### SCHEME OF ASSESSMENT
M.Ed. Two Year Course, Session 2015-17

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## Curriculum Framework


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<td>(C) Introduction to Research methodology in Education (4 credits)</td>
<td>Proposal presentation on Dissertation (2 Credits)</td>
<td>(C) History and Development of Education in India (4 credits)</td>
<td>Psycho-metric Testing (4 Credits)</td>
<td>(C) Curriculum Development (4 Credits)</td>
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<td>(C) Sociological perspectives of Education (4 credits)</td>
<td>(C) Psychological perspectives of Education (4 credits)</td>
<td>Internship School based Activities (4 Credits)</td>
<td>(C) Economic &amp; Political perspectives of Education (4 credits)</td>
<td>(S) Educational Guidance &amp; Counseling / Education for differently abled (4 Credits)</td>
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<td>(E) Advanced Education Statistics / Educational Administration and Management (4 credits)</td>
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| 20                          | 18                                       | 18                         | 20                                     | 18                       | 18                                     | 18          |                   |

C = Core paper, E = Elective paper, S = Specialization, PEC = Professional Enhancement Course, P = Practicum
M.ED. TWO YEAR COURSE (2015-17)

CORE STUDY (SEMESTER I)

PAPER I- PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Objectives of the course:

(i) To develop understanding of the interrelationship between Philosophy and Education

(ii) To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.

(iii) To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.

(iv) To acquire knowledge of human values and role of education.

(v) To develop the understanding of interrelationship between Sociology and Education.

(vi) To develop appreciation of education as a means of social reconstruction

(vii) To understand the bearing of various Political & religious ideologies on Education.

UNIT-1: Philosophical Foundation of Education

1.1 Philosophy of Education

1.2 Nature and Functions of Philosophy of Education

1.3 Interrelationship between philosophy & Education

1.4 Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism.

1.5 Scope- Functions of Educational Philosophy

UNIT 2 - Indian Schools of Philosophy

2.1 Sankhya, Nyaya, Vedic, Buddhist, Jainism, Islamic Traditions
2.2 Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline, Basic Tenets, aims, & objectives, curriculum.

2.3 Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar & J.P.Naik, J. Krishnamurthi, Dr. Radhakrishnan, Arbindo to educational thinking.

UNIT- 3 : Western Schools of Philosophy

3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with.

3.2 Educational implications of these schools with special reference to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline.

3.3 Contribution of Plato, Rousseau, Dewey

UNIT- 4 Axiology & Education

4.1 Meaning of values

4.2 Types of various- spiritual, moral, social, aesthetic values

4.3 Values as mentioned in different schools of philosophy and their educational implications

4.4 professional ethics of teachers.

UNIT -5 Critical Analysis of educational thoughts:

With reference to-

5.1 Concept of man and the process of development

5.2 Epistemological perspectives of different thoughts.
5.3 Schools of Indian and western thought.

Reference books

1 . The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
2. Groundwork of Theory of Education – by Ross
3. Modern Philosophy of Education – by Brubacher
4. Foundations of Education – V.P. Bokil
5. Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.


27. Higher Education in India ; Albach
CORE STUDY ( SEMESTER I )

PAPER II: SOCIOLOGICAL PERSPECTIVES OF EDUCATION.

UNIT 1 Sociology & Education

1.1 Meaning & Nature of Educational Sociology

1.2 Interrelationship between Education and Social Variables

(i) Sociology of Education

(ii) Political Education – Process of Socialization

(iii) Education and Family

(iv) Education and Schooling

(v) Education and culture in general

(vi) Education and religion, Caste, Gender, Class

(vii) Education for Weaker Sections

(viii) Education and Development

(ix) Sex Education

(x) Economics of Education

(xi) Education and Constitution

UNIT-2 Education and Socialization

2.1 Process of Socialization

2.2 Social Stratification and education

2.3 Social Mobility and Education
UNIT- 3 Education as a means of social changes

3.1 Education for emotional AND SOCIAL INTEGRATION

3.2 Education for Nationalism and International understanding

3.3 Meaning and need of Equality of Education opportunity and Social Justice with special reference to caste, class, race and religion.

3.4 Education of Socially, Economically under-developed society.

UNIT- 4 social forces and education

4.1 Education for maintaining the peace in diverse religious beliefs.

4.2 World problems and terrorism – its causes, its impact on Society and remedies through Education.

4.3 concept of Secularism in India and World prospect and building of Secularism through Education

UNIT- 5 Political Ideologies and Education

5.1 Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.

