Bilaspur Vishwavidyalaya, Bilaspur (C.G.)
M.Ed. Course Structure

GRADE AWARD

Letter Grade	Grade Point
O (Outstanding) 10	10
A+(Excellent) 9	9
A(Very Good) 8	8
B+(Good) 7	7
B(Above Average) 6	6
C(Average) 5	5
P (Pass) 4	4
F(Fail) 0	0

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

SGPA (Si) = $\Sigma(Ci \times Gi) / \Sigma Ci$

where Ci is the number of credits of the i th course and Gi is the grade point scored by the student in the ith course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

CGPA = $\Sigma(Ci \times Si) / \Sigma Ci$

where Si is the SGPA of the ith semester and Ci is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA and Format for Transcripts

i. Computation of SGPA and CGP

SEMESTER GRADE POINT AVERAGE

Course Code	Marks External MM 75	Marks Internal MM 25	Total 100 MM	Grade Point	Credit point	Credit
Paper 1	**41**	**17**	**58**	**5.8**	**5.8x4**	**23.2**
Paper 2	**33**	**15**	**48**	**4.8**	**4.8x4**	**19.2**
Paper 3	**65**	**20**	**85**	**8.5**	**8.5x4**	**34.0**
Paper 4	**57**	**18**	**75**	**7.5**	**7.5x4**	**30.0**
Paper 5	**70**	**21**	**91**	**9.1**	**9.1x4**	**36.4**
Total	**266**	**91**	**357**	**35.7**	**35.7x4**	**142.8**

Semester Grade Point = 142.8/20 = 7.14

CUMMULATIVE GRADE POINT AVERAGE

Sem	Sem. 1	Sem.2	Sem. 3	Sem. 4	Total
Credit	**20**	**21**	**20**	**19**	**80**
SGPA	**7.14**	**6.45**	**5.9**	**6.4**	**25.89**

Course Grade Point Average = $\frac{20 \times 7.14 + 21 \times 6.45 + 20 \times 5.9 + 19 \times 6.4}{80}$

$= \frac{142.8 + 135.45 + 118 + 121.6}{80}$

$= \frac{517.6}{80}$

= 6.47

Bilaspur Vishwavidyalaya, Bilaspur M.Ed. 2 Years (4 Semesters) Course & Credit Structure

M.Ed. COURSE OF STUDY

Ist SEMESTER

Type	**Code No.**	**Name**	**Credits**	**Marks EX + Int**	**Total**
PERSPECTIVES	P1-101	Philosophical perspectives of education	3+1	75+25	100
	P2-102	Psychological perspectives of education	3+1	75+25	100
TOOL	P3-103	Research Methodology in Education	3+1	75+25	100
SPECLIZATION-1 Any *one*	P4-104/ 105	A—Perspectives of Elementary Education B--- Perspectives of Secondary Education	3+1	75+25	100
ANY ONE **Group----A-** Inclusive education **Group B—** Guidance and counseling **Group C—** Educational Planning, Management & Finance	P5-106 107 108 109	Inclusion of Children with Diverse Needs Introduction to Guidance and Counseling Educational Planning Emerging Technologies in	3+1	75+25	100

Group - D--- Emerging Technologies & Information and Communication Technology		Education			
Total			**20**	**375+125**	**500**

Bilaspur Vishwavidyalaya, Bilaspur M.Ed. 2 Years (4 Semesters) Course & Credit Structure

IInd SEMESTER

Type	**No.**	**Name**	**Credits**	**Marks Ex + Int**	**Total**
PERSPECTIVES	P6-201	Gender sociological perspectives of education	3+1	75+25	100
	P7-202	Historical, Economic and Political Perspectives of Education	3+1	75+25	100
TOOL	P8-203	Advanced Educational Statistics	3+1	75+25	100
Any one **Group----A-** Inclusive education **Group B—** Guidance and counseling **Group C—** Educational Planning, Management & Finance **Group -D---** Emerging Technologies & Information and Communication Technology	P9 206 207 208 209	Inclusive Strategies for Children with Diverse Needs School Guidance Programme Educational Management Information and Communication Technology in Education	3+1	75+25	100

Teacher education course	P10-210	Pre- service and in-service teacher education	3+1	75+25	100
Research	Diss. 1. 211	Research Proposal Development and Presentation	1	25	25
Total			**21**	**375+150**	**525**

Bilaspur Vishwavidyalaya, Bilaspur M.Ed. 2 Years (4 Semesters) Course & Credit Structure

III SEMESTER

Type	No.	Name	Credits	Marks Ex + int	Total
PERSPECTIVES	P11-301	Educational Studies: Structure, Policy and Practice	3+1	75+25	100
TOOL	P12-303	Communication Skill & ICT	3+1	75+25	100
ANY ONE **Group----A-** Inclusive education **Group B—** Guidance and counseling **Group C—** Educational Planning, Management & Finance **Group -D---** Emerging Technologies & Information and Communication Technology	P13 306 307 308 309	School Education of the Disadvantaged Groups Career Development and Guidance Financial Management in Education Computer technology	3+1	75+25	100
Field work Dissertation	313 314 Diss. -2 311	Internship in teacher education Self Development and Yoga Data collection & analysis	3 1 1	75 2	150 25 25

				5 2 5	
Total			**17**	**225 + 200**	**425**

IV SEMESTER

Type	**No.**	**Name**	**Credits**	**Marks Ex + Int**	**Total**
PERSPECTIVES	P14-401	Curriculum development	3+1	75+25	100
SPECIATION --1 any one group	P15-406 407 408 409	Pedagogy in any one--- Mathematics, Hindi, Science, Social Science	3+1	75+25	100
Research work	Diss. 411	Dissertation Report Writing and Presentation work (internal)	2	50	50
Teacher education course	P16-410	Perspectives, Research & issue in Teacher Education	3+1	75+25	100
Final Practical Exam (External)	Diss. 412	Dissertation Work (Viva) Internship Viva-voce (External)	5 3	125 75	200
Total			**22**	**225 + 325**	**550**

Summary of Marks

mester	eory	Practical		tal
		ernal	ternal	
m 1	5	5		0
m 2	5	0		5
m 3	5	0		5
m 4	5	5	5 + 75	0
tal	**00**	**0**	**0**	**00**

Bilaspur University
M.Ed. 2 Years (4 Semesters) Course & Credit Structure

SEMESTER – I
CODE - 101
Paper -1 Philosophical Perspectives of Education

Maximum Marks 100 Credits 4
Internal Marks 25 Internal Credits 1
External Marks 75 External Credits 3

OBJECTIVES:
The student will**:**

- acquire the knowledge of the concept & principles of Philosophy & Education.
- apply the knowledge of Philosophy in the analysis of present day educational system
- apply the knowledge of present day educational system

COURSE CONTE N T
Unit -1: Philosophy and Education

- Philosophy of Education : Meaning, nature and scope of philosophy
- Different branches of philosophy and their educational implications.
- Ontology Appearance and reality, change and the changeless, natural and super natural : the external and the ephemeral

UNIT II : Meta Physics, Axiology and Education

- Epