Master of Arts in Education [MA (Education]

Curriculum Framework: (Semester wise)

SEMESTER I

Course	Name of the Course	Course code	Credits	
Theory				
CC1	Philosophical Foundations of Education		**5**	
CC2	Psychology of Learning and Development		**5**	
CC3	Sociological Foundations of Education		**5**	
CC4	History of Indian Education		**5**	
Practicum				
PC1	Reading and Review of four Classic Books on Education		**2**	
PC2	Seminar Presentations on Philosophical and Psycho-social issues of Education		**2**	

SEMESTER II

Paper	Name of the paper	Course code	Credits	
Theory				
CC5	Contemporary Issues in Education		**5**	
CC6	Methods and Procedures of Research in Education		**5**	
CC7	Educational Technology		**5**	
CC8	Educational Administration and Management		**5**	
Practicum				
PC3	School Observation (10 days)		**2**	
PC4	Submission, Presentation and Approval of Research Proposal for Dissertation		**2**	

SEMESTER III

Paper	Name of the paper	Course code	Credits	
CC9	Research Designs, Statistics and Report Writing		**5**	
CC10	Educational Measurement and Evaluation		**5**	
CC11	Teacher Education		**5**	
CC12	Curriculum Development		**5**	
Practicum				
PC5	Reading and Review of two research papers published in journals of repute		**2**	
PC6	Internship in a Education Institute followed by a report and its presentation (20 days)		**2**	

SEMESTER IV

Paper	Name of the paper	Course code	Credits	
Optional Papers (select any two papers from following)				
OC 1	Inclusive Education		**5**	
OC 2	Guidance and Counselling		**5**	
OC3	Academic Writing		**5**	
OC 4	Yoga and Health Education		**5**	
OC 5	Self-Development and Communication Skills		**5**	
OC 6	Environmental Education		**5**	
OC 7	Value Education		**5**	
Practicum				
PC7	Dissertation and Viva		**12**	
PC8	Demonstration of an activity based on use of Technology in Education		**2**	

* CC: Core Course, OC: Optional Course, PC: Practicum

SEMESTER I

Paper CC1: Philosophical Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the nature of education as a discipline
- To examine the philosophical origin of educational theory and practice
- To understand the nature and functions of philosophical approach of education.
- To interpret and synthesis of various concepts, philosophical assumptions and issues about educational phenomenon.
- To know about various Indian schools of philosophy and their educational implications.
- To appraise the contributions made for education by prominent Indian and western educational thinkers.
- To enable the student to develop a philosophical point of view towards educational problems.

UNIT I   Philosophy

- Philosophy, a directive doctrine and liberal discipline.
- Normative, speculative and analytical functions of philosophy.
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics, Logic

UNIT II   Philosophy of Education

- Philosophy of Education: its concept and significance for teachers; application of philosophy of education in teaching
- Relationship between Philosophy and Education.

UNIT III   Indian Schools of Philosophy

- Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic.
- Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods.
- Contribution to Educational Thought and practice made by Great Indian thinkers: J.Krishnamurti, Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods. Critical study of each of these thinkers in the present context of education).

UNIT IV   Western Schools of Philosophy

- Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods.

- Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey, Froebel and Bertrand Russell with special reference to the concept, aims, content and methods.

UNIT V   Social Philosophies
- Critical analysis of the Educational implications of Individualism, Democracy, Socialism and Totalitarianism
- Critical analysis of the ways in which schooling, teaching-learning and curriculum influence social inequalities and ways in which social harmony can be established.
- Educational ideas of Karl Marx, Paulo Freire and Pierre Bourdieu

Field-based Activities
Undertake any one of the following activities:
1. Critical analysis of any one western philosopher.
2. Critical analysis of any one Indian philosopher.
3. Synthesizing all the units studied in syllabus, imagine you as a teacher and prepare a project on applying 'your philosophy' in teaching-learning process.

Suggested Readings
- Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Aloni, N. (2007) *Enhancing humanity: the philosophical foundations of humanities education*. Dordrecht: Springer
- Brambeck, C. S. (1966). *Social foundation of education - A Cross Cultural Approach.* New York: John Willey.
- Brubacher, J. S. (1962) *Eclectic philosophy of education.* Prentice Hall, New Jercy: Engelwood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of higher education.* San Francisco: Jossey – Bass.
- Chau M., Kerry T. (2008). International perspectives on education. New York: Continuum
- Curren, R. (2003). *A companion to the philosophy of education*. Malden Mass: Blackwell
- Curren, R. (2006). *Philosophy of education: an anthology paperback*. Wiley-Blackwell.
- Dewey, J. (1944). *Democracy and education*. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of education, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and instruction*. Berkeley, CA: McCutchan.
- Mukharji, S. (2007).*Contemporary issues in modern Indian education*. Authors Press.
- Mukherjee, S.N. (1966). *History of education* in *India*. Baroda: Acharya Book Depot.
- Naqi, M. (2005) *Modern philosophy of education*, New Delhi: Anmol Publication Pvt..Ltd.
- Nussbaum, M. (2010). *Not for Profit, Why democracy needs the humanities*. Princeton: Princeton University Press
- Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense and research.* London: Continuum
- Singh, M.S.(2007). *Value education*. Delhi : Adhyayan, Publication
- Wynne, J. (1963). *Theories of education.* New York: Harper and Row.

Paper CC2: Psychology of Learning and Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand psychology of development
- To develop understanding about school of psychology
- To develop understanding about theories of learning and its educational implications
- To understand individual difference and pupils' readiness towards learning

Unit I   Nature and Scope of Education Psychology

- Nature and scope of educational psychology.
- Relevance of educational psychology for theory and practice of education.
- Schools of psychology.
- Methods of educational psychology - observation , experimental , differential: longitudinal and cross sectional

Unit II   Psychology of Development

- Development –concepts, stages, factors influencing development

- Areas of development :
  - Cognitive development : concepts and development of thinking and problem solving, Piaget and Vygotsky's theories
  - Affective development : concept and development of attitudes, interests and values, Erikson and Kohlberg's
  - Psychomotor development : development of skills and objectives, Havighurst's Developmental Tasks
  - Language development with reference to syntax and structure : theory of Chomsky on language development

UNIT-III   Nature of Human Learning and Cognitive Development

- The Behaviourist Perspective: Classical and Operant Conditioning
- The psychometric perspective : Guilford's structure of intellect model
- The Piagetian and Neo-Piagetian perspective
- The Cognitive Information processing perspective- Sternberg's Triarchic Theory
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Gardner)

Unit IV   Individual Differences

- Concept and determinants of individual differences
- Learning styles
- Educational implications of individual differences

Field-based Activities
Undertake any one of the following activities:
1. Prepare a learner's portfolio
2. Do a cross-sectional study to understand stages of development of an individual.
3. Study and compare four learners with emphasis on their learning styles.

Suggested Readings
- Baron, R.A. (2002). *Psychology*, (5th Edition). Singapore, Pearson Education Asia.
- Berk L. E. (2010): *Child Development*, (8th Edition).New Delhi: PHI Learning.
- Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, and development (essays in social psychology)* Psychology Press
- Gordon, William J.J. (1961) *Synectics: the development of creative capacity*. New York: Harper and row, Publishers
- Mezirow, J. (2000*). Learning as transformation: critical perspectives on a theory in progress.* San Francisco: Jossey Bass.
- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guide effective teaching.* Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad, India, Neel Kamal Publications.
- Pina Tarricone (2011). *The taxonomy of metacognition*. Britain, Psychology Press.
- R.Riding (1998): *Cognitive styles and learning strategies: understanding style differences in learning and behaviour*. London, David Fulton Publishers.
- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series.* Routledge publication.
- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives on individual differences).* Springer Publication.
- Schunk, D. H. (2007). *Learning theories: an educational perspective (5th Edition).* New York: Prentice Hall.
- Skinner C. E, (2003): *Educational psychology,*(4th Edition).New Delhi: Prentice Hall of India.
- Skinner C. E, (2003): *Educational psychology*, (4th Edition).New Delhi: Prentice Hall of India.
- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment in the 21st century* , (8th Edition)New Delhi: Akash Press Delhi,
- Woolfolk, A (2009) *Educational psychology*, (12th Edition). Singapore: Pearson Education Inc.

Paper CC3: Sociological Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop adequate familiarity with social structure, class, caste and culture.
- To help students to make a critical analysis of the social structure.
- To enable them to realize the sale of education as an instrument of social, political, economic and technological change.

UNIT I   Sociology of Education
- Sociology of education- concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education.
- Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion.
- Social institutions and their role in development of attitude and Inculcation of values (with reference to family, community, school and youth organizations).

UNIT II   Social organizations and systems
- Social organization- concepts, definition characteristics, social groups, disorganization, differentiation and stratification- meaning, definition, characteristics and influencing factors.
- Social systems-functional and structural, education as a sub system of social system.
- Socialization-concept, mechanism and theories of socialization. Education and socialization. Need of socialization. Education as a sub system of socialization.

UNIT III   Education and social change
- Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indian society.
- Cultural unity and diversity in India, culture and society, culture and civilization.
- Social change-concepts, patterns characteristics and theories of social change, education as an instrument, factors and reflection of social change and social mobility, concept, types of mobility.
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

UNIT IV   Social thoughts
- Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley
- Human rights and value education, values and beliefs, social norms.

Field-based Activities
1. Undertake a project based on a question or ideas arising out of the different units of the syllabus.

Suggested Readings

- Aggarwal, J.C. (1985). *Philosophical and sociological bases of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*. New Delhi: Doaba House.
- Brown, F.J. (1947). *Educational sociology*. NewYork: Prentice Hall Inc.
- Chattopadhyaya (Ed) (2002). *The cultural heritage of India.*Vedanta Press (RK Institute of Culture)
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
- Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- Durkheim (1956). *Education and sociology*. The free Press
- Havinghurst, R,J., & Neugarton, B.L (1967). *Society and education*. Boston: Allyn and Bacon.
- Mathur S.S. (1968). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.

Paper CC4: History of Indian Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop understanding about Indian Education system in social, historical and political economy context.
- To critically analyze the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the economic issues in education
- To develop understanding of the perspectives on political economy of education

Unit I   Education in Pre-independent India
- Ancient India: Vedic, Buddhist, Jain
- Medieval India: Sultanate and Mughal period
- Colonial period: oriental Vs Anglicist education, Macaulay's Minutes, Woods Dispatch, Indian Education (Hunter) Commission, Hartog Committee.

Unit II   Progress of Education in Independent India
- Analysis of Commissions and its contributions to education: Secondary Education Commission (1953), Education Commission (1964-66), National Commission on Teachers (1999)
- Analysis of Policies: NPE (1986), Program Of Action (POA) (1992), National Knowledge Commission
- Critical review of NCF 2005

Unit III   Constitutional provisions regarding education
- The Preamble to the Indian Constitution with its implications for education.
- Implications of Justice, Liberty & Equality in Education.
- Directive Principles of State Policies & Education (Part IV of Indian Constitution).
- Fundamental Rights with special emphasis on Right to Education, Article 21A along with impediments in the path of implementation of RTE.

Unit IV   Introduction, implementation, impact and evaluation of national educational schemes
- Sarva Shiksha Abhiyan
- Rashtriya Madhyamika Shiksha Abhiyan
- Right to Education
- Mid-Day meal
- National Literacy Mission (NLM)

- Kasturba Gandhi BalikaVidyalayas Scheme

Field-based Activities
Undertake any one of the following activities:
1. Trace the historical hallmarks of Indian education till date with its salient features.
2. Write a report on the implementation and the present status of Right to Education.

Suggested Readings
- Agarwal J.C, & Agrawal S.P. (1992). *Educational planning in India*. New Delhi: Concept Publishing Company.
- Agarwal, J.C. (2007). *Development of education system in India*. New Delhi: Shipra Publications.
- Agarwal .J.C. (2007). *History of modern Indian education*. New Delhi: Vikas Publishing House Pvt Ltd.
- Amala, P.A, Anupama, P., & Rao, D.B. (2004). *History of education*. New Delhi: Discovery Publishing House.
- Babalola, J B. (2003). *Fundamentals of economics of education*. University of Ibadan
- Bhatnagar, S. (2004). *Kothari commission recommendations and evaluation with a text on NPE*. Meerut: International Publishing House.
- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*. New Delhi: Kanishka Publishers.
- Devi, S. (2005). *A history of modern education*. New Delhi: Omsons publications,
- Hardwick,P., Khan B., & Langmead. J.(1994). *An introduction to modern economics*. London, UK: LPBB.
- Kohli,V.K. 1987). *Indian education and its problems*. *Incorporating Indian Education System, Structure and Problems.* New Delhi: Vivek publishers
- Mondal, A., & Mete, J. (2013). *Right to education*. New Delhi: APH Publishing Corporation.
- Pandey V.C. (2005). *Democracy and education*. New Delhi: Isha Books.
- Plantilla J.R (2008), Educational policies and human rights awareness for academic excellence. Delhi :
- Pruthi, R.K. (2005). *Education in medieval India*. New Delhi: Sonali Publications.
- Sharma, B. (2004). *History of Indian education*. New Delhi: Vohra Publishers and Distributors.
- Singh S.S.(2007). *Development of education in emerging India and its current problems*. Dhapat Rai Publications Company.
- Sinha, N. (2001). *Governmental strategies towards Education of the disabled*. New Delhi: NIPCD and Planning Commission,
- Sudarsana ,T. (2008). *Comparative secondary education* (Google eBook). Reddy Mittal Publications.

SEMESTER II

Paper CC5: Contemporary Issues in Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:

To enable the prospective teacher educators:

- To examine the social implications of the MDGs and the EFA goals
- To identify different issues pertaining to diversity as well as their impact on student learning
- To state the nature and scope of the factors affecting the quality of schooling
- To explain how different kinds of schooling affect the quality of schooling
- To analyze the changing role of the teacher in contemporary society
- To critically evaluate the roles of peace, conflict, and education in the development of human society.

Unit I   Globalization, the Millennium Development Goals, and Education for All

- Globalization: Its role and effects in education sector
- MDGs: General description, indicators, Implementation, Challenges, and further strategies in the local context
- EFA: General description, indicators, Implementation, Challenges, and further strategies in the local context

Unit II   Issues of diversity

- Diversity and its impact on education
- Approaches to addressing diversity issues: Learning difficulties, Language, Religion, Caste, Tribe, Gender, Culture, Social and economic status
- The role of education in addressing issues of diversity
- Strategies and examples of diversity-inclusive pedagogy

Unit III   The role of schools in addressing contemporary issues

- The relationship between school and society
- Schools as social agents and social critics
- Schools for political socialization active citizenship
- The role of schools in producing workers and professionals
- The role of schools in imparting democratic education
- The importance of character education and skills development
- Factors affecting the quality of schooling
- Issues faced by schools

Unit IV   Quality concerns in education- national and international perspective in India
- Learner-centred teaching strategies
- High dropouts and poor academic performance
- Assessment practices and challenges of examinations
- Teachers' preparation and employment and recruitment policies
- Overcrowded classrooms and teacher-student ratios
- Diversified curriculum
- The privatization of education
- Language and medium of instructions
- Education for health and well being

Unit V   Other issues
- Equal opportunities in education, access and reservation in education
- Policy of inclusion
- Education of the disadvantaged
- Support system in education
- Education and quality of life
- Changing social structure and its bearing on education

Field-based Activities:
- Organize an in-house seminar on contemporary issues in education and invite every student to present a paper on any of the suggested themes.

Suggested Readings
- Bruner, J.C. (1997). *The culture and education*. London: Harvard University Press.
- Deway, J. (1956). *The school and society*. Phonex Books: University of Chicago Press.
- Deway, J. (1963).*Democracy and education*.New York: MacMillan,
- Deway, J. (1963).*Experience and education*.New York: Collier-Macmillan.
- Etta, R. H. (1996). *Transforming curriculum for a culturally diverse society*. Mahwah, N. J. Lawrence Erlbaum Associates Publishers.
- Freire, P. (1970). *Culturalaction for freedom*. Victoria, Australia: Penguin Education Special,
- Freire, P. (1973) *Pedagogy of the oppressed*. Victoria, Australia:Penguin Education Special,
- Government of India (2001). *National Human Development Report*. New Delhi: Planning Commission.
- Illich, I.D. (1970). *Deschooling society*. Victoria, Australia: Penguin Education specials
- Naik, J.P. (1975). *Equality, Quality and Quantity. The Illusive Triangle in Indian Education.* Bombay: Allied.
- Ornstein, A. C. & Hunkins, F. P. (2003). *Curriculum, Foundations, Principles and Issues.*Pearson Educational Leadership.
- Resnick, L. (1989). *Knowledge, Learning and Instruction*. Englewood Cliffs, NJ: Erlbaum.

- Sen, A. K. (1970). *Crisis in Indian Education*. Lal Bahadur Shastry Memorial Lectures. Hyderabad. Administrative Staff College of India.
- Shukla, S. C. (1985). *Sociological perspective in education*. Delhi: Chankya Publication.
- Slattory (1995).*Curriculum development in postmodern era*. (Critical Education & Practice). Routledge
- Sri Aurobindo (1924). *A system of national education*. Calcutta: Arya Publishing House.
- Tilak, J.B.G. (2003). *Education, society and development.* New Delhi: APH publishing Corporation.
- Wiles, J. (2004). *Curriculum essentials: a resource for educators*. Boston: Allyn & Bacon Publication.

Paper CC6:   Methods and Procedures of Research in Education

Total Marks	Internal assessment	External assessment
100	**20**	**80**

Objectives

To enable the prospective teacher educators:
- To describe the nature, purpose, scope, areas, and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study.
- To conduct a literature search and develop a research proposal.
- To explain a sampling design appropriate for a research study.
- To explain tool, design and procedure for collection of data.
- To explain the importance of documentation and dissemination of researches in education.

Unit I   Research in Education: Conceptual Issues
- Sources of knowledge generation
- Meaning, purpose and areas of educational research.
- Characteristics of educational research.
- Planning a research study.

UNIT II   Preparation of research proposal
- Sources of research problems, identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Hypotheses: importance, characteristics, formulation and forms.
- Review of the literature: purpose and resource; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Preparation of research proposal: framework of the research proposal and strategies for writing the research proposals.

Unit III   Types of Research
- Quantitative research: types and characteristics
- Qualitative research: types and characteristics
- Classification by nature: survey studies, descriptive studies, historical studies, co-relational studies. developmental studies, comparative studies, casual-comparative and correlation studies, experimental research, action research
- Classification by time: cross-sectional, longitudinal (trend and panel studies), and retrospective; and classification by research objectives descriptive, predictive and explanatory.

Unit III   Quantitative Methods of Research

- Experimental research: variables in experimental research- independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Techniques of control: matching, holding the extraneous variable constant and statistical control.
- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design
- Quasi-experimental design: nonequivalent comparison group design, and time-series design
- Internal and external validity of results in experimental research

Unit IV   Qualitative Methods of Research
- Qualitative research approaches: phenomenology, ethno- methodology, naturalistic enquiry: case studies and grounded theory.
- Historical research: meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- Mixed research: meaning, fundamentals principles, strengths and weaknesses.

Field-based Activities
- Review of two research papers published in peer reviewed journals.
- Review of a book on 'Research Mythology' published by an International Publication House.

Suggested Readings
- Best, J. W., & Kahn, J. (1997).*Research in education*. New Delhi: Prentice -Hall of India Ltd.
- Borg, B.L.(2004).*Qualitative research methods*. Boston: Pearson.
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education:an introduction to theory and methods*. Boston MA: Allyn and Bacon.
- Bryman, A. (1988).*Quantity and quality in social science research*. London: Routledge
- Charles, C.M., & Merton, C.A.(2002).*Introduction to educational research*. Boston: Allyn and Bacon.
- Cohen, L., & Manion, L. (1994).*Research methods in education.* London: Routledge.
- Creswell, J.W. (2002).*Educational research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches.* Thousand Oaks: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Kelly, A., & Lesh, R. (2000). *Handbook of research design in education*. Erlbaum Associates.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. New York: Longman.
- O'Leary, Z. (2004). *The essential guide to doing research.* London: Sage.
- Somekh, B.,& Lewin, C. (2005). *Research methods in the social sciences.* Thousand Oaks: Sage.

- Denzin, N.K.,&Lincoln, Y.S.(Eds.) (1994) *Handbook of qualitative research* London: Sage Publications.
- Diener, E.,&Crandall, R. (1978).*Ethics in social and behavioural research.* Chicago: University of Chicago Press.
- Dillon, W.R., & Goldstein, M. (1984).*Multivariate analysis methods and applications.* New York: John Wiley and Sons.
- Gay, L.R., & Airasian, P. (2003).*Educational research*. New Jersey: Upper Saddle River.
- Husen, T.,& Postlethwaite, T.N. (Eds.) (1994).*The international encyclopedia of education.* New York: Elsevier Science Ltd.
- Keeves, J.P. (Ed.) (1988).*Educational research, methodology and measurement*: *an international handbook* .Oxford:Pergamon.
- McMillan, J.H.,&Schumacher, S. (2001) *Research in education.* New York: Longman.
- Pandya, S. (2010).*Educational research.* New Delhi: APH Publishing Corporation.

Paper CC7: Educational Technology

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

UNIT I   Understanding Educational Technology
- Educational technology: concept and approaches
- Educational technology: present trends and futuristic vision.
- Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, Consortium for educational Communication (CEC).
- Recent trends of research in educational technology.

UNIT II   Educational Technology for Teaching-Learning Purposes
- Modalities of teaching: teaching, training, instruction, conditioning, indoctrination.
- Stages of teaching: pre- active, interactive and post- active.
- Teaching at different levels: memory, understanding and reflective.
- Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses(MOOCs)

UNIT III   Technologies in Education
- Synchronous and asynchronous media for formal andnon-formal educational settings.
- Technology supported instruction: meaning, characteristics, uses, advantage, and disadvantages.
- Online technologies in education: concept, types and uses.
- Emerging technologies in education: blended learning, mobile learning, flipped learning

UNIT IV   Distance Education
- Distance education: concept, methods and techniques.
- Offering distance education: student support services and evaluation strategies.
- Distance education in India: changes and challenges.
- Virtual Universities.

Field-based Activities
- Prepare a power point presentation of 15 slides on any topic of your choice by using pictures, animation, and graphics and give its presentation.

Suggested Readings
- Aggarwal, J.C. (2001). *Principles, methods and techniques of teaching*. Delhi: Vikas Publication.
- Allison, L.J. (2003): *Refusing online resources. a sustainable approach to e-Learning*. Kogan Page Limited
- Bengalee, C. (1986). *Introduction to educational technology: innovations in education*. Mumbai: Saith.
- Bhatia, K.K.(2001). *Foundation of teaching learning process*. Ludhiyana: Tandon Publishers.
- Bhatt, B. D.,&Sharma, S. R.(1992). *Educational technology: concept and technique*.New Delhi: Kanishka Publishing House.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference*. Delhi: Shirpa Publication.
- Dangwal, K.L (2010). *Computers in teaching and learning*. Agra: Vinod Pustak Mandir.
- Das, R. C. (1993). *Education technology: a basic text*. New Delhi: Sterling.
- Dasgupta, D. N. *Communication and Education*, Pointer Publishers
- Heinich, R., Molenda, M., &Russell, J. D.(1989). *Instructional media and the new technologies of instruction*. New York: Macmillan.
- Jain, P. (2004). *Educational technology*. New Delhi: Dominant.
- Joyce, B. (2009). *Models of teaching*. New Delhi: PHI Learning.
- Kumari, S. (2006). *Increasing role of technology in education*. Delhi: Isha.
- Mangal, S.K. (2002). *Essentials of teaching learning and information technology*. Ludhiyana: Tandon Publishers.
- Mukhopadhyay, M. (1990). *Educational technology: challenging issues*. New York: Sterling.
- Naidu, S. (2003).*e-learning a Guidebook of principals, procedures and practices*.Canada: COL.
- Pachauri, S. C. (2011). *Educational technology*. New Delhi: APH Publishing Corporation.
- Rastogi, S. (1998). *Educational technology for distance education*. Jaipur: Rawat Publication.
- Robert, H. (1990). *Instructional media and the new technologies of instruction*. London: John Wiley and Sons.
- Sampath, K., Panneerselvam, A., & Santhanam, S. (2007): *Introduction to educational technology*. Sterling Publishers Pvt. Ltd.
- Sareen N. (2005).*Information and Communication Technology*. New Delhi: Anmol Publication.
- Sethi, D. (2010). *Essentials of educational technology and management*.
- Sharma, A.R. (2001). *Educational technology*. Agra: Vinod Pustak Mandir.

- Sharma, K.D., & Sharma, D.V. (1993): *Open Learning System in India*. New Delhi: Allied Publishers Ltd.,
- Singh, C.P. (2011). *Advanced educational technology*. Lotus Press: New Delhi
- Sleeman, P.J., Cobun, T. C.,&Rockwell, D. M.(1979). *Instructional media and technology: a guide to accountable learning systems*. New York: Longman.
- UNESCO . (2002   ).Information and Communication Technologies in Education: A Curriculum forSchool and Programme of Teacher Development. Paris: UNESCO.
- UNESCO. (2002   ).UNESCO Information and Communication Technologies in Teacher Education: A Planning Guide. Paris: UNESCO.
- Venkataiah, N. (1996).*Educational technology*. New Delhi: APH Publishing Corporation.
- Verma, M. (2006). *Online teaching-tools and methods*. New Delhi: Murari Lal & Sons.
- Verma, M. (2006).*Teaching in digital education*. New Delhi: Murari Lal & Sons
- Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

Paper CC8: Education Administration and Management

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To become effective manager/administrators of education.
- To become agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, educational policies, etc.
- To acquaint with the challenges and opportunities emerging in the management and administration in education.
- To acquaint with the Central and State mechanisms of educational administration and management.
- To acquaint with the various leadership theories and leadership styles
- To be familiar with the new trends of education.

Unit I   Educational Management - Concept and Meaning
- Management – concept, need and characteristics
- Development of modern concept of educational management
- Management at different levels-elementary, higher and higher secondary

Unit II   Leadership in Educational Management
- Leadership - Meaning and nature, the principal as a leader
- Theories of leadership and their styles (Mc Gregor's trait theory, Fiedler's contingency and Hersey-Blanchard's theories)
- Styles of administration, - Grid concept of leadership styles
- Measurement of leadership styles

Unit III   Quality Management and Mechanism of Educational Administration

- Meaning and Importance of Quality Education
- Quality of Education in India
- Accreditation- concept, meaning, parameters.
- Role of accreditation agencies
- Central machinery (CABE,NCTE,UGC)
- State machinery for educational Administration
- Organization and functions of directorate of education.

Unit IV   Specific Trends in Educational Management
- Total Quality Management
- Decision Making (Centralized and Decentralized)
- Management by Objectives
- Organizational Compliance

- Programme Evaluation and Review Technique(PERT)
- Participatory Management

Field-based Activities:
Undertake any one of the following activities:
1. A Case study of one institution involving observation / measurement of principal's leadership style.
2. Report on organizational climate of any secondary or senior secondary school based on primary or secondary data.
3. Report on an Educational Institute on Quality Management.

Suggested Readings

- Aggarwal, V., & Bhatnagar, R.P.(1997). *Educational administration supervision, planning and financing*. Meerut: Surya Publication.
- Chandrasekaran, P. (1994). *Educational planning and management*. New Delhi: Sterling Publisher.
- Chaudhary, N. R. (2001). *Management in education*. New Delhi: APH Publishing Corporation.
- Karla, A.(2007). *Efficient school management and role of principals*. New Delhi: APH Publishing Corporation.
- Lambal, T.P., Saxena, V.R., & Murthy, V. (2000). *Educational administration planning and supervision*. New Delhi: Doaba house.
- Landuyt, H. (1970). *Administrative strategy and decision making*
- Mathur, S.S. (1969). *Educational administration and management*. Amritsar: Krishna Brother.
- Mathur, S.S. *Educational administration principles and practices.* Jallandar: Krishna Brothers.
- Mukharji, S.N. (1962). *Administration of education in India*. Baroda: Achrya Depot.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi: Himalaya Publishing House
- Sachdeva, M.S. (1979). *A modern approach to school organization and administration*. Ludhiana: Prakash Brothers.
- Sidhu, K.S. (2012). *School organization and administration*. New Delhi: Sterling Publishers.
- Vashist, S.R.(1999). *Theory of educational administration in India*. Delhi: Oscar Publications.

<u>**SEMESTER III**</u>

Paper CC9: Research Designs, Statistics and Report Writing

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the tabular, graphical representation of data, measure of central and variability, measure of relationship and normal distribution.
- To understand measures of association, its assumption and uses, regression and prediction
- To know the concept of population, sample and sampling technique, degree of freedom, standard error, confidence, confidence intervals, null hypothesis and Parametric test.
- To understand of non-parametric tests and computer programmes like SPSS.

UNIT I   Descriptive Statistics- I

- Measures of Central Tendency: Mean, Median and Mode- computation and uses
- Measures of Variability: Range, Quartile deviation, Mean deviation, Standard deviation, variance- computation and uses
- Measures of relationship: Percentiles and Percentile ranks- computation and uses
- Measures of Association: Linear Correlation- concept, types, coefficient of correlation; assumptions, computation , uses and interpretation of rank order and product- moment correlation
- Assumptions and uses of other types of correlation: Biserial, Point Biserial, Tetra choric, Phi coefficient, Partial and Multiple correlation
- Regression and prediction: concept of regression, regression equations (involving two variables only) and their uses, accuracy of prediction

UNIT II   Inferential Statistics- I

- Concept of population, sample and sampling error; parameter and statistic, degree of freedom, standard error, confidence limits and confidence intervals.
- Concept and testing of null hypothesis, Type-I and Type-II errors, levels of significance, one tailed and two tailed tests
- Parametric tests: (I) t- test, (II) F – test, Analysis of Variance (ANOVA) - one way and two way, Analysis of covariance (ANCOVA) and their uses in educational research

UNIT III   Inferential Statistics- II

- Non Parametric tests: Chi square test, Sign test, Median test, Kolmogorov-Smirnov test, Kruskal- Wallis test
- Computer programmes in data analysis-Excel and SPSS

UNIT IV   Report Writing

- Rationale and need of the study.

- Review of related literature.
- Conceptual and operational definition of the terms.
- Variables.
- Research questions, aims, objectives and hypotheses.
- Scope, limitations and delimitations.
- Significance of the study.
- Methodology, sample and tools.
- Bibliography and referencing
- Chaptalization.

Field-based Activities

- Select a research topic of your choice, lay down its objectives and hypotheses, and describe that what type of statistics will be used to conduct the study.

Suggested Readings

- Edwards, A. L. (1962). *Statistical methods for behavioural sciences*. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1971). *Statistical analysis in psychology and education*. New York: McGrawHills.
- Fisher, R. A. (1925). *Statistical methods for research workers*. Edinburgh: Oliver and Boyd.
- Garret, H.E.(1979). *Statistics in psychology and education*. Bombay: Vakils
- Guilford, J. P., & B. Fruchter (1973). *Fundamental statistics in psychology and education*. New York ; London [etc.] : McGraw-Hill,
- Lindquist, E. F.(1940). *Statistical analysis in educational research*. Boston: Houghton Mifflin Co
- Mc Nemar, Q. (1962). *Psychological statistics*. New York: John Wiley and Sons.
- Siegel, S. (1956). *Non parametric statistics for behavioural sciences*. New York: McGraw Hill
- Tate, M.W.(1955). *Statistics in education*. New York: McMillan Co.

Paper CC10: Educational Measurement and Evaluation

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the meaning of testing, measurement and evaluation.
- To understand the general principles of test constructions,
- To understand the interpretation of test scores,
- To plan, prepare, to administer and execute the teacher made test.
- To Understand the concept of Grading system

Unit I   Concept of Testing
- Meaning and Concept of testing.
- Origin and development.
- Indian contribution.
- Need and uses of testing.

Unit II   Theories and Practices of Testing
- Types of Tests
    o Psychological
    o Teacher made test, Standardized test
    o Reference test- Criterion reference test/Norm reference test.
    o Diagnostic test
- Criteria of good test
    o Reliability, Validity, Objectivity, discriminative power adequacy, usability
- Standardization of test-norms.
- Planning of different types of test.
- Steps of Construction, Administration and execution of different types of teacher made test.

Unit III   Tests relating to teacher behavior and teaching situation
- Testing of teacher effectiveness.
- Testing of teacher process.
- Testing of educational environment.
- Factors influencing test scores: psychological factors, environmental factors.

Unit IV   Statistical Concept in testing
- Assessment of different tests.
- Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles.
- Interpretation of Test Scores, qualitative and quantitative.
- Item analysis and improvement of test.

Unit V   Measurement and Evaluation

- Concept of measurement and evaluation with reference to educational process.
- Functions of measurement and evaluation in education.
- Measurement of different aspects of an individual: Attitude, Intelligence, Interest, aptitude, motivation, personality values, creativity.
- Evaluation: CCE, formative and summative evaluation; non- referenced and criterion reference evaluation, evaluation of school experience/internship programmes.
- Scaling methods: ordinal, nominal, interval, ratio, rating.
- Grading: Meaning and importance, procedure of grading system, functions of grade.

Field-based Activities

- Prepare an Attitude Scale, administer it on at least 30 people and discuss the results.

Suggested Readings

- Dandekar, W. N., & Rajguru, M. S. (1988). *Introduction to psychological testing and statistics.* Bombay: Sheth Publishers.
- Freeman, F. S. (1964). *Theory and practices of psychological testing*. New York: Henry Holt & Co.
- Lindeman, R. H. (1971). *Educational measurement*. Bombay: D. B. Taraporevala Sons & Co.
- Micheels, W. J. (2015). *Measuring educational achievement*. New Delhi: Gyan Books Pvt. Ltd.
- Marshall, J. C. (1971). *Classroom test construction*. USA: Addison-Wesley Pub. Co., Reading, Mass.
- Remmers, H. R., & Rummel, G. (1967). *A practical introduction to measurement and evaluation*. New Delhi: Universal Book Stall.
- Sali, V. Z. (1982). *Principles and techniques of unit testing*. New Delhi: National Publishing House.
- Thorndike, R. L., & Hagen, E. P. (1977). *Measurement and evaluation in psychology and education*. London: John Wiley & Sons.

PaperCC11: Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the concept of teacher education.
- To acquaint with competencies essential for the teaching profession.
- To acquaint with sense of accountability for the teaching profession.
- To acquaint with the recent trends in teacher education.
- To understand the new trends and techniques in teacher education.

Unit I   Concept of Teacher Education
- Teacher education: concept aims and scope.
- Need and importance of teacher education at various levels: elementary, secondary and Higher.

Unit II   Historical Development of Teacher Education
- Historical development of teacher education during ancient, medieval, colonial and post-independence period in India.
- Recommendations of major commissions/committees/ national policies for teacher education.
- Implementation of suggested recommendations and consequences for teacher education.

Unit III   Pre-service and In-service Teacher Education
- Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach.
- In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes).
- Teacher training at higher education level, role of UGC-Academic Staff Colleges.

Unit IV   Issues in Teacher Education
- Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions.
- Improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers.
- Quality and standards in teacher education.
- National Council for Teacher Education: role and responsibilities.

Unit V   Trends in Teacher Education
- Emerging Trends in teacher education, total quality management in teacher education,
- E-learning in teacher education, teacher education through distance mode, integration of ICT in teacher education- in classroom as well as in administration.

- Two- years B.Ed. and M.Ed. programme-concept and rationale, school internship concept and objectives,
- Research trends in teacher education.

Field-based Activities
- Conduct a study of Teacher Education System of any other country of your choice.
- Carryout a critical study of one teacher training college located in your vicinity.

Suggested Readings
- Chopra, R K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Education Departmnet. (1966). *Report of the kothari commission*. New Delhi: Education Departmnet.
- MHRD. (1986). *Report of the national policy on education*. New Delhi: MHRD
- MHRD. (1990). *Report of the programme of action*. New Delhi: MHRD.
- Mohan, R. (2011). *Teacher education*. New Delhi: Prentice Hall of India Limited.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National focus group on teacher education*. New Delhi: NCERT.
- NCTE (1996). *Curriculum framework for teacher education*. New Delhi: NCERT.
- NCTE (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi: NCTE.
- NCTE. (2013). *Batra committee report*. New Delhi: NCERT.
- NCTE. (2013). *Justice verma commission report on teacher education*. New Delhi: NCERT.
- Siddhiqui, M.A. (1993).*In-service education of teachers*. New Delhi: NCERT.
- Singh, L.C, & Sharma P.C. (1995).*Teacher education and the teacher*. New Delhi:Vikas Publishing House.
- Singh, L.C. (Ed), (1990).*Teacher education in India: a resource book*. New Delhi: NCERT.
- Singh,R.P. (1990). *Studies in teacher education*. New Delhi: Bahri publication.

Paper CC12: Curriculum Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To enable students to understand the theoretical perspectives of curriculum.
- To develop students analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum outline for a school programme.

Unit I   Curriculum
- Curriculum: Nature, meanings and elements.
- Types of curriculum (teacher centered, subject centered, child centered, disciplinary, interdisciplinary, transdisciplinary)
- Curriculum, syllabus and textbooks – their interrelationships
- Issues and problems of existing curriculum.
- Bases of curriculum: philosophical, socio cultural, political, psychological

Unit II   Steps of Curriculum Designing
- Objectives of education
- Understanding learners
- Selection and organizations of learning experiences
- Course content
- Instructional Strategies
- Course material and resources
- Assessment and evaluation strategies
- Modification and resetting of objectives

Unit III   Approaches and assessment of curriculum
- Approaches to curriculum: Behavioristic, cognitivist and constructivist
- Support system and management of curricular practices
- Curricular reforms
- Assessment of institutional practices related to curriculum
- Curricular evaluation and management: Formative and summative, individual and group, assessment by teachers, self, peer, external expert and bodies.

Unit IV   Curriculum from different perspectives
- Models of Curriculum: Inductive and deductive models, Hilda Taba Model
- Evaluation strategies of curricular goals, methods and content
- Basic features of NCF- 2005 and NCFTE -2009.
- Comparison of curriculum of different school boards on different educational parameters

Field-based Activities
- Prepare a note highlighting salient features of NCF-2005 and NCFTE-2009 Curriculum framework.

Suggested Readings
- Hass G., & Parkay F. W. (1993). *Curriculum planning: a new approach*. United States of America.
- NCERT. (n.d.). *Curriculum, syllabus and textbooks*. Available at: http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_3.pdf
- NCERT. (2005). *National curriculum framework-2005*. New Delhi: NCERT.
- Rajput, J. S. (2002*). Dimensions of curriculum change*. New Delhi: NCERT.
- Saylor, G.J., & Alexander, W.M. (1974). *Planning curriculum for scholars*. New York: Halt, Richart & Winston Press.
- Taba, H., (1965). *Curriculum development theory and practice*. New York: Harcourt Brace and World Inc
- Walberg, H. J., & G. D. (Eds). (1990). *The international encyclopedia of educational evaluation*. Oxford: Pergman Press.

SEMESTER IV

Paper OC1: Inclusive Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:
To enable the prospective teacher educators:
- To understand concept, meaning and significance of inclusive education.
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- To develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and special education
- To understand the nature of difficulties encountered by children

Unit I   Introduction, Issues& perspectives of Inclusive Education
- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education of all children in the context of Right to Education.
- NCF-2005 and adaptation of teaching learning material

Unit II   Policy Perspective
- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- SSA
- Inclusive Education of Disabled at Secondary Stage (IEDSS).
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- Educational provisions in Person with Disability Act.
- Rehabilitation Council of India Act (1992).
- National Trust Act (1999).
- UN convention on the Rights of Persons with Disabilities.
- Promoting Inclusion Preventing Exclusion
- The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act 1999.

Unit III   Diversity in the classroom
- Diversity - Meaning and definition.

- Disability -Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc. in inclusive settings.
- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content, laboratory skills and play material

Unit IV   Teacher Preparation and Inclusive Education
- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Field-based Activities
- Visit any school and prepare a report on the policies and practices adopted by the school for education of children with special needs.

Suggested Readings
- Maitra, K. (2008). *Inclusion: issues and perspectives (For Teachers, Teachers' Educators and Parents.* New Delhi: Kanishka Publishers.
- Ahuja. A, &Jangira, N.K. (2002): *Effective teacher training; cooperative learning Based approach.*New Delhi:National Publishing house.
- Jangira N.K. & Mani, M.N.G. (1990). *Integrated education for visually handicapped.* Gurgaon: Academic Press.
- Jha. M.(2002).*Inclusive education for all: schools without walls*.Chennai: Heinemann Educational Publishers.
- Sharma, P.L. (1990).*Teachers' handbook on IED-Helping children with special needs*. Delhi: NCERT.
- Sharma P.L (2003).*Planning inclusive education in small schools*.Mysore: RIE.

Paper OC2: Guidance and Counseling

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

Unit I   Guidance
- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance- Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.

Unit II   Appraisal of an individual
- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data

Unit III   Occupational Information
- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference,
- Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

Unit IV   Counselling
- Meaning, need, characteristics, principles of Counselling
- Process and types of Counselling

- Counselling theories (i) Client Centered Therapy (Carl Rogers) (ii) Rational Emotive Therapy (Albert Ellis) (iii)Behavior Therapy (B.F. Skinner) (iv)Gesalt Therapy (Fredric Pearls) (v)Psychoanalytic Therapy (Sigmund Freud)

Unit V   Techniques of Counselling
- Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.
- Group Counselling: Meaning, purpose, importance types of group Counselling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.
- Lectures, dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

Unit VI   Guidance and counseling
- Research
- Issues
- Trends

Field-based Activities
Undertake any one of the following activities:
1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

Suggested Readings
- Agrawal J.C. (2004).*Educational vocational guidance and counselling*. New Delhi: Doaba House.
- Anatasi, A. (1982).*Psychological testing*. New York: Mac Millan.
- Crites J.O (1968). *Vocational psychology*. New York: GMC Grow Hill Book Company.
- GOI. (1972). *Handbook in vocational guidance*. New Delhi: Central Institute for Research and Training in Employment Service (C.E.D.G.E. & T), Ministryof Labour and Rehabilitation, Govt. of India.
- Gupta, S.K. (1985).*Guidance and counselling in Indian education*.Delhi: Mittal Publication.
- Jayawal, S.R. (1985).*Guidance and counselling*. Lucknow: Prakashan Kendra.
- Jones, A.J. (1951).Principles of guidance. New York: McGraw Hill Book Co.
- Kochher, S.K. (2007).*Educational and vocational guidance in secondary schools*. New Delhi: Sterling Publisher.
- Mennet, M.E. (1963).*Guidance and counselling in groups*.New York: McGrow Hill book Company.
- Rao, S.N (2001). *Counselling and guidance*. Delhi: Tata McGraw Hill.
- Rogers, C.R. (1951). Client centered therapy. Boston:HoughtonMifflin.
- Sarswat. K.R., &Gaul, J.S. (1993). Manual for guidance counsellors. Delhi: NCERT.

Paper OC3: Academic Writing

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:
To enable the prospective teacher educators:
- To reflect on their communicative behaviour.
- To improve their communicative behaviour performance
- To build capacities for self-criticism and facilitate self- growth.
- To enhance their listening & writing skills.

Unit I: Introduction
- Academic Writing: Concept, Need and Purpose
- Introduction to the Conventions of Academic Writing

Unit II: Process and Types of Academic writing
- Introduction to the Writing Process
- Selection of topic, thesis statement, developing the thesis, introductory, developmental, transitional and concluding paragraphs, linguistic, unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.
- Writing in one's own words: Summarizing and Paraphrasing
- Writing skills such as report writing, note-taking.
- Critical Thinking: Syntheses, Analyses, and Evaluation
- Structuring an Argument: Introduction, Interjection, and Conclusion
- Citing Resources

Field-based Activities
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on academic writing skill and report writing.

Suggested Redaings
- Bailey, S. (2015). *Academic writing: a handbook for international students.* London and New York: Routledge.
- Craswell, G. (2004). *Writing for academic success.* Sage Publication.
- Jordan, R. R. (2004). *Academic writing course.* London: Nelson/Longman.
- Crème, P. & Lea, M. (2008). Writing at university: a guide for students. Open University press.

Paper OC4: Yoga and Health Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:

To enable the prospective teacher educators:
- To develop a comprehensive view on Metaphysical concepts of Yoga Philosophy.
- To understand the importance of Yoga and its implications to human life.
- To understand the concept of Yoga and practice of various systems of yoga.
- To develop an insight into Patanjali, Aurobindo, and Bhagavad-Gita's yoga systems
- To get a holistic view on therapeutic value of yoga practice.
- To understand the concept of holistic health, its various dimensions and determinants
- To understand various policies and programmes related to health education and yoga
- To understand the process of assessment of health and physical fitness.

Unit I   Introduction to Yoga

- Meaning and definitions of Yoga
- Characteristics of a practitioner of yoga
- Yoga as a way to integrated personality development and spiritual enlightenment
- Shat Chakras, Endocrinology and Yoga

Unit II   Metaphysical Basis of Yoga

- Basic components of cosmic reality: Purusha and Prakriti Yoga Ethics
- The process of evolution – Mahat, ego, tarmatras, jnanedriyas and Karmendriyas.
- Pramanas of knowledge according to yoga – Prathyaksha, Anumana and Sabda.
- Yoga and Mental health

Unit III   Systems of Yoga

- Aims, Philosophy and Principles of integral yoga of Aurobindo
- Patanjali Ashtanga Yoga
- Bhagavad Gita: Bhakti, Karma and Jnana marga
- Importance of Yoga in school curriculum

Unit IV   Therapeutic Value of Yoga

- Asanas: classification of Asanas and Precautions and Therapeutic value
- Pranayama: Different types of Pranayama , Preventive and Therapeutic value
- Meditation: Different types and Therapeutic value
- Uses of above techniques to teacher educators

Unit V   Impact of yoga on education

- Bloom's taxonomy and teaching and learning process
- Gyana yoga and Dayana yoga
- karma yoga and Bhakti yoga
- Application of above four yoga to process of teaching

Unit VI   Health Education

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases–its causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and yoga on different body systems.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights. • Food and nutrition, food habits, timing of food, nutrients and their functions, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to persevere food, shift in food practices and its globalization, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

Field-based Activities
- Learning and performing of basic yogic activities, asanas and pranayam, Kriyas and Meditation.
- Celebration of yoga day, yoga week.
- Organization of games and sports tournaments

Suggested Readings

- Bharathiya Yoga Sansthan, (1968).*Asan & Yog Vigyan*. Delhi. Author.
- Chatterjee, T. (1970). *Sri Aurobindo's integral Yoga*.Kolkata: Sri Aurobindo Ashram.
- Haridas, C. (1965).*Integral Yoga, the concept of harmonious & creative living*.London, George Allen & Onwin Ltd.
- NCERT. (2015a). *Yoga: A healthy way of living*. New Delhi. Author.
- NCERT (2015b). *Yoga: A healthy way of living*. New Delhi. Author.
- Taimini, I. K. (1973).*Glimpses into psychology of yoga*. Chennai: Theosophical publishing house.
- Swami, S. (1984).*Yoga samhitha*. India: The Divine Life society
- Sri Ananda (2001). *The complete book of yoga – harmony of body*. Delhi, Bharathiya Yog Sansthan.
- Latchnna, G. &Madan M.M. (2015).*Impact of yoga and classical dance on academic achievement,*New Delhi: Roshan Publications,

Paper OC5: Self-Development and Communication Skills

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:

To enable the prospective teacher educators:
- To understand what they are and what they want to be?
- To take responsibility for self- development, self-exploration and self-evolution.
- To know oneself and through that knowing surroundings (including human and other living Beings.
- To listen, converse, speak, present and explain ideas in groups and before an audience.
- To use ICT in effective communication.

Unit I: Gender, society and education, differently challenged abilities, psycho-social dimensions of exclusion and inclusive education.
- Concept of integrated personality and processes of its harmonious development.
- Mental and physical well-being (through modalities such as Yoga workshops for at least once in a week), Life skills in our daily life.
- Happiness, harmony: within me and with, others: society, nature, existence.
- Realization, understanding, desiring, thinking, Shanti, Santosh, Anand.
- Prosperity.
- Human Values: Swatantrata, Swarajya, Moksha
- Concept of self: Self-concept and self-esteem
- Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self-development.
- Concept of intelligence (multiple intelligence), emotional intelligence, spiritual intelligence.
- Prayer, Meditation (as anti-dote to stress management) & Mental Piece.
- Interaction with theatre personality/musician/artist.
- Conducting theatre workshop
- Maslow's Need Hierarchy Theory and Self-actualization.

Unit II: Communication skills
- Strategies of effective communication.
- Role and usage of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation)

Field-based Activities
- Workshop on self-development mechanism.
- Workshop on corporate living.
- Workshop on Communication skills.

Suggested Readings

- Adair, J. (2003). *Effective communication.* London: Pan Macmillan Ltd.
- Hasson, G. (2012). *Brilliant Communication Skills.* Great Britain: Pearson Education.
- Neuliep, J. W. (2003). *Intercultural communication: a contextual approach.* Boston: Houghton Mifflin Co.
- Harter, S. (1983). Developmental perspectives on the self-system. In M. Hetherington (Ed.), *Handbook of child psychology: Social and personality development* (Vol. 4, pp. 275-385). New York: Wiley.
- Devito J. A. (1978). *Communicology: an introduction to the study of communication.* New York: Harper and Row.

Paper OC6: Environmental Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:
To enable the prospective teacher educators:
- Understand the relationship between human beings and their environment.
- Develop sensitivity towards environmental disaster management.
- Acquire an understanding of the process of environmental education.
- Develop skills and competencies as teachers for management of environmental awareness programmes

UnitI   Environment, Initiatives for Protection and Disaster Management
- Environment: Meaning & types Natural, Social & Economic environment: interdependence & interaction among them, Relationship between Man and Environment
- International Conferences for Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002)
- United Nations Environmental Programme (UNEP) –Objectives & Functions
- Environmental Disasters: meaning, natural & manmade disasters and their management, Natural Disasters and their Management: Earthquake, Volcano, Cyclones, Flood & Drought.
- Management of Pollution as a Manmade Disaster: Causes, effects & control of- Air pollution, Water pollution, Land pollution and Sound pollution

Unit II   Education for Conservation of Natural Resources and Sustainable Development
- Conservation of Natural Resources: Concept, need and Importance
- Ways of Conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape.
- Environmental Movements: -Chipko, Silent Valley, Narmada Bachao.
- Role of Environmental Movements in Environmental Conservation
- Role of Education in Conservation of Natural Resources
- Sustainable Development: Meaning & dimensions (natural, social & economic)
- Strategies for Sustainable Development: suggested in Agenda –Guiding Principles for Sustainable Development
- Environmental Impact Assessment (EIA) – meaning, steps, principles & importance of EIA in Sustainable Development
- Role of Environmental Education in Sustainable Development-Need of an Inter-disciplinary Approach.

Unit III   Environmental Education-Need and Scope
- Environmental Education: Meaning, need and scope
- Need of Environmental Education for School Teachers and Teacher Educators

- Guiding Principles of Environmental Education
- Place of Environmental Education in National Curricular Framework (2000) given by NCERT and Environmental Education Curriculum Framework for Teachers and Teacher Educators (2005) given by NCTE.

Unit IV   Environmental Education- Transaction and Evaluation
- Teaching – Learning Strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation, Group- Discussion, Dramatization and Games.
- Evaluation in Environmental Education Use of Observation,
- Self-reporting techniques (attitude scale, interview and questionnaire) and Projective Techniques in Environmental Education.
- Training for Environmental Education – (Preparing an Environmental Education Teacher), Major Components of the Training Programme, Role of Central & State Government in Environmental Education
- Role of NGOs in Environmental Education (with reference to two National & two Local NGOs)
- Role of Media in Environmental Education – Print Media, Posters, Slides, Television, Radio and Computer (Internet)

Field-based Activities
- Plant a tree in your campus or local vicinity, take care of it throughout your studies, publish regular update about the health of tree, and handover the responsibility of planted tree to any new entrants after completion of your studies.

Suggested Readings
- Datta A. K. (2000). *Introduction to environmental science & engineering.* New Delhi: Oxford & IBH Publishing, Co.
- Dayani, S. N. (1993). *Management of environmental hazards.* New Delhi: Vikas Publishing House.
- Iyer, G. (1996). *Sustainable development ecological & socio-cultural dimension.* New Delhi: Vikas Publishing House.
- James, G. (1999). *Ethical perspectives on environmental issues in India.* New Delhi:APH Publishing.
- Karpagam, M. (1999). *Environmental economics.* New Delhi:Sterling Publisher.
- Mukherjee, B. (1996). *Environmental biology.*New Delhi: Tata-Mc-Graw Hill.
- Nasrin, (1999). *Environmental education.*New Delhi: APH Publishing Corporation.
- Rao, D. B. (1998). *Earth summit*. New Delhi:Discovery Publishing House.
- NCERT, (2000). *National curriculum framework 2000*. New Delhi: NCERT Press.
- NCTE, (2005). Environmental *education curriculum framework for Teachers& Teacher Education*. New Delhi:Author

Paper OC7: Value Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives:

To enable the prospective teacher educators:

- Understand the need and importance of Value-Education as a means of helping oneself and in turn others in society.
- Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life.
- Appreciate the importance of Value Education in Personality development by applying these principles in daily living.
- Realize the importance of self-transformation for social transformation.

Unit I   Conceptual Framework of Value Education

- Need and importance of Value Education for individual development and the formation of interpersonal, inter-community and international relations on positive lines.
- Objectives of value education: inculcating duty-consciousness in individuals.
- Types: extrinsic and intrinsic values. Dysfunctionality of values. Importance of inculcating intrinsic values in individuals for their extrinsic manifestation in society.
- Basis of values: Philosophical, psychological, socio-cultural, secular and religious.
- Valuation of culture: Indian Culture and Human Values such as ahimsa (nonviolence), mutual respect, harmony etc.

Unit II   Nature and Concept of Morality and Moral Education

- Moral Education vis-à-vis religious education. Moral instruction and training vis-à-vis moral indoctrination.
- Language of moral education: motivational; not prescriptive.
- Characteristics of a morally educated person.
- Importance of justice and care—the two dimension perspectives in morality—in performance of duties.
- Use of reason over passion.
- No moral policing. Self-introspection, own moral judgment and moral action for moral upliftment of self and in turn society.

Unit III   Personal Development through Value Education

- Character Formation towards Positive Personality Development: truthfulness, compassion, constructivity, sacrifice, sincerity, self-control, altruism, tolerance, patience, scientific vision, objective thinking, realism, accountability, humility, modesty, duty-consciousness, non-confrontation, righteous speech and action, equity, nonviolence, reconciliation and self-reliance.

- Theories, Models and Approaches of Value Development: Theories of Value Development Psycho- analytic, - Learning theory – social learning, Cognitive development – Piaget and Kohlberg and challenge-response mechanism (Arnold Toynbee).
- Models of Value Development: value-imbibing through value analysis and inquiry for social action.
- Direct and indirect approach to value education through stories and motivational life histories.
- Integrated Concurrent Approach (ICA) through holistic learning and application.
- Positive Personality Development in Challenges: Story of Helen Keller.

Unit IV   Value Education towards National and Global Development
- Constitutional or national values - Democracy, social-consciousness, opportunity, secularism, equality, justice, liberty, freedom and fraternity.
- Social Values: Compassion, probity, self-control, universal brotherhood.
- Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule.
- Aesthetic values: love and appreciation of literature and fine arts and respect for the same.
- National Integration and international understanding with emphasis on patriotism and nation-building.

Field-based Activities
- Select five moral education promoting stories from Indian literature and narrate them before your class.

Suggested Readings
- Carey, S.M. (1962). Attitudes and values. *Education Forum*, 7(3).
- Guber, F.C. (1963). *Aspects of value*. Phildelphia: University of Pennsylvania Press.
- Khan, W. (1999). *Moral vision*. New Delhi: Goodword Books.
- Kluckhokhn, C. (1961). The study of values. In D.N. Barett (ed.), *value in America*, Norte Dame: University of Norte Dame Press.
- Morris, C. (1956).*Varieties of human value.*Chicago: University of Chicago Press.
- Mujeeb, M. (1965). *Education and traditional values*. Meerut: Meenakshi Prakashan.
- Mukerjee, R.K. (1969). *Social structure of values*. New Delhi: S. Chand & Co.
- Rokeach, M. (1978). *The nature of human values*: New York: Jessy Brass.