5.2 Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Practical Work (any one)

(i) Study of the comparison between one western school with one Indian school of philosophy.

(ii) Case Study of economically under developed student.

(iii) Study of the impact of modern Technology in one secondary school.
Reference books

1. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)

2. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia

3. Groundwork of Theory of Education – by Ross

4. Modern Philosophy of Education – by Brubacher

5. Foundations of Education – V.P. Bokil

6. Educational Sociology – Brown

ELECTIVE COURSE (SEMESTER I)

PAPER III (A) - EDUCATIONAL TECHNOLOGY

OBJECTIVES:

1) To enable the learner to become effective user of technology in Education

2) To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.

3) To make the student familiar with new trends, techniques in education along with e learning.

4) To enable the student to become good practioner of Educational technology and e-learning.

UNIT – 1: Meaning & Scope of Educational Technology

1.1 Educational Technology as system approach to educator.

1.2 System approach in educational technology and its characteristics.

1.3 Components of Educational technology software and hardware.

1.4 Modalities of Teaching

1.5 Difference between teaching and Instruction, conditioning & training

1.6 Stages of teaching pre – active, interactive and post – active.

1.7 Teaching at different levels one way, understanding and reflective.

1.8 Modification of teaching behavior microteaching, Flander;s interaction analysis simulation.

UNIT 2 – Communication Modes in education

2.1 Concepts and process of communication

2.2 Principals of communications
2.3 Communication and learning

2.4 Modes of communication

- Speaking and listing < --- > Writing and reading < ---- > visualizing and observing

2.5 SMCR model of communication, Sharon’s model of communication

2.6 Task analysis

UNIT – 3: Integrating Multimedia in education

3.1 Multimedia concept and meaning text, graphics, animation, audio, video

3.2 Multimedia applications

- Computer based training

- Electronic books and references

- Multimedia application for educationist

- Information kiosks

- Multimedia www and web based training

UNIT - 4 Educational software applications

- Computer assisted instruction

- Drill & practice software

- Educational simulations

- Integrated learning system

- Curriculum specific Educational software

UNIT 5 – e-learning

5.1 E-learning definitions, scope, trends, attributes & opportunities
5.2 Pedagogical designs & e-learning

5.3 Assessments, feedback and e-moderation

5.4 e-learning on line learning management

5.5 On line learning management system

5.6 Digital learning objects

5.7 Online learning course development models

5.8 Management and implementation of e-learning

Reference Books

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology

2. Essentials of Educational Technology, Madan Lal, Anmol Publications

3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons


   IBH Publishing company, New Delhi

5. Information and Communication Technology, N. Sareen, Anmol Publication

6. Communication and Education, D. N. Dasgupta, Pointer Publishers

7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commwealth of

   Learning, Commonwealth Educational Media Centre for Asis

8. Education and Communication, O. P. Dham
ELECTIVE COURSE (SEMESTER I)

PAPER III (B): TEACHER EDUCATION

Objectives:

To enable the students

(1) To understand the concept of teacher Education

(2) To develop necessary skills

(3) To develop insight into the problems of teacher Education at different levels.

(4) To develop experimental attitude in teacher Education

(5) To understand new trends, and techniques in teacher Education.

SECTION – I

UNIT- 1 Historical development of teacher Education in India

1.1 Historical development of Teacher Education

1.2 Teacher education as distinguished from teacher training.

1.3 The need and importance of Teacher Education

1.4 Concept and structure of teacher Education

1.5 Meaning, Nature, Scope of Teacher education

1.6 Aims and Objectives of teacher Education at different level

1.7 Need for pre-service and in service professional education of teachers at different levels in the present Indian situation.

1.8 Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
1.9 Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational Technical and work experience.

UNIT – 2: Content of Teacher Education

2.1 i. Theory of teacher education and its duration.

ii. Practical activities to be conducted during the training Course

iii. Relationship and weightage given to theory and practical work.

iv. Evaluation – Internal and external

2.2 Instructional Methods in Teacher Education

I. Lecture and discussion

II. Seminars

III. Work shops

IV. Symposium

V. Group Discussion

VI. Supervised study

VII. New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.

VIII. Virtual and e-mode

2.3 Practice teaching in Teacher Education

i Demonstrations

ii Experimentation

iii Practice teaching and observations
iv Significance and Supervision of Practice teaching

v Internship

vi Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education

3.1) Assessment

(I) Aspect of Internal & External Assessment

(II) New techniques of Evaluation

3.2 teaching as a profession:

3.3 Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.

3.4 Professional organizations for various levels of teacher-types and there role & functions

3.5 Performance appraisal of teacher

3.6 Code of conduct and ethics of teaching profession.

3.7 Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education

4.1 Need of Research in Teacher Education

4.2 Action Research for quality improvement in T.E.

4.3 Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.

4.4 Current problems of Teacher Education
4.5 Teacher Education and practicing schools

4.6 Teacher Education and UGC, NCTE, University.

4.7 Preparing teacher for special school

4.8 Preparing teacher for Inclusive classroom.

4.9 Integrating Technology in Teacher Education.

UNIT- 5 Types of Teacher Education Programmes and Agencies:

5.1 In-service T.E. - Concept, Meaning, Need and nature

5.2 Preserves T.E. - Concept, Meaning, Need and nature

5.3 Orientation and Refresher courses

5.4 Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University.

Academic Staff colleges, University Department of Education and Teacher Organization.

Reference Books


2. William Taylor – Society and the Education of Teachers, Faber 7 Faber

3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.

4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi

5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd.,
PROFESSIONAL ENHANCEMENT COURSE ( SEMESTER I )

PAPER IV : STRENGTHENING LANGUAGE PROFICIENCY

Course Objectives

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities
• Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)

• Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)

• Narrating/describing a related account from one's life experience (in front of a smaller group)

• Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)

• Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

• Reading to extract overall meaning, information, subject knowledge

  (guided reading in pairs and simple note making)

• Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)

• Explaining the gist of the text/topic to others (in the larger subject group)

• Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires
some interpretative skills for 'placing' the context of each text (group discussion and sharing)

• Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

• Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)

• Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)

• Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)

• Researching and writing articles on topics of local interest (working to produce a local interest magazine).

UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

• Selecting the topic for research and articulating some guiding questions
• Searching and locating relevant reference books (could be from a school library or the institute library)

• Scanning, skimming and extracting relevant information from the books by making notes

• Collating notes and organising information under various subheadings

• Planning a presentation – with display and oral components

• Making presentations to whole subject group, fielding questions.

UNIT 5: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

• Reading for discerning the theme(s) and argument of the essay (guided reading—individually or in pairs)

• Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)

• Discussion of the theme, sharing responses and point(s) of view (small group discussion)

• Writing a response paper (individually or in pairs)

• Presentations of selected papers, questions and answers (large group).
PROFESSIONAL ENHANCEMENT COURSE - SEMESTER I

EXPLORING LIBRARY AND OTHER LEARNING RESOURCES (PRACTICUM)

Objectives

Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows:

- The institute library
- Websites on the internet
- Local events and facilities, as well as local issues (in the neighbourhood or town)
• Members of local community

• Visiting resource persons.

This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.

Course Outline

UNIT 1

Knowing your library, Layout of the library

Library policies

Library procedures – cataloguing, locating a book/material in the library.

Library Management

UNIT 2

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teachers.

UNIT 3

Types of books and other material used by different readers.

Techniques of keeping these books and materials

Dimensions of setting up of a school library.

UNIT 4

Locating information and using it for one's own career development. Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides, members of local community, resource persons.
CORE PAPER (SEMESTER II)

PAPER V: INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION.

OBJECTIVES:

To enable the students to

1. To understand the concept of research and educational research.
2. To understand the types and methods of educational research,
3. To understand the steps involved in educational research,
4. To understand the use of different tools and techniques in educational research
5. To use the library, Internet services and other sources of knowledge for educational research
6. To understand the procedure to conduct the research in the educational field.
7. To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
8. To understand the role and use of statistics in educational research.
9. To select the appropriate statistical methods in educational research.
10. To review the educational research articles.
11. Use computers for data analysis.

UNIT –I Concept of Educational Research

1.1 Meaning and nature, need and importance and scope of educational research.

1.2 Scientific Inquiry and Theory Development- some emerging trends in research.
1.3 Areas of educational research and different source of generating knowledge

1.4 Research Proposal

UNIT –2 Types and Methods of Educational research

2.1 Types of educational research – Fundamental, Applied, Action research

2.2 Methods of Educational Research:

(i) Qualitative Research- Ethono-methodical

(ii) Quantitative Research

(iii) Research problems, Variables and Hypothesis

(iv) Population and Sampling

UNIT- 3 Review of related literature-

3.1 purpose and need at different stages of research, sources of literature

3.2 Tools and Techniques of Educational Research- meaning and types of tools

3.3 Qualities of a good measuring tool and standardization procedure

3.4 Collection of Data, Methods of collection of data.

UNIT- 4 : Analysis and Interpretation of Data

4.1 NPC- Properties and uses, Skewness and Kurtosis

4.2 Descriptive Statistics – Significance and uses of:

(i) Measures of Central tendency – Mean, Median, Mode.

(ii) Measures of variability – Range, Q.D. , S.D.

(iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.
(i) Correlation – Concepts, types and uses; assumption and uses of rank difference, computation of rank difference correlation and Product Moment Method,

(ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation and phi-coefficient.

(iii) Regression equation and predictions

UNIT 5 : Inferential Methods.

5.1 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.

5.2 Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests.

5.3 Parametric and non-parametric Statistics: uses and computation of Chi-square test and Contingency coefficient.

5.4 Educational Research Report Writing

(i) Format, Style, content and chapterisation

(ii) Bibliography, Appendices

(iv) Characteristics of a good research report.

PRACTICAL WORK: (any one)

(i) Review of Educational research report/article.

(ii) Data analysis using computer

Reference Books


6. Buch m.B. et al’ second Survey of research in Education.


CORE STUDY (SEMESTER II)

PAPER VI: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Objectives:

To enable students:

(1) To develop understanding of the Psychological basis of Education

(2) To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.

(3) To develop the understanding of the theories of Personality and their use in the development of learner’s Personality, measurement of personality.

(4) To understand the Changing Concept of Intelligence and it’s application.

(5) To understand the theories of Learning and their Utility in the Teaching Learning Process.

(6) To understand the Concept and Process of teaching.

UNIT-1 Introduction to Psychological Basis of Education

1.1 Psychology as scientific study, its concerns: mind, consciousness, behavior, and experience: methods of study in psychology- introspection/self-reporting- observation, survey, case/study, interview, testing, Experimental.

1.2 Major schools of psychology: Structuralism, associationism behaviorism, Gestalt, Psychoanalytic, Humanistic and Cognitive.

1.3 Contribution of these Schools to Education.

UNIT-2 Development
2.1 Development – Concept, stages, dimensions.

2.2 Factors influencing development – genetic, biological environmental and physical.

2.3 Theories of development

- Piaget’s Cognitive development
- Freud’s Psycho-sexual development
- Erikson’s psycho-social development
- Kohlberg’s moral development

2.3 Language development with reference to syntax and structure

2.4 Social development – Erisco’s Psycho-socio test.

2.5 Moral Development- Theories of Piaget and Kolhers.

UNIT – 3 Personality, Intelligence and Creativity

3.1 Theories of personality

3.2 Measurement of Personality

3.3 Intelligence

3.4 Nature and Theories of Intelligence

3.5 Measurement of Intelligence – Verbal, Non-Verbal Performance, Individual and Group Test of intelligence developed in India

3.6 Creativity

3.7 Creativity Concept, Factors and process, techniques for development of Creativity. Brain-Storming, Synectics, Attribute – listing.

UNIT- 4 Learning
4.1 Theories of Learning

(i) Operant conditioning (Skinner)

(ii) Conditions of Learning (Gagne)

(iii) Information processing (Donald Norman)

(iv) Mastery learning (Bloom)

(V) Hull’s reinforcement theory

(Vi) Toleman’s theory of learning

(Vii) Levin’s field theory

4.2 (i) Constructivism & learning.

(ii) Brain base learning.

4.3 (i) Educational implications of theories of learning

(ii) Factors influencing learning

UNIT-5 Teaching

5.1 Models of teaching – concept and 4 families of models

5.2 Educational implications of researcher in the following areas in teaching:

(i) Teacher’s thought processes

(ii) Student’s thought processes

(iii) Teaching of learning strategies

(iv) Teacher behavior and student achievement

(v) Teaching functions

(vi) Classroom organization and Management
Reference Books

1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology


   press 1978


6. Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India
   Pvt,Ltd;193


8. Wordsworth B.J. piaget’s : Theory og cognitive and affective Development, New York,


10. Michael Green : Theories of Human Development prentice Hall, englewood cliffs, New
    Jersy,1989

11. S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction


SPECIALIZATION COURSE (SEMESTER II)

ANY ONE COURSE IS TO BE CHOSEN FROM THE BELOW GIVEN:

A) Educational Guidance and Counseling.

B) Education for differently abled.

PAPER VII (A) - EDUCATIONAL GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

1. To acquire the students with the concepts, needs and viewpoints about Guidance and
Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.

2. To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.

3. To acquire the students with the tools and techniques required for providing guidance and counselling services to students.

COURSE CONTENT

UNIT I

1. Guidance and Counselling : Concept, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher

   • Basic types of Guidance and the underlying principles, their nature, scope and purposes.

   • Basic approaches of counselling and their underlying assumptions.

UNIT II

1. Educational Guidance: basic assumptions and principles

   • Curricular choice and its implications for Career guidance; Guidance and Curriculum and the classroom learning.

2. Vocational Guidance: basic principles.

   • Vocational choice as a development process

   • Nature of work and Job analysis, dissemination of occupational information:
     vocationalisation of secondary education and career development

UNIT III
1. Personal Guidance: basic assumptions; types of behavioural problems of school stage students. Methods and strategies of Personal Guidance


UNIT IV
1. Counselling: Meaning, need, characteristics, principles of Counselling

2. Process and types of Counselling

3. Counselling theories

UNIT V
1. Guidance and Counselling in Groups: Nature, aim, Principles and procedure; Group Counselling Vs Individual counselling; counselling for adjustment. Types of group activities-their merits and demerits

2. Current Trends, Concerns and Demands in Guidance.

(SUGGESTED READINGS ARE GIVEN AT THE END OF SECOND PART OF THE PAPER IN SEMESTER III)

SPECIALIZATION COURSE (SEMESTER II)

PAPER VII (B) - EDUCATION FOR THE DIFFERENTLY ABLED

OBJECTIVES:

1) To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.

2) To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.
3) To enable the learner with the new trends in education for the differently abled with respect to the curriculum.

4) To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.

5) To enable the learner with the educational programmes, equipments and aids for the differently abled.

PART - I

COURSE CONTENTS

UNIT I


UNIT II

Current issues in education for the differently abled. Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled. Role of family, counselor, peer members and the community in educating the child.

UNIT III
Types of special children: children with exceptional abilities - creative and gifted; with deficiency and handicaps - mentally retarded, sensory and physically disabled; with learning disability – slow learners, underachievers, and other types of learning disabled; with social and emotional problems – truant, delinquents, drug addicts. Easy identification and educational programmes and their placement.

UNIT IV

Children with exceptional abilities: Types – Gifted and creative; Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative.

Curriculum, Pedagogy, evaluation and placement for each type.

UNIT V


PRACTICUM

Visit to integrated school: identification of creative child – measurement of creativity

(SUGGESTED READINGS ARE GIVEN AT THE END OF PART II)

CORE COURSE (SEMESTER III)

PAPER VIII - HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives:

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.
3. To be acquainted with the development of education in Independent India, including
significant points of selected Education.

4. To be acquainted with current issues and trends in Education.

UNIT– I  
1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to a) Aims and Objectives b) Subject of study c) Methods of teaching including teacher – Pupil relationship. d) Evaluation e) Centre of Learning (f) Education of woman (g) Education in Ancient and Medieval India, characteristics of Gurukul, Matha/Vihar, Madarasah of and Maktabs.


UNIT–II  

UNIT-III  

UNIT-IV  
UNIT-V- : (1) Problems in Indian Education ; Secondary & Higher Secondary Education, Environmental Education, Vocational Education. (2) Experiments in Indian Education ; About eminint Viswa Vidhyalaya in India like- Shanti Niketan, Nalanda University, Vanasthali University etc.

References:

CORE STUDY (SEMESTER III)

PAPER IX - ECONOMIC & POLITICAL PERSPECTIVES OF EDUCATION

UNIT – I  Economic Approach to Education

- Economics of Education
- Financing of Education
- Financing Higher Education in India
- Finance Commission and Allocation of Resources to the states for Education
- Economic problems of Education – related to quality and quantity.

UNIT – II  Educational Economy & Planning

- Meaning and nature of Economic Planning with special reference to Education
- National Budget of Education
- Principles of Educational Finance
- Methods of Financing Education
- Cost of Education
- Sources of income in Education – Govt., Private & Cooperative patterns of investment in Education
- Grants-in-Aide – Types, principles, practices & procedure

UNIT- III  Educational Finance

- Educational Finance – Need, Significance & Principles
- Concept of Educational Finance
- Demand for Education
- Supply of Education
- Educational Financing in India – a historical perspective

UNIT – IV: Political perspective of Education

- Needs of education of Free India
- World New Trends of Education
- Five Year plans in India – Its historical background
- Main features of Five Year Plans with special reference to Education
- Impact of Five Year Plans on Education
- Perspective Plan for education in the 11th Five Year Plan

UNIT – V Educational Policy

- Indian Constitution & Its provisions for Education, Various articles related to Education, RTE
- Need and importance of Education Policy
- Types of Educational Policy – National, State Level & Institutional Level
- Role, Function & Impact of following organizations in upliftment of Education
  - NCERT
  - UGC
  - NCTE
  - SCERT
• NUEPA
  - Recent Initiatives in Education
• At National level
• At Chhattisgarh State Level
• At District Level

Reference Books:
• History & Problems of Education – Volume I & Volume II Yogendra K. Sharma
• UNESCO – Economic & Social aspects of Educational Planning – 1963
• Naik J.P (1965) Educational Planning in India, New Delhi: Allied
• Mathur S.P (2001) : Financial Administration & management – The Indian Publications, India
• Ramcharan Padma & R.Vasantha (2005) : Education in India, New Delhi, National Book Trust
• Educational Planning & Management – Premila Chandran Sekaran, Sterling Publication Pvt. Ltd.
• Perspectives of education – Mahesh Bhargava & Rajshree Bhargava, H.P. Bhargava Book House, Agre
(E) ELECTIVE II (SEMESTER III)

PAPER X (A) - ADVANCED EDUCATIONAL STATISTICS

OBJECTIVES:

To enable the students

(1) To understand the role and use of advanced Statistics in educational research.

(2) Select appropriate statistical methods in educational research

(3) To understand various Statistical measures for interpretation of data.

(4) To interpret the Statistical data.

UNIT-1 The Normal distribution & Statistical measures.

1.1 Properties of normal probability distribution

1.2 Defects in normality-1 Skewness, 2. Kurtosis

1.3 Applications of normal probability curve

1.4 Statistical Measures

1.5 Difference between Statistical Measures

1.6 The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.

1.7 The significance of difference, coefficient of correlation

1.8 Meaning of partial and multiple correlation
1.9 Simple applications of partial and multiple correlation

1.10 Biserial Correlation – Point biserial correlation

1.11 phi-correlation-contingency coefficient

UNIT- 2 The scaling of tests

2.1 Sigma scaling and standard scores

2.2 T scaling

2.3 Stanine scaling

2.4 Percentile scaling

2.5 The reliability of test scores and methods of determining it.

2.6 Validity of test scores and determining validity

2.7 Item analysis

UNIT 3 : Analysis of Variance

3.1 Meaning of variance

3.2 Method of analyzing variance

3.3 Meaning of Covariance

3.4 Analysis of Co-variance

UNIT 4: Testing of Experimental hypothesis by, non parametric tests.

4.1 Chi-square test

4.2 Sign test

4.3 Median test

4.4 Man whitney U test
UNIT-5: Regression and prediction.

5.1 Nature of Scatter-diagram

5.2 Meaning of regression

5.3 Regression equations

5.4 Application of regression equations in prediction

Reference Books


2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.


ELECTIVE COURSE II (SEMESTER III)

PAPER X (B) - EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

(1) To enable the learner to become effective manager of teaching /Administration of Education.

(2) To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.
(3) To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.

(4) To acquaint the learner with the Central and State machinery for educational administration and management.

(5) To make the students understand about the finance, management of Education.

(6) To make the student familiar with the new trends and techniques of education.

(7) To enable the students to get some insight into supervision, inspection and know trends of development.

(8) To development an understanding of the planning of education in India and its Socio-economic context.

UNIT- 1 Management concept and process

1.1 Management – concept, Need of Management, Characteristics of good Management.

1.2 Management at different levels-Elementary Higher, secondary Higher Education, Time Management, Functions of Management

1.3 Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.

