 Credit Earlier 536, 2 credit
				CVV	4	
	Total	24		Total	25	

SEMESTER II

Course Code	Course Name (OLD)	Credit	Course Code	Course Name Revised	Credit	Remark (Courses shifted/Removed/Added)
521	Psychological Perspectives of Learning	3	521	Psychological Perspectives of Learning	3	---
522	Exploring and Developing Teaching Learning Resources	3	522	Exploring and Developing Teaching Learning Resources	3	----
523	Pedagogy of a School Subject – II	3	523	Pedagogy of a Teaching – I	3	Pedagogy of a Teaching – I Earlier in Sem I, code 514
524	Models of Teaching	3	524	Pedagogy of a Teaching – II	3	Pedagogy of a Teaching – II Earlier code 523 revised code 524
525	Elective/ Generic Course-I	3	525	Elective/ Generic Course-I	3	----
526	EPC-2:Arts and Aesthetics in Education	3	526	Models of Teaching	3	<ul style="list-style-type: none"> Models of Teaching Earlier code 524 revised code 526 EPC-2:Arts and Aesthetics in Education shifted to IV sem.
527	EPC-3: Environment based project	2	527	ICT in Education	2	EPC-3: Environment based project shifted to IV sem
	CVV	4	528	Mentoring	1	New course
				CVV	4	
	Total	24		Total	25	



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SEMESTER III

Course Code	Course Name (OLD) (2015-17)	Credit	Course Code	Course Name Revised (2017-19)	Credit	Remark (Courses shifted/Removed/Added)
531	Creating An Inclusive Institution	3	531	Teaching of Pedagogical Subject- I	3	Creating An Inclusive Institution removed and shifted to IV sem
532	Secondary Education: Issues and Problem	3	532	Teaching of Pedagogical Subject- II	3	Secondary Education: Issues and Problem Paper removed from course scheme
533	Curriculum Development	2	533	Observation of Teaching	3	Curriculum Development Shifted in I sem
534	Evaluating Educational Processes and Products	3	534	School Experience	3	Evaluating Educational Processes and Products shifted to I sem.
535	School Internship-I	7	535	Scholastic and Co-Scholastic Activities	3	School Internship-I & II of 14 credits merged and recoded as 531-536 of 18 credits
536	EPC-4 Creative Expression Skills	2	536	Evaluating Pupil	3	EPC-4 Creative Expression Skills removed from this and shifted to I sem.
	CVV	4	537	EPC-3: Health Yoga and Physical Education	3	EPC-3: Health Yoga and Physical Education Shifted from IV sem.
				CVV	4	
	TOTAL	24		TOTAL	25	



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SEMESTER IV

Course Code	Course Name (OLD) (2015-17)	Credit	Course Code	Course Name Revised (2017-19)	Credit	Remark (Courses shifted/Removed/Added)
541	Management of Educational Institutions	3	541	Management of Educational Institutions	4	----
542	Historical Perspectives of Education	3	542	Historical Perspectives of Education	3	----
543	ICT in Education	2	543	Creating An Inclusive Institution	3	<ul style="list-style-type: none">• ICT in Education removed and shifted to II sem• Creating An Inclusive Institution Shifted from III sem
544	Elective/ Generic Course-II	3	544	Elective/ Generic Course-II	3	----
545	EPC-5 Physical Education and Yoga	2	545	EPC-4: Arts and Aesthetics in Education	3	<ul style="list-style-type: none">• EPC-5 Physical Education and Yogashifted to III sem.• EPC-4: Arts and Aesthetics in Education shifted from II sem.
546	School Internship II	7	546	EPC- 5 Project	3	<ul style="list-style-type: none">• School Internship II shifted to III sem.• EPC- 5 Project new course introduce
			547	Co-Curricular Activities	2	Co-Curricular Activities new course introduce.
	CVV	4		CVV	4	
	TOTAL	24		TOTAL	25	



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REVISED COURSES FOR 2017-19

SEMESTER – I

514: CLASSROOM MANAGEMENT

(OLD course code: 513)

CREDITS: 3

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 (i) Teachers (Role of teacher) and (ii) Pupils as recipients and their learning needs
- Various views of classroom:
 - Classroom as a Subsystem of School system
 - Classroom as a Group/Milieu
 - Classroom as Complex network of Interaction
 - Classroom as Growth centre
- 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: Time, Resources and Human Objectives
- Techniques of class management: Verbal and Non verbal
- Teacher Pupil interactions (FIACS)
- Strategies for enhancing congenial Classroom Climate
- Psychic factors affecting classroom climate: Pupils' psyche, anxiety, Adjustment, trust, initiative, expectancy and dependency.



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- 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
- ~~Developing concern among pupils:~~
 - ~~Geriatric Depression Scale (GDS) Treatment~~
 - ~~Origin-Pawn treatment~~
 - ~~Self-fulfilling Prophecy~~

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
- ~~Balancing self-concept and Group Performance~~

Unit V: Managing Life Skills and Classroom Learning

- ~~Definition and Importance of Life Skills~~
 - ~~Livelihood Skills, Survival Skills and Life Skills~~
- ~~Core Life Skills~~
- ~~Integrating Life skills in the classroom learning~~

Suggested Activities (Any one)

10. Developing classroom profile
11. Observing classroom with FIACS



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12. GDS Treatment - Self-experience strategy
13. Using creative approaches in classroom management like Brain- storming, Role play etc.
14. Case studies of Indiscipline problem faced during Practice teaching/School experience
15. Case studies of critical incidents in classrooms
16. Developing Lesson Plans using Life Skills
17. Sociometric Analysis of the Class
18. Any other as per discretion of the teacher

SEMESTER- I

518: EPC- 4

(Previous code 536)

CREATIVE EXPRESSIONS SKILLS

CREDITS 2

CONTENT

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

Activity I

Rangoli, Mehndi, **Mandana**, Calligraphy, Clay work, Paper work, sketching and Painting, Poster making

Activity II

Story telling, Debate, Recitation of Poems and Chanting of Shloka, Elocution, Speech, Ex-tempore

Activity III

Dancing, **Vocal and Instrumental Music**

Activity IV Mono Acting, Drama, Street play/ NukkadNatak, Mime, **Mimicry**



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SEMESTER-II

528: MENTORING (New Course)

CREDIT: 1

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.



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SEMESTER- IV

546: EPC: 5 PROJECT (New Course)

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 projec



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SEMESTER IV

547: Co-CURRICULAR ACTIVITIES

(New Course)

CREDITS: 2

CONTENTS:

Students have to choose any one category to conduct the activities under chosen category throughout the session. Students are grouped among number of houses and competitions may be organized.

I: Celebration of important days: National and cultural festivals, Dates of national and international importance.

II: Performance: Drama, Street Play, Skit, Mime, Dance etc.

III: Organisation of In-house activities and competitions such as Painting, Rangoli, Mehndi, Slogan Writing, Poster Making

IV: Literary Activities: Narration, Recitation, Elocution, Debate, Creative Writing, Story Telling, Speech, Extempore, Essay writing etc.

V: Conducting Awareness program



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NOTE: ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

REVISED SCHEME FOR B.Ed. (2 year) PROGRAM: 2018-2020
SEMESTER I

Course Code	Course Name (OLD) 2017-19	Credit	Course Code	Course Name Revised 2018-20	Credit	Remark (Courses shifted/Removed/Added)
511	Philosophical and Sociological Perspectives in Education	3	511	Philosophical and Sociological Perspectives in Education	3	----
512	Psychological Perspectives of Learner	3	512	Psychological Perspectives of Learner	3	-----
513	Evaluating Educational Processes and Products	3	513	Evaluating Educational Processes and Products ©	3	-----
514	Class Management	3	514	Class Management	3	-----
515	Curriculum Development	3	515	Elective Generic- I	3	<ul style="list-style-type: none"> • Elective Generic- I course is introduced • Curriculum Development shifted to IV sem
516	Development of Teaching Skills	3	516	Development of Teaching Skills	3	-----
517	EPC 1-Reading and Reflecting	2	517	EPC 1-Reading and Reflecting	2	-----
518	EPC-2 Creative Expression Skills	1	518	EPC-2 Creative Expression Skills ©	1	-----



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CVV	CVV	4	CVV	CVV	4	
	Total	25		Total	25	

515: Elective Generic- Non- Formal, Guidance and Counseling, **Life Skills**
 518: Poster making, Storytelling, Debate, Recitation of Poems and Ex-tempore, Mono Acting, Drama/ NukkadNatak, Mime

SEMESTER II

Course Code	Course Name (OLD) (2017-19)	Credit	Course Code	Course Name Revised (2018-20)	Credit	Remark (Courses shifted/Removed/Added
521	Psychological Perspectives of Learning	3	521	Psychological Perspectives of Learning	3	----
522	Exploring and Developing Teaching Learning Resources	3	522	Exploring and Developing Teaching Learning Resources	3	----
523	Pedagogy of a Teaching – I	3	523	Pedagogy of a Teaching – I ©	3	----
524	Pedagogy of a Teaching – II	3	524	Pedagogy of a Teaching – II ©	3	----
525	Elective/ Generic Course-I	3	525	Elective/ Generic Course-II	3	----
526	Models of Teaching	3	526	Models of Teaching	3	----
527	ICT in Education	2	527	ICT in Education	3	Credit increased by 1
528	Mentoring	1				Mentoring removed from course scheme
	CVV	4		CVV	4	
	Total	25		Total	25	

523: 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



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SEMESTER III

Course Code	Course Name (Pre- Revised) (2017-19)	Credit	Course Code	Course Name Revised (2018-20)	Credit	Remark (Courses shifted/Removed/ Added)
531	Teaching of Pedagogical Subject- I	3	531	Teaching of Pedagogical Subject- I	3	No change in course scheme of this semester
532	Teaching of Pedagogical Subject- II	3	532	Teaching of Pedagogical Subject- II	3	
533	Observation of Teaching	3	533	Observation of Teaching	3	
534	School Experience	3	534	School Experience	3	
535	Scholastic and Co-Scholastic Activities	3	535	Scholastic and Co-Scholastic Activities	3	
536	Evaluating Pupil	3	536	Evaluating Pupil	3	
537	EPC-3: Health Yoga and Physical Education	3	537	EPC-3: Health Yoga and Physical Education	3	
	CVV	4		CVV	4	
	Total	25		Total	25	



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SEMESTER IV

Course Code	Course Name (OLD) (2017-19)	Credit	Course Code	Course Name Revised (2018-20)	Credit	Remark (Courses shifted/Removed/Added)
541	Management of Educational Institutions	4	541	Management of Educational Institutions	3	Converted in 3 credits
542	Historical Perspectives of Education	3	542	Historical Perspectives of Education	3	----
543	Creating An Inclusive Institution	3	543	Creating An Inclusive Institution	3	----
544	Elective/ Generic Course-II	3	544	Elective/ Generic Course-III ©	3	----
545	EPC-4: Arts and Aesthetics in Education	3	545	Curriculum Development	3	<ul style="list-style-type: none"> EPC-4: Arts and Aesthetics in Education earlier code is 545 now its 546 Curriculum Development shifted from I sem. code was 515.
546	EPC- 5 Project	3	546	EPC-4:Arts and Aesthetics in Education	3	EPC- 5 Project code changed, 546 to 547
547	Co-Curricular Activities	2	547	EPC- 5 Project	3	Co-Curricular Activities removed from course scheme
	CVV	4		CVV	4	
	TOTAL	25			25	

543: Horticultural aesthetics, Creative Art and Craft, Embroideral and Needle Art

545: Environmental education, Population Education



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SEMESTER – I

513: EVALUATING EDUCATIONAL PROCESSES AND PRODUCTS

CREDITS: 3

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: Competency Based Evaluation, Concept of Mastery Learning Formative and Summative Evaluation, Norm and Criterion Reference tests
- Teacher made and Standardized Test, Steps of construction and Standardization, Item Analysis, Establishing Norms
- 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



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- Evaluation practices: Traditional and Contemporary
- Innovative Evaluative Practices: Question Bank, Open Book Examination, Open Environment, Grading, CCE, Peer and Self, Rubrics, Computer Assisted Evaluation, ~~360 degree Evaluation, Six Sigma Evaluation, Multiple Discriminant type Items~~

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, CGPA ~~and GGPA,~~
- Profiling learner: Preparing Progress Report, Grade sheets
- Use of computer in Statistics

ACTIVITIES

1. Review of an achievement test in the light of characteristics of a good test.
2. Construction of a diagnostic test in a specific area.
3. Development of a tool to evaluate any non- scholastic area.
4. Development of blue print for an achievement test.
5. Creating Grading sheets on given specification

SEMESTER- I

515: ELECTIVE GENERIC- I

LIFE SKILLS **(NEW COURSE)**

CREDITS: 3

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



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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.



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518: EPC- 2

CREATIVE EXPRESSIONS SKILLS

CREDITS: 1

OBJECTIVES

- 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 two activities by taking one each from two different sets of Activities. Students may be divided among a number of Houses and competitions may be organized.

Activity I

~~Rangoli, Mehndi, Calligraphy, Clay work, Paper work, sketching and Painting~~, Poster making

Activity II

Story telling, Debate, Recitation of Poems and ~~Chanting of Shloka, Elocution, Speech~~, Ex-tempore

Activity III

~~Dancing~~

Activity IV

Mono Acting, Drama, Street play/ NukkadNatak, Mime



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SEMESTER – II

523: PEDAGOGY OF TEACHING -I

PHYSICAL SCIENCES

CREDITS: 3

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
- ~~Characteristics of different disciplines of science, their interrelationship and integration~~
- 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



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- 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
- ~~Pooling of learning resources in school complex/ block/district level; handling hurdles in utilization of resources~~

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 : ~~Role of learners in negotiating and mediating learning in physical science, Equity and access to Science Education, Language and science~~

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 TEACHING -I

GEOGRAPHY

CREDITS: 3

CONTENT:

UNIT I: Perspectives in Geography

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

UNIT II: Methods of Teaching Geography

- Traditional methods of teaching: Lecture, Story Telling, Inductive, Deductive, Observation, Descriptive, field Trips (excursion), Comparative, Project, , 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
- Sensitization about endangered flora and fauna
- Awareness and Management of Natural Disasters

UNIT V: Audio Visual Aids in Teaching Geography



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

ACTIVITIES:

- Preparation of Teaching Aids.
- Preparation of Question Bank
- Seminar on the contribution of any reputed Geography teacher
- Visit to Natural, Historical and Educational Institution

SEMESTER – II

523: PEDAGOGY OF TEACHING-I

POLITICAL SCIENCE

CREDITS: 3

CONTENTS

UNIT I: Concept and Aim of Political Science

Meaning, Nature, Scope, Approaches of Political Science; 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 e.g. group learning, problem solving, supervised study, seminar, discussion, Debate, Symposium etc., Role of multimedia in Political Science teaching. Lesson Planning: Concept, types and importance

UNIT IV: Teaching aids in Political Science

Concept, Classification, Development and use of AV materials,



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

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.

~~Importance, tools and techniques of evaluation, achievement test/unit tests in Political Science, steps involved in diagnosis of learning difficulties and Strategies of remediation~~

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.

SEMESTER – II

523: PEDAGOGY OF TEACHING -I

हिन्दी

CREDITS: 3

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



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- शिक्षण में तकनीक, विधि एवं उपागम तथा उनमें संबंध, शिक्षण विधियों के चयन का आधार। ~~प्राकृतिक एवं सम्प्रेषणात्मक उपामम~~
- व्याख्यान विधि, ~~भूमिका निर्बहन विधि~~, नाटक विधि, आगमन विधि, निगमन विधि, ~~परियोजना विधि~~, ~~बाद विवाद~~, समूह शिक्षण, पहेली, ~~संकल्पना-प्राप्ति प्रतिमान-स्वअधिगम-सम्मग्री~~
- पाठ्यपुस्तक, श्यामपट, रेडियो, टेपरिकार्डर, चार्ट, शब्द-कार्ड, कार्य-पुस्तिका, चलचित्र, भाषा-प्रयोगशाला एवं उपकरण।

इकाई तृतीय: हिन्दी व्याकरण एवं भाषायी कौशल

- उपसर्ग, प्रत्यय, संधि, समास, वाक्य रचना, पत्र-लेखन, ज्ञापन, प्रतिवेदन, ~~वर्ण विन्यास, विसम, अनुत्तान एवं बलाघात~~ 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 शिक्षणज्ञ मानक सन्दर्भित एवं निकर्ण सन्दर्भित परीक्षणज्ञ
- नील पत्रक का निर्माण, प्रश्नों के प्रकार- निबंधात्मक प्रश्न, लघुउत्तरीय प्रश्न, वस्तुनिष्ठ प्रश्न व उसके प्रकार।

SEMESTER - II

524: PEDAGOGY OF TEACHING- II



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ECONOMICS

CREDITS: 3

CONTENTS:

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: ~~Characteristics, Role in contemporary society,~~
- Teaching Aids: Meaning, Classification, criteria for selection of appropriate teaching aids in economics.
- **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,



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- 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 economic text book.

SEMESTER- IV

544: ELECTIVE/ GENERIC COURSE-II

GUIDANCE AND COUNSELING

CREDITS: 3

CONTENTS

UNIT I: Introduction of Guidance

Meaning, Definition, Aims, Principles and Process of Guidance, difference between Guidance and Counselling, Need of Guidance and counseling with special reference to modern Indian scenario- Social, Educational and Moral. ~~Nature and Principles of Guidance: Group dynamics and group guidance.~~

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



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Meaning, definition, **Scope and Process of Educational Guidance** ~~of Educational and Vocational Guidance~~

~~and their relationship~~, Need of Educational ~~and Vocational Guidance~~ at different stages of ~~Education especially higher secondary stage~~, collecting, Filing and disseminating occupational information.

~~UNIT IV: Concept of Inclusive Education, Study of Exceptional Children: Meaning of Exceptional Children, classification of Exceptional Children, Characteristics and education of Exceptional Children- Gifted, Backward & Delinquent Children.~~

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, Testing and Non-testing Techniques- ~~Intelligence, Personality, Aptitude, interest, Creativity and Adjustment~~ **used in guidance**- Types, Scoring and Interpretation. ~~Non-testing techniques- Questionnaire, Anecdotal Record, Autobiography, Rating Scale, Case Study, Sociometry, Observation, & Cumulative Record, Test Selection in Guidance.~~

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 counseling



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M.ED Program (One Year) OLD COURSE STRUCTURE
(As per UGC- Regulations)
SESSION: 2014-15

SEMESTER I

COURSE CODE	COURSE TITLE	CREDITS
601	PHILOSOPHY AND SOCIOLOGY OF EDUCATION	4
603	ADVANCED EDUCATIONAL PSYCHOLOGY- I	4
605	EDUCATIONAL RESEARCH AND STATISTICS	4
607	DISSERTATION	4
609	ELECTIVE -I	4
625	ELECTIVE-II	4
COMPREHENSIVE VIVA-VOCE		4
TOTAL		28

SEMESTER II

COURSE CODE	TITLE	CREDITS
602	PHILOSOPHY AND SOCIOLOGY OF EDUCATION	4
604	ADVANCED EDUCATIONAL PSYCHOLOGY-II	4
606	EDUCATIONAL RESEARCH AND STATISTICS	4
608	DISSERTATION	8
610	ELECTIVE -I	4
626	ELECTIVE-II	4
COMPREHENSIVE VIVA-VOCE		4
TOTAL		32



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Curriculum for

Master of Education (M.Ed.) Program

Two Year- Four Semesters: 2015-17 (NEW SCHEME)

As Per NCTE Regulation- 2014

ELIGIBILITY CRITERIA

As per NCTE/ University norms

MODE AND DURATION

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

ATTENDANCE

As per NCTE/ University norms

PROGRAM STRUCTURE

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

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

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

[A] CORE/COMPULSORY COURSES:

I. Perspective Courses

Perspective Courses shall comprise of:

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

II. Tool Courses

Tool Courses shall comprise of:

Course Code	Title of the Course	Credits
613	Educational Research and Statistics—I	3
623	Educational Research and Statistics—II	3



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633	Educational Research and Statistics—III	3
642	Educational Research and Statistics—IV	3
625	ICT in Education	3
624	Academic Writing and Paper Presentation	2
613	Educational Research and Statistics—I	3
614	Critical Reading of Literature	2

[B] Elective Generic

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

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

Course Code	Title of the Course	Credits
615 & 626	Educational Administration —I & II	3*2= 6
615 & 626	Educational Technology—I & II	3*2= 6
634 & 643	Special Education—I & II	3*2= 6
634 & 643	Guidance and Counseling—I & II	3*2= 6

[C] PRACTICUM

Practicum Courses shall comprise of:

CourseCode	Title of Course	Credits
616	DISSERTATION I: CONCEPTUAL /THEORETICAL FRAME WORK	2
627	DISSERTATION II: REVIEW OF LITERATURE	2
635	DISSERTATION III: METHODOLOGY AND TOOLS	2
645	DISSERTATION IV: PRE SUBMISSION DISSERTATION	2
646	DISSERTATION FINAL VIVA VOCE	4
617	INTERNSHIP - I	3
637	INTERNSHIP - II	3
636	COMMUNITY BASED PROJECT	2
644	CREATING AN INCLUSIVE SCHOOL	2
647	PHYSICAL EDUCATION AND YOGA	3
618	CO-CURRICULAR ACTIVITIES —I	1
628	CO-CURRICULAR ACTIVITIES —II	1
638	CO-CURRICULAR ACTIVITIES —III	1

- ❑ 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



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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 twelve credits divided among four semesters.

- Before submitting the dissertation, a candidate shall have to present his/her work through Pre-Dissertation submission presentation for defending his dissertation. The board of the evaluators will be constituted by the head of the institution in consultation with Dean of the faculty. The suggestions emerged from this Pre-Dissertation submission presentation shall be incorporated in the final form of dissertation.
- 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

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



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M.Ed. Course Structure

SESSION 2015- 17

NOTE:

ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

SEMESTER— I

Course Code	Title of the Course	Credits
611	Philosophical Perspectives of Education	3
612	Psychological Perspectives of Education-I	3
613	Educational Research and Statistics-I	3
614	Critical Reading of Literature	2
615	Elective Generic-I	3
616	Dissertation-I	2
617	Internship-I	3
618	Co-Curricular Activites-I	1
CVV	Virtual Credits	4
	TOTAL	24

615:Elective Generic-I: Any One
Educational Technology - I/Educational Administration-I

SEMESTER— II

CourseCode	Title of the Course	Credits
621	Sociological Perspectives of Education	3
622	Perspectives of Teacher Education- I	3
623	Educational Research and Statistics-II	3
624	Academic Writing and Paper Presentation	2
625	ICT in Education	3
626	Elective Generic- II	3
627	Dissertation-II	2
628	Co-Curricular Activites—II	1
CVV	Virtual Credits	4
	TOTAL	24

626: Elective Generic-II:As Course selected in Sem-I
Educational Technology - II/Educational Administration-II



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SEMESTER— III

Course Code	Title of the Course	Credits
631	Psychological Perspectives of Education-II	3
632	Historical and Political Perspectives of Education	3
633	Educational Research and Statistics-III	3
634	Elective Generic- III	3
635	Dissertation-III	2
636	Community Based Project	2
637	Internship -II	3
638	Co-Curricular Activites- III	1
CVV	Virtual Credits	4
	TOTAL	24

634: Elective Generic- III: Any One
Special Education—I/Guidance and Counseling—I

SEMESTER— IV

Course Code	Title of the Course	Credits
641	Perspectives of Teacher Education- II	3
642	Educational Research and Statistics—IV	3
643	Elective Generic- IV	3
644	Creating an Inclusive Institution	2
645	Dissertation- IV(Pre Submission Presentation)	2
646	Physical Education and Yoga	3
647	Dissertation Final Viva Voce	4
VV	Virtual Credits	4
	TOTAL	24

643: Elective Generic- IV: As Selected in Sem III
Special Education—II/Guidance and Counseling—II

M.Ed. YEAR • I

SEMESTER • I

COURSE 611: 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.



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- 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- Meaning, definition and historical background of Philosophy and Education. Relationship between Education and Philosophy. Definition, Scope and Role of Philosophy of Education. Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING- Concept, Process, characteristics, types and importance of Definition. Concept, types and characteristics of Proposition and Assumption. Concept, Types and Structure of Inference. 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 612: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION- I

CREDITS • 3

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 Kretschmer, 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 613: EDUCATIONAL RESEARCH AND STATISTICS - I

CREDITS • 3

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

- Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- Meaning and Definition of Qualitative and Quantitative Research, Difference between Qualitative and Quantitative Research
- Variable – Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNIT II: FORMULATION OF RESEARCH PROBLEM

- Criteria and sources for identifying the research problem.
- Characteristics of a good research problem.
- Reviewing Literature and Writing the rationale for any research problem based on review.
- Setting objectives of the study: primary, secondary and concomitant

UNIT III: HYPOTHESIS

- Definition, Characteristics, Statement of the Hypothesis.
- 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



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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

COURSE 614: CRITICAL READING OF LITERATURE

CREDITS • 2

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 [Total 64 Hours]

UNIT-I Introduction to Reading [5 Hours]

- 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.



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[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]



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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

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)
- RaagDarbari –Shreelal Shukla
- Hayvadan–GirishKarnad
- Totochan–
- Summer Hill –A. S. Neil
- AksharokiRaaslila – Amrita Pritam
- Tamas – BhashamSahni
- Animal farm– George Orwell
- Diwaswapan –GijubhaiBadheka
- Hind SwarajMahatama Gandhi
- My experiments with Truth Mahatama Gandhi
- NamakKaDaroga– MunshiPremchand
- De schooling– Illich Ivan
- School is Dead



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- Structure of Scientific Revolutions –Thomas Kuhn
- Any other as per the discretion of teacher and taught

Suggestive List for Videos

- SugataMitra experiments on self- Learning
- Hiware Bazar
- Barefoot College
- India Untouchable
- Lingo Kid
- Marshmallow test
- Videos on Piaget Conservational Tasks
- SatyamevJayate Videos
- Ph.D. student—Jaspal Bhatti
- Inconvenient truth – Algore
- Any other as per the discretion of teacher and taught

Suggestive list for Films

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

Suggestive List 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, AtalBihari Vajpayee, MirzaGalib, Kabir, Tulsidas, Rahim, HarivanshRaiBachchan, 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.

615: ELECTIVE/ GENERIC COURSES

The following courses will be offered under this category

1. Educational Technology—I & II
2. Educational Administration —I & II



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COURSE 615: 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) Mechanism 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.



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- iv. Field Visit: Exposure to various assistive and adaptive technologies for Children with special needs

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



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- ❑ 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

M.Ed. YEAR • I

SEMESTER • II

COURSE 621: 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.



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- 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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COURSE 622: PERSPECTIVES OF TEACHER EDUCATION- I

CREDITS • 3

OBJECTIVES

- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education.
- To develop an understanding of different modalities of transacting Teacher Education curriculum.

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.

UNIT II: PRE-SERVICE TEACHER EDUCATION

Different phases of Teacher Education Pre-Service Teacher Education- Concept, Objectives, Different agencies and curriculum. Induction: concept, objectives and dynamics

UNIT III: IN-SERVICE TEACHER EDUCATION

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; winter schools, summer schools, short term programs.

UNIT IV: PERSPECTIVES OF TEACHER EDUCATION

(a) Teacher education as a profession, supervision, administration, counseling, science, clinical interaction and teacher development.

(b) Competency based teacher education

(c) Accountability in teacher education

UNIT V: CHALLENGES OF TEACHER EDUCATION

Changing needs and challenges of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEIs working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations.

ACTIVITIES (ANY TWO)

- Developing a check list of competency based teacher-education.
- Preparing appraisal proforma for teachers' accountability.
- 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.



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COURSE 623: EDUCATIONAL RESEARCH AND STATISTICS—II

CREDITS • 3

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.

CONTENT

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

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

UNIT IV: PARAMETRIC INFERENTIAL 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



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- 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.

COURSE 624: ACADEMIC WRITING AND PAPER PRESENTATION

CREDITS 2

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.

CONTENT

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



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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

COURSE 625: 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



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[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

ELECTIVE/ GENERIC

COURSE 626: EDUCATIONAL TECHNOLOGY-II

CREDITS • 3

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.



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- 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,

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.



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- 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



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- 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.

M.Ed. YEAR • II

SEMESTER • III

COURSE 631: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION- II

CREDITS – 3

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



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- 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

COURSE 632: 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.



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- ❑ 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).
- ❑ SarvShikshaAbhiyan (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 (RashtriyaMadhyamikShikshaAbhiyan)



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- ❑ 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

COURSE 633: EDUCATIONAL RESEARCH AND STATISTICS - III

CREDITS • 3

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.



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- 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

634: ELECTIVE GENERIC COURSES

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

1. Special Education—I & II
2. Guidance and Counseling—I & II

634:SPECIAL EDUCATION—I

CREDITS – 3

OBJECTIVES

- To enable the prospective teachers to acquire knowledge and understanding of Special Education.



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- 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.

CONTENTS

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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634: 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)



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- ❑ 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.

COURSE 636: COMMUNITY BASED PROJECT

CREDITS: 2

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.



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M.Ed. YEAR • II

SEMESTER • IV

COURSE 641: PERSPECTIVES OF TEACHER EDUCATION- II

CREDITS • 3

OBJECTIVES

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

CONTENTS

UNIT I: AGENCIES FOR PROFESSIONAL DEVELOPMENT

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies: NCTE, NCERT, UGC - ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs

UNIT II: RESEARCHES IN TEACHER EDUCATION

Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

UNIT III: COMPARATIVE TEACHER EDUCATION

Comparative teacher education: comparative study of teacher education in USA, USSR, UK and India in special reference to their foundational historical background, levels &

structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

UNIT IV: NEW PARADIGMS IN TEACHER EDUCATION

New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction), e-learning & m-learning in teacher education, Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.

UNIT V: QUALITY OF TEACHER EDUCATION

Quality Assurance: NAAC & their criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS-API), TQM.

ACTIVITIES



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- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph. D. thesis in the area of Teacher Education

642: EDUCATIONAL RESEARCH AND STATISTICS-IV

CREDITS • 3

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



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- 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

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

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

UNIT II: EDUCATION OF MENTALLY RETARDED

Concept, Definition, Classification, Characteristics, Causes, 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

Concept, Definition, Characteristics, Identification, Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

Concept, Definition, Classification, Characteristics, Causes, Educational Programmes.



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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

COURSE 643: GUIDANCE AND COUNSELLING- II

CREDITS • 3

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 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.



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- ❑ 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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644: CREATING AN INCLUSIVE INSTITUTION

Credits • 2

OBJECTIVES:

- 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



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- 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
 - Aashramshalas
 - 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



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COURSE 646: PHYSICAL EDUCATION AND YOGA

CREDITS: 3

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 bhramaripranayamSahaj 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.



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COURSE 616, 627, 635 & 645: DISSERTATION (I -IV)

Credits: 12

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 twelve credits distributed in the following manner across all the semesters.

COURSE CODE	COURSE	CREDIT
616	DISSERTATION I: CONCEPTUAL/THEORETICAL FRAME WORK	2
627	DISSERTATION II: REVIEW OF LITERATURE	2
635	DISSERTATION III: METHODOLOGY	2
645	DISSERTATION IV: PRE SUBMISSION DISSERTATION	2
646	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



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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 617 & 637 : INTERNSHIP I & II

Credit 3 Each

OBJECTIVES:

- 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.



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

The Evaluation pattern will be as follows:

Internship I

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

INTERNSHIP II

PART A : During the Practical Pedagogy course SOE, DAVV For 10 Days

- Monitoring the students- teachers
- Performing Administrative Duties allocated by the Institutions' authorities
- Conducting feedback sessions
- Checking Lesson Plans

PART B :Out campus Internship for 10 days

Presenting fourLesson&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:



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- 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, AhilyaUtsav 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 618, 628 & 638 : Co-Curricular Activities I & III

Credit 1 Each

Course 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 and sports activities among student teachers
- To acquire the Self-Learning through Creative/Productive activities
- To provide an opportunity for Self-Expression through Creative/Constructive, Recreational and Sports activities
- To encourage Wholistic development of personality
- To develop in students the Spirit of Healthy Competition
- To explore the multifarious talents in student teacher

CONTENTS:

I: Literary: Narration, Recitation, Elocution, Debate, Pick and Speak, Creative Writing, Story Telling, Speech, Extempore etc.

II: Performance: Play, Skit, Mime, Dance etc.

III:Sports:

Indore Games-Carom, Chess, Table Tennis, Badminton

Outdoor Games- Cricket, Volleyball, Athletics



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One Minute Games, Treasure Hunt etc.

IV: Expressive Art: Painting, Rangoli, Mehndi, Slogan Writing, Poster Making, and Calligraphy etc.

V: Music: Vocal/Instrumental etc.

NOTE

- One student has to take part in ONE of the FIVE units/activities listed above in each semester. The chosen activity in the second semester should be from different group of activities than that of the first semester.
- The Convener/Activity In-Charges of the course along with the FOUR faculty In-charges of respective houses will jointly decide the specific single activity to be run in each semester.

MODE OF TRANSACTION

- The Course will be transacted through organization of four Houses
- All Male and female B.Ed. Student will be divided separately and randomly in four groups
- There will be ONE Faculty In-charge for each House.
- Each House will have a Student Captain, Vice-Captain and a Secretary.
- All Activities will be taken up simultaneously in each house through the following phases
- Sessional Work
- In-House competitions
- Inter-House Competitions

EVALUATION PATTERN

- Evaluation will be based on Sessional Work, In-House and Inter-House competitions
- There will be one external along with the internal examiner in the In-House Competitions
- The Inter-House Competitions will be Judged by a panel of Examiners
- Internal/External evaluation ratio to be 40%:60%
- The evaluation weight age for the offered activity will be :
- Sessional Work (30 %)
- In-House competitions (40%)
- Inter-House Competitions (30%)



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NOTE: ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

REVISED SCHEME FOR M.Ed.: SESSION 2017-19

SEMESTER - I

COURSE CODE	COURSE TITLE (OLD) (2015-17)	CREDITS	COURSE CODE	COURSE TITLE (2017-19)	CREDITS
611	Philosophical Perspectives of Education		611	Sociological Perspectives of Education	3
612	Psychological Perspectives of Education-I		612	Perspectives of Teacher Education	3
613	Educational Research and Statistics-I		613	Educational Research and Statistics-I	4
614	Critical Reading of Literature		614	Critical Reading of Literature	3
615	Elective Generic-I		615	Elective Generic-I	3
616	Dissertation-I		616	Dissertation—I	2
617	Internship-I		617	ICT In Education	3
618	Co-Curricular Activites-I		618	Creative Expression Skill	1
CVV	Virtual Credits		CVV	Virtual Credits	4
	TOTAL	6		TOTAL	26
615: Elective Generic-I: Any One Educational Technology – I/Educational Administration-I			615: Elective Generic-I: Any one Guidance and Counseling—I/Educational Administration-I		



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SEMESTER II

COURSE CODE	COURSE TITLE (OLD) (2015-17)	CREDITS	COURSE CODE	COURSE TITLE (2017-19)	CREDITS
621	Sociological Perspectives of Education	3	621	Philosophical Perspectives of Education	3
622	Perspectives of Teacher Education- I	3	622	Psychological Perspective of Education-I	2
623	Educational Research and Statistics-II	3	623	Educational Research and Statistics-II	4
624	Academic Writing and Paper Presentation	2	624	Academic Writing and Paper Presentation	3
625	ICT in Education	3	625	Gender Studies	3
626	Elective Generic- II	3	626	Elective Generic-II	3
627	Dissertation-II	2	627	Dissertation -II	2
628	Co-Curricular Activites—II	1	628	Psychology Practical - I	1
CVV	Virtual Credits	4	629	Mentoring	1
				CVV	4
	Total	24		Total	26
626: Elective Generic-II: Any one Educational Technology- II/ Educational Administration-II			626: Elective Generic-II: (Any one) Guidance and Counseling-II/Educational Administration-II		



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SEMESTER III

COURSE CODE	COURSE TITLE (OLD) (2015-17)	CREDITS	COURSE CODE	COURSE TITLE (2017-19)	CREDITS
631	Psychological Perspectives of Education-II	3	631	Psychological Perspectives of Education- II	2
632	Historical and Political Perspectives of Education	3	632	Educational Research and Statistics-III	4
633	Educational Research and Statistics-III	3	633	Elective Generic -III	3
634	Elective Generic- III	3	634	Dissertation-III	2
635	DISSERTATION-III	2	635	Community Based Project	3
636	Community Based Project	2	636	Internship I	3
637	Internship -II	3	637	Internship II	4
638	Co-Curricular Activites- III	1	638	Psychology Practical II	1
CVV	Comprehensive Viva Voce	4	CVV	Comprehensive Viva Voce	4
	TOTAL	24		TOTAL	26
634:Elective Generic-III: Any one Guidance and Counseling—I/Special Education—I			633: Elective Generic-III: Any one Special Education—I/Educational Technology-I		



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SEMESTER IV

COURSE CODE	COURSE TITLE (OLD) (2015-17)	CREDITS	COURSE CODE	COURSE TITLE (2017-19)	CREDITS
641	Perspectives of Teacher Education- II	3	641	Historical And Political Perspective Education	3
642	Educational Research and Statistics—IV	3	642	Educational Research and Statistics-IV	4
643	Elective Generic- IV	3	643	Curriculum Studies	2
644	Creating an Inclusive Institution	2	644	Elective Generic- IV	3
645	Dissertation- IV (Pre Submission Presentation)	2	645	Creating an Inclusive Institution	2
646	Health, Yoga And Physical Education and Yoga	3	646	Dissertation- IV (Pre Submission Presentation)	2
647	Dissertation Final Viva Voce	4	647	Health, Yoga And Physical Education	2
CVV	Comprehensive Viva Voce	4	648	Dissertation Final Viva Voce	4
		-----		CVV	4
	TOTAL	24		TOTAL	26
643: Elective Generic-IV: Any one Guidance & counselling-II/ Special Education—II			644: Elective Generic-IV: Any one Special Education—II/Educational Technology-II		



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COURSE 612: PERSPECTIVES OF TEACHER EDUCATION

CREDITS — 3

COURSE 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



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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.

COURSE 618: CREATIVE EXPRESSIONS 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



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- ☒ 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 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.



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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



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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

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.



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- 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)

13. Orientation and initiation into departmental culture
14. Writing a brief autobiography
15. Preparation of CV for the post of teacher
16. Practice of reasoning exercises with a view to qualify for TET
17. Group discussion on a few selected topics
18. Developing an article/ paper on any area of interest
19. Exploring and sharing group resources/ talents/ special interests of the members
20. Pre-assessment in a chosen field
21. Remediation of the identified weaknesses
22. Mock interviews/ viva
23. Book/ video/ short film review
24. 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.



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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

COURSE643: CURRICULUM STUDIES

CREDITS: 2

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 .



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- 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



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- 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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NOTE:

ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

ABC: Removed from scheme

ABC: New course introduced

©: Change in content

Revision of M.Ed. Program for Session 2018-2020
Revised Semester IV

COURSE CODE	COURSE TITLE (OLD) (2017- 19)	CREDITS	COURSE CODE	COURSE TITLE (2018- 20)	CREDITS
641	Historical And Political Perspective Education	3	641	Historical And Political Perspective Education	3
642	Educational Research and Statistics-IV	4	642	Educational Research and Statistics-IV	4
643	Curriculum Studies	2	643	Curriculum Studies	3
644	Elective Generic- IV	3	644	Elective Generic- IV	3
645	Creating an Inclusive Institution	2	645	Creating an Inclusive Institution	3
646	Dissertation- IV Submission Presentation	2	646	Health, Yoga And Physical Education	2
647	Dissertation Final Viva Voce	4	647	Dissertation Final Viva Voce	4
648	Health, Yoga And Physical Education	2	-----		-----
	CVV	4			4
	TOTAL	24		TOTAL	26
643: Elective Generic-IV: Any one Guidance & counselling-II/ Special Education—II			644: Elective Generic-IV: Any one Special Education—II/Educational Technology-II		



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REVISED SCHEME FOR M.PHIL .: SESSION 2013
(As per UGC Regulations)
SEMESTER - I

COURSE CODE	COURSE TITLE (2013)	CREDITS
701	REVIEW OF RELATED LITERATURE	6
702	RESEARCH METHODOLOGY	4+ 4
	A. THEORY	
	B. PRACTICAL/TECHNIQUES AND TOOLS	
703	COMPUTER APPLICATION	4
705	ELECTIVE - I GUIDANCE AND COUNSELING/ MODELS OF TEACHING AND TEACHER EFFECTIVENESS	4
707	ELECTIVE - II EDUCATIONAL TECHNOLOGY/ QUALITATIVE RESEARCH IN EDUCATION	4
	COMPREHENSIVE VIVA-VOCE	4
	TOTAL	30



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	SEMESTER - II	
COURSE CODE	COURSE TITLE (2013)	CREDITS
702	SEMINAR	3
704	TERM PAPER/ASSIGNMENT	3
706	DISSERTATION / PROJECT	20
	COMPREHENSIVE VIVA VOCE	4
	TOTAL	30



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M.Phil : SEMESTER - I

701: REVIEW OF RELATED LITERATURE

OBJECTIVES:

CREDITS: 6

- To acquaint students with scope and functions of review of research.
- To familiarize students with various steps of conducting a review of the literature.
- To acquaint students with use of various reference materials including online sources.
- To familiarize students with importance and purpose of reviewing the study.
- To help students in conducting a review of research on selected topics under the guidance of supervisor.
- To enable students in writing references in different formats.

CONTENTS:

UNIT I : Review of Research: Concept, need 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 :Reference Materials: Using library; Card catalogue, library classification- Dewey decimal system of classification. Various Sources for conducting Review of Research: various Encyclopedias, Handbooks of research on teaching, Surveys of Educational research I-VI, ICSSR Research Survey of Psychology, & Sociology. Journals and Research Abstracts, Dictionaries of Education, Psychology, sociology & Philosophy, Yearbooks, Different abstracts of doctoral research of Association of Indian



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Universities and Indian Educational Review NCERT New Delhi. First, Second and Third handbooks of psychological and social instruments,

UNIT III: Conducting a review of the literature; Listing key words, Checking preliminary sources, Reading and noting selected references.

UNIT IV : Preparing references using various styles namely, APA, Harvard, MLAGPS at the time of review of literature.

SUGGESTED ACTIVITIES (ANY TWO)

- Conducting a review of research on selected topics under the guidance of supervisor.
- Preparing review of a thesis.
- Online search for review of literature.
- Preparing References for review of literature

M.Phil : SEMESTER – I

703-A : RESEARCH METHODOLOGY- THEORY

CREDITS:4

OBJECTIVES

- To familiarize the students with the nature of science and the scientific method.
- To train the students to formulate and test the hypothesis.
- To familiarize the students with the process of scientifically drawing sample for research studies.
- To familiarize the students with the different pitfalls and errors in research.
- To train students into the design and conduct of Educational research.
- To acquaint the students with different types of experimental designs.
- To provide the students with an opportunity to acquire a sound background of Educational Research.



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CONTENT

UNIT I: Educational Research: Concept, Scope. Issues, Concerns & Trends of Educational research. Scientific Approaches to knowledge: Essential characteristics of scientific Research, Qualitative and Quantitative Approaches. Variable and Scales: Nature, Types and their role in Educational Research.

UNIT II: Types and importance of hypothesis in Educational Research. Sampling: Population and Sample, Sampling Unit, Sampling Frame, Sampling Error and Bias, Probability and Non – Probability sampling methods.

UNIT III: Tools and Techniques of Research: Questionnaire, Interview Schedules, Rating Scales, Tests, Observation Schedules, Checklists, Inventories etc.

UNIT IV: Meaning and Purpose of Research Design, Experimental design, Definition, Validity, Different ways of control of Threats to Validity. Different types of Experimental Design – Pre Experimental Design, Quasi Experimental Design and True Experimental Design.

UNIT V: Types of Research Methods:- Descriptive Research: Survey Research, Ex-Post facto Research: Causal Comparative Research, Philosophical Research, Historical Research, Case Study Research. Research Report Writing Considerations.

SUGGESTED ACTIVITIES (ANY TWO)

- Conducting Case Study of an Institution.
- Review of report of a selected Research Study.
- Conducting interview of an Eminent Academician's .

M.Phil : SEMESTER – I

703- B: RESEARCH METHODOLOGY: PRACTICAL/TECHNIQUES & TOOLS

CREDITS : 4

OBJECTIVES

- To help student to understand of the nature of Qualitative and Quantitative data.
- To enable the students to develop Practical orientation involving selection of appropriate data analysis techniques.



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- To familiarize the student with validity issues in qualitative research.
- To familiarize the student with the theory, application & assumptions of one-way Analysis of Variance.
- To help the students understand differences between parametric & non parametric tests.
- To develop among students capacity for selecting appropriate statistical test for a given research situation.
- To familiarize students with some statistical tests for independent and correlated samples.
- To develop among students an understanding of two and K- sample non parametric tests for independent & related samples.
- To develop among students the skill of employing SPSS for data analysis related to the tests under consideration and interpreting output.

CONTENT

UNIT I: Nature of data: Qualitative and Quantitative. Analysis of qualitative data: Content Analysis, Inductive Analysis, Deductive Analysis and Narrative Episodes. Validity issues in Qualitative research - Credibility, Transferability, Dependability, Conformability, Triangulation, and Authenticity.

UNIT II: Analysis of Quantitative data: Testing of Hypothesis, Errors in Testing hypothesis, One Way Analysis of Variance, and Two Way analysis of Variance with equal and unequal cell size, One and Two way ANCOVA.

UNIT IV: Levels of Measurement , Difference between Parametric and Non-Parametric Tests, Advantages and Disadvantages of Parametric and Non-Parametric Tests, Choosing an appropriate Statistical Test, The Chi-square tests for one and K- Independent Samples

UNIT V: Wilcoxon Matched-Pair, Signed-Ranks Test, Mann-Whitney U- Test , Friedman Two-Way Analysis of Variance by Ranks and Kruskal- Wallis One-Way Analysis of Variance by Ranks.

SUGGESTED ACTIVITIES (ANY TWO)

Using SPSS for analysis of data related to above tests and interpreting output.



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M.Phil : SEMESTER – I

705 : COMPUTER APPLICATION

CREDITS : 4

OBJECTIVES



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- To acquaint students with different parts of Computer System and their functions.
- To develop competency among students to use Online and Offline electronic resources.
- To acquaint students with the facilities available on internet.
- To train the students in handling MS-Word and MS-Excel.
- To help students to explore the environment of WINDOW-Operating System.
- To acquaint students with the Terminology and Configuration of Computers.

CONTENTS:

UNIT I: Introduction to Computer System: Parts of Computer and their functions, , Input and Output Devices used in Research Process, Memory , Modern Components of different Hardware like laptop, tablet , smart Mobiles.

UNIT II: MS Word: Different Menus – File, Edit, View, Insert, Format, Tools, Window and Help: their uses. Saving, Closing, Opening, an Existing Document ,Selecting text, Editing text, Finding and Replacing text, Printing, Character and Paragraph Formatting, Page Design and Lay Out, Note Pad, One Note Calculator, Dictionary and Paint Brush.

UNIT III: MS EXCEL: Creating Worksheet , Preparation and Knowledge of Package in context of Educational Research.

UNIT VI: Presentation Package: Creating, Opening and Saving Presentation, Working in different Views, Working with Slides, Adding and Formatting Text , Graphics, Animation, audio Images, Video Survey and Text, Making Notes, Pages and Handouts, designing Slides shows , Running and controlling presentation, Printing Presentations.

UNIT V: Use of Web Based Instruction: Designing Advantages and Limitations. Use of Educational Software and CD's. Use of Computers in Library, Administration, Guidance , Internet: Meaning, Online Surfing, Use of e-mail, Chat. Use of Search Engines. World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Research Process. Down loading Information.

SUGGESTED ACTIVITIES (ANY TWO)

- MS-WORD related work Useful in Research Paper writing ,
- Use of different Options available in MS-EXCEL for Educational



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- Research,
- Preparation of a POWER POINT presentation,
 - Surfing of a topic on INTERNET .

M.Phil : SEMESTER – I
707: GUIDANCE AND COUNSELLING

OBJECTIVES

CREDITS: 4

- To acquaint students with the meaning and scope of Guidance.
- To make them aware about current trends and issues in guidance and counseling.
- 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



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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 an 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.

SEMESTER – I

707: MODELS OF TEACHING AND TEACHER EFFECTIVENESS

OBJECTIVES:

CREDITS : 4

- To acquaint the students with various paradigms of teaching learning.
- To familiarize students with different perspectives on teaching effectiveness.
- To develop among students an understanding of Models of Teaching and facilitating learning.
- To develop among students skills in using Models of Teaching.



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- To help students to critically evaluate the learnt Models of Teaching.

CONTENTS:

UNIT –I: Paradigms of teaching learning: Nature and uses, Explicit and Implicit Paradigms and their effects, Criterion of Teaching Effectiveness.

UNIT –II: Meaning and definition of Models of Teaching, Families of Models of Teaching, Models of Teaching Versus Models of Learning, Increasing learning Aptitude: Developing aptitude to teach.

UNIT-III: Models of Teaching: Theoretical Considerations, Teaching Learning Interactions in different Models of Teaching, Individual differences and diversity in curriculum: Learning Styles and Models of Teaching.

UNIT- IV: Detailed study of: Contingency Models, Group Investigation Model, Syntectics Model and Multidimensional Model for Disabled Students

UNIT-V: Current Researches in Models of Teaching Research, Trends in Models of Teaching, Review of Researches in Models of Teaching in India and abroad, Crux in using Models of Teaching.

M.Phil : SEMESTER – I

709: ADVANCED EDUCATIONAL TECHNOLOGY

OBJECTIVES

CREDIT 4

- 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.



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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, Mathematics 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, Wiki- educator 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

M.Phil : SEMESTER – 1

709: QUALITATIVE RESEARCH IN EDUCATION OBJECTIVES:

CREDITS : 4

- To help students to appreciate the limits of Quantitative Research Methods in Education.
- To enable students to gain an understanding of the qualitative research process and the nature of qualitative research.
- To help students to differentiate among different types of Qualitative



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Researches.

- To acquaint the students with the ways of locating problem areas and Qualitative Research problems.
- To enable students in designing a research study following a Qualitative Research approach.
- To enable students to select appropriate qualitative data analysis techniques for their studies.
- To help the students to develop competencies to plan, execute and report Qualitative Research.

CONTENT:

UNIT I: The positivist paradigm of Research in Education. Ontological and Epistemological orientations of the positivist approach. Emphasis on Quantifiability, Objectivity, Universality, Generality, Simplicity, Value- neutrality and Parsimony of positivist knowledge claims, Inadequacy of the positivist orientation in understanding educational reality.

UNIT II: Education as an interdisciplinary subject. Need of Alternative paradigms in view of complex and multidimensional reality underlying Education. Qualitative Research approaches including Ethnography, Case Study, Phenomenological Research, Grounded Theory; Constructivist, Naturalistic, Philosophical, Historical, and Critical Social Research.

UNIT III: Major research concerns in Qualitative research. Features of Qualitative Research Problems. Choosing research problem for Qualitative Research. Considerations for formulation of research topic for Qualitative Research Study. Delineating research questions contained in the problem.

UNIT IV: Steps of conducting a qualitative study: Selection of Subjects/ units/ Sources for the study, Mapping and Purposeful Sampling, Entry into research site and collaborating relationship with the subjects. Data collecting Techniques- Participant Observation, Direct Observation, Unstructured Interviewing, Case Study, Field Notes, Reflexive Journals, Analysis of documents and material etc



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UNIT V: Analysis of qualitative data and Presentation of Results.: Content Analysis, Inductive Analysis, Deductive Analysis and Narrative Episodes. Validity issues in Qualitative research - Credibility, Transferability, Dependability, Conformability, Triangulation, and Authenticity. Writing report of a Qualitative study.

PRACTICAL ACTIVITIES (ANY TWO)

- Developing a Research proposal for a Qualitative study.
- Review of a Qualitative Research study.
- Collection of e-lectures on Qualitative Research methodology.

M.Phil 2013: SEMESTER- II

702 : SEMINAR

CREDITS :3

Every scholar has to give one seminar on his/her dissertation work. The scholar may present his/her synopsis /developed links/data analysis /pre submission of the report of dissertation.

704 : TERM PAPER/ASSIGNMENT

CREDITS :3

Each scholar will prepare & make presentation of a term paper/assignment on any issue connected with higher education or review of original book/e-content on education or any other topic approve by the concerned teachers.

705 : DISSERTATION/ PROJECT

CREDITS :3

Each scholar will complete a dissertation /project work in six months duration and shall submit report of the same in hard &soft copies. There will be a viva voce after submission of the dissertation /project report.



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 (Accredited with Grade 'A' by NAAC)
DEVI AHILYA VISHWAVIDYALAYA, INDORE

NOTE: ABC: This color represent change only in course code and credit

ABC: Shift from one semester to another

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REVISED SCHEME FOR M.PHIL .: SESSION 2017

SEMESTER - I

COURSE CODE	COURSE TITLE (OLD) (2013)	CREDITS	COURSE CODE	COURSE TITLE (2017)	CREDITS
701	REVIEW OF RELATED LITERATURE	6		Research Methodology	4
702	RESEARCH METHODOLOGY	4+ 4		Review of Published Research in the relevant field	4
	A. THEORY			Computer Applications	4
	B. PRACTICAL/TECHNIQUES AND TOOLS			Advance course in the subject of research (any one)	4
703	COMPUTER APPLICATION	4		Synopsis Submission	4
705	ELECTIVE - I GUIDANCE AND COUNSELING/ MODELS OF TEACHING AND TEACHER EFFECTIVENESS	4		Comprehensive Viva-Voce	4
707	ELECTIVE - II EDUCATIONAL TECHNOLOGY/ QUALITATIVE RESEARCH IN	4		TOTAL	24



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	EDUCATION				
	COMPREHENSIVE VIVA-VOCE	4			
	TOTAL	30			

SEMESTER - II

COURSE CODE	COURSE TITLE (OLD) (2013)	CREDITS	COURSE CODE	COURSE TITLE (2017)	CREDITS
702	SEMINAR	3		Seminar	4
704	TERM PAPER/ASSIGNMENT	3		Term Paper/ Assignment	4
706	DISSERTATION / PROJECT	20		Final Dissertation/ Project Presentation	12
	COMPREHENSIVE VIVA VOCE	4		Comprehensive Viva-Voce	4
	TOTAL	30		TOTAL CREDITS	24 Credits



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ADVANCE COURSE IN THE SUBJECT OF RESEARCH (ANY ONE)

GUIDANCE AND COUNSELLING

OBJECTIVES

Credits: 04

- 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:



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- (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)

- Counselling 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.

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.



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Ph.D Course Work Syllabus (OLD)

Session 2013

(According to the UGC Regulations 2009)

S. No.	Course Title	Credits
801	Research Methodology	05
802	Review of Literature	03
803	Computer Application	03
	CVV	04
	Total	15

RESEARCH METHODOLOGY

Total Credits: 05

PART: A

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. Types of Surveys- Status Surveys, Normative & Casual-Comparative Surveys, Developmental Study, Longitudinal & Cross Sectional Study, Correlation & Prediction Study, Follow up 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.



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(b) Tools & Process of development of tools: Tools of Measurements, Difference between Measurement and Assessment. Characteristics of Tools, Reliability, Validity, Sensitivity, Types of Tool- Test, Scale, Interview Schedule, Observation Schedule and Questionnaire: Steps of Developing Tools.

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

Unit V: (a) Qualitative Research Approaches: Ethnography, Phenomenology, 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 LITERATURE

Credits: 03

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. Encyclopedias, 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

Contents:

Unit I: Introduction to Computer System: Definition, Characteristics, Parts of Computer and their functions, Block Diagram of Computer System, Input and Output Devices, Operating System, Memory. Modern Components of different Hardware like laptop, tablet, smart Mobiles, Measure Application of Android.



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Unit II: MICROSOFT WINDOWS: An Overview of different versions of Windows, Features of Windows, Creating Folders and Short cut Icons. Saving, Copying and Deleting Files, Loading software.

Uses of Note Pad, Calculator, Dictionary and Paint Brush.

Word Processing:- Saving, Closing, Opening an Existing Document, Selecting text, Editing text, Finding and Replacing text, Creating and Printing Merged Documents, Character and Paragraph Formatting, Page Design and Lay Out,

Unit III: MS EXCEL: Creating Worksheet and use of Simple Commands, Knowledge of Package.

Unit VI: Presentation Package: Creating, Opening and Saving Presentation, Working in different Views, Working with Slides, Adding and Formatting Text, Making Notes, Pages and Handouts, Designing Slides show, Running and controlling presentation, Printing Presentations.

Uses of Multimedia During Presentation: Meaning, Graphics, Animation, Audio Images, Video Survey and Text,

Unit V: Use of Web Based Instruction: Designing Advantages and Limitations. Use of Educational Software and CD's. Use of Computers in Library, Administration, Guidance Internet: Meaning, Online Surfing, Use of e-mail, Chat. Use of Search Engines. World Wide Web-Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of Internet.

Unit V: Introduction to software: MS-WORD: Different Menus – File, Edit, View, Insert, Format, Tools, Window and Help: their uses.

PRACTICAL ACTIVITIES:

- MS-WORD,
- MS-EXCEL,
- POWER POINT,
- INTERNET.
- USE OF 2G AND 3G TOOLS



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Revised Scheme for Ph.D Course Work Syllabus

Session 2017

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Course code	Course Title	Credits	S. No.	Course Title	Credits
801	Research Methodology	05	1.	Research Methodology	4
802	Review of Literature	03	2.	Review of Published Research in the relevant field	3
803	Computer Application	03	3.	Computer Application©	3
	CVV		4.	Advance course in the subject of Research (Any one)	3
			5.	CVV	3

COMPUTER APPLICATION

Credit: 03

Contents:

Unit I: ~~Introduction to Computer System:~~ Definition, Characteristics, Parts of Computer and their functions, ~~Block Diagram of Computer System, Input and Output Devices, Operating System, Memory.~~

~~Modern Components of different Hardware like laptop, tablet, smart Mobiles, Measure Application of Android.~~

(a) Hardware: Input and Output devices used in research process, Memory, Characteristics of Laptop, Tablet, Smart Mobiles

[b] Word Processing: Operating through Different Menus and Ribbon: Mailings
Creating References and Bibliography, Hyper-linking within and outside document



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[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: ~~MICROSOFT WINDOWS: An Overview of different versions of Windows, Features of Windows, Creating Folders and Short cut Icons. Saving, Copying and Deleting Files, Loading software.~~ Uses of Note Pad, Calculator, Dictionary and Paint Brush in research.

~~Word Processing: Saving, Closing, Opening an Existing Document, Selecting text, Editing text, Finding and Replacing text, Creating and Printing Merged Documents, Character and Paragraph Formatting, Page Design and Lay Out,~~

[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

Unit III: ~~MS EXCEL: Creating Worksheet and use of Simple Commands, Knowledge of Package.~~

(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 slides on internet.

(b) Creation of form map and drawing with the help of internet tools.

Unit IV: ~~Presentation Package: Creating, Opening and Saving Presentation, Working in different Views, Working with Slides, Adding and Formatting Text, Making Notes, Pages and Handouts, Designing Slides show, Running and controlling presentation, Printing Presentations. Uses of Multimedia During Presentation: Meaning, Graphics, Animation, Audio Images, Video Survey and Text,~~

(i) Internet Application: Online conferencing , webinars, creation and use of email, blogs. Use of online Dictionaries. Translator, Google transliteration, working with Plagerism Software, Use of Cloud Computing, Social Networking Sites

[a] Web Publishing: HTML, Creating own website (local host), Downloading and Uploading information

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



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(make sign.com), images, photo story,, collage (research auto collage), audio and video,
text (movie maker)

~~Unit V: Use of Web Based Instruction: Designing Advantages and Limitations. Use of Educational Software and CD's. Use of Computers in Library, Administration, Guidance Internet: Meaning, Online Surfing, Use of e-mail, Chat. Use of Search Engines. World Wide Web Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching Learning Process, Down loading Information, Uses and Abuses of Internet.~~

(a) Modular Object Oriented Dynamic Learning (MOODLE), National Mission on Education through ICT (NMEICT)— Sakshat Portal e-Pathshala, online examination.

(b) Social, Ethical, legal aspects of ICT and Cyber Safety synchronous communication on web.

~~Unit VI: Introduction to software: MS WORD: Different Menus— File, Edit, View, Insert, Format, Tools, Window and Help: their uses.~~

PRACTICAL ACTIVITIES:

- MS-WORD, realted 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.
- ~~USE OF 2G AND 3G TOOLS~~
- Plagiarism reporting and Interpretation
- Preparation of Google site/doc/map/form.

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.



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- ☐ 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:

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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.



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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.



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- ☑ Development of e-content in an area.
- ☑ Construction of profile on wiki-educator

SYNOPSIS SUBMISSION

M.Phil 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.