1.4 Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

UNIT 2: Application of Management concept in Academic areas of the educational systems-

2.1 Curriculum development /Evaluation

2.2 Teaching Learning Processes

2.3 Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal.
2.4 Professional Growth- In service Training

2.5 Planning in Education – Approaches to Educational Planning

2.6 Communication,

2.7 Communication skills. (Verbal, non-verbal-written),

2.8 Barriers and distortions in communication.

2.9 Information Systems- Modern Information Technology.

UNIT – 3 Machinery for educational Administration

3.1 Central Machinery (CABE,NCTE,UGC,) / State Machinery for educational Administration.,

3.2 Organization and functions of directorate of Education.

3.3 Roll of Central Govt., State Govt., and local bodies in education at all levels.

3.4 Trends in Educational Management

3.5 Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.

3.6 Organizational compliance.

3.7 Organizational Development.

UNIT 4  Finance Management-

4.1 National budget of Education

4.2 Principles of Educational finance

4.3 Methods of Financing Education

4.4 Source of Income: Govt, Private and co-operative patterns of investment in education- past, present and future.,

4.5 Grant – in-aid principles, practices, types and procedure in- respect of University level.
4.6 Cost of Education.

UNIT- 5  Quality Management in Education

5.1 Meaning and importance of Quality

5.2 Quality in Higher Education

5.3 Accreditation Concept- Meaning, parameters, Role of NAAC

5.4 Educational Supervision and inspection –

5.5 Meaning and Nature of Educational Supervision

5.6 Functions of a supervisor, Defects in existing system of supervision, Remedies,

Practical – Any one

(1) Educational Survey of any state educational Institution.

(2) Report on an Institutional Planning of any one Educational Institute.

(3) Report on an Educational Institute on Quality Management...

Reference books

1. School Organisation and Administration- M.S. Sachdeva
3. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
4. Educational Administration and Management – S.S. Mathur
5. Theory of Educational Administration- S.R. Vashost
6. Efficient School Management and Role of Principals- Alka Karla
7. Administrative Strategy and Decision making- Hardwick Landuyt
CORE COURSE (SEMESTER III)

PAPER XI - GENDER PERSPECTIVES AND EDUCATION

Aims of the Course

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;

- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;

- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
UNIT 1: GENDER ISSUES: KEY CONCEPTS

In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations

1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism

1.2 Gender bias, gender stereotyping, and empowerment

1.3 Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Suggested Practicum

• Preparation of project on key concepts and relating it with the social context of the pupil teacher

• Analysis of textual materials from the perspective of gender bias and stereotype

• Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

UNIT 2: GENDER STUDIES: PARADIGM SHIFTS

In this Unit, the students will develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop. They would be able to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.

2.1 Paradigm shift from women's studies to gender studies

2.2 Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education

2.3 Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

Suggested Practicum
• Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilisation of women, such as the Mahila Samakhya programmes

• Project on women role models in various fields with emphasis on women in unconventional roles.

UNIT 3: GENDER, POWER AND EDUCATION

In this Unit, the students will develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.

3.1 Theories on Gender and Education: Application in the Indian Context

• Socialisation theory

• Gender difference

• Structural theory

• Deconstructive theory

3.2 Gender Identities and Socialisation Practices in:

• Family

• Schools

• Other formal and informal organisation.

3.3 Schooling of Girls:

Inequalities and resistances (issues of access, retention and exclusion).

Suggested Practicum
• Discussion on theories of gender and education with its application in the Indian context

• Project on analysing the institution of the family

(i) Marriage, reproduction

(ii) Sexual division of labour and resources

• Debates and discussions on violation of rights of girls and women

• Analysis of video clipping on portrayal of women

• Collection of folklores reflecting socialisation processes.

UNIT 4: GENDER ISSUES IN CURRICULUM

Students will build on the previous two Units to understand how gender relates to education and schooling. In this Unit, the students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

4.1 Gender, culture and institution: Intersection of class, caste, religion and region

4.2 Curriculum and the gender question

4.3 Construction of gender in curriculum framework since Independence: An analysis

4.4 Gender and the hidden curriculum

4.5 Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)

4.6 Teacher as an agent of change

4.7 Life skills and sexuality.
Suggested Practicum

• Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations

• Preparation of tools to analyse reflection of gender in curriculum

• Preparation of checklist to map classroom processes in all types of schools

• Field visits to schools, to observe the schooling processes from a gender perspective.

UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

The Unit will enable students to apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

5.1 Linkages and differences between reproductive rights and sexual rights

5.2 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

5.3 Sites of conflict: Social and emotional

5.4 Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions

5.5 Agencies perpetuating violence: Family, school, work place and media (print and electronic)

5.6 Institutions redressing sexual harassment and abuse.

Suggested Practicum

• Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed

• Debate on how they perceive role models in their own lives

• Preparing analytical report on portrayal of women in print and electronic media.

Suggested Readings
1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina

2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.


5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi


7. Learning, Livelihoods, and Social Mobility: Valuing Girls’ Education in Central India, Peggy Froerer, Brunnel University, Anthropolgy and Education.

CORE STUDY (SEMESTER IV)

PAPER XII CURRICULUM DEVELOPMENT

OBJECTIVES

(1) To understand the concept and principles of curriculum development.

(2) To understand and appreciate curriculum as a means of development of the individual.
(3) To gain insight into the development of new curriculum.

(4) To understand the Foundations of curriculum development.

(5) To appreciate the need for continuous Curriculum reconstruction.

(6) To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

UNIT – 1 Principles of Curriculum development

(a) Meaning and Concept of Curriculum

(b) Concept of Curriculum development

(c) Stages in the Process of Curriculum development

(d) Curriculum Syllabus and Units

UNIT- 2 Philosophical, Sociological and Psychological foundation of curriculum.

(a) Philosophical theories and their implications to Curriculum.

(b) Sociological needs and their implications for curriculum development.

(c) Psychological needs their implications for curriculum development.

(d) Curriculum development and teaching-learning process.

UNIT-3 Curriculum Development

(a) Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.

(b) Strategies of Curriculum development.

(c) Guiding Principles for Curriculum development.

(d) Organization of Curriculum
UNIT-4 Procedure of organizing Content

(a) Formation of general objectives at School stage and their specification.

(b) Formation of instructional objectives and their specifications

(c) Terms of expected behavior changes in the students.

(d) Suggesting appropriate content to fulfill the objectives.

4.1 Factors responsible for innovations in curriculum development.

(a) Problems of curriculum reform.

(b) Periodic revisions of curriculum in view of the knowledge.

(c) Evaluation as an integral part of curriculum development.

(d) Need for permanent curriculum research unit.

UNIT-5 Evaluating the Curriculum

(a) A frame work for evaluation

(b) Planning for evaluation

(c) Conducting the Programme evaluation

(d) Evaluating the curriculum materials

(e) Conducting the Curriculum material evaluation

PRACTICAL WORK

1. Seminar on one of the topic assigned.

2. Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.

3. A report on the recent research on curriculum development
4. A Comparative study of two syllabi-state Government/ ICSE.

Reference Books

1. SaOxaiNak saEMSaaoQana : mauLo ]maazo
2. SaOxaiNak saEMSaaoQanaacaI $proKa : Da^ iva. ra. iBaMtaDo
3. SaOxaiNak vyavasqaapna va Saasana :Da^ dunaaKo Da^ parsanaIsa.
5. Curriculum and lifelong Education- Studies for UNESCO
7. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.

SPECIALIZATION COURSE ( SEMESTER IV)

PAPER XIII ( A ) – EDUCATIONAL GUIDANCE AND COUNSELING ( PART II )

UNIT I

1. Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological

3. Types of guidance: Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.


UNIT II

2. Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.

2. Group guidance: concept and techniques of group guidance.

3. Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

UNIT III

1. Guidance services: Individual Inventory and Information counselling Group Guidance services, Placement services and Follow-up services.
   - Guidance of children with special needs, role of teacher.

2. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
   - Evaluation of Guidance programmes

UNIT IV

2. Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality measures.

- Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

UNIT V

1. Job Analysis: Meaning and objectives of job analysis

2. Outline for job study

3. Job profiles

4. Job satisfaction

Practical Work (any one)

1. Job analysis of any 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.

Reference Books


SPECIALIZATION COURSE (SEMESTER IV)

PAPER XIII (B) – EDUCATION FOR THE DIFFERENTLY ABLED (PART II)

COURSE CONTENTS

UNIT I

Children with physical disabilities: Basis of classification (Physical, physiological, social, psychological and mental), characteristics and etiology of each type and difference between them.

Education of visually impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention.


UNIT II

Education for the hearing impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention.

UNIT III

Education for the Orthopaedically handicapped: Concept, Characteristics, Types (degree of impairment), Etiology and prevention.


UNIT IV

Education for the mentally retarded: Mentally retarded, slow learners, backward and learning disabled children. Concept, Characteristics, Etiology and prevention.


UNIT V

Socially deprived and emotionally disturbed children: Concept, characteristics and types (Dyslexic and delicate). Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement.

Practicum

Books Recommended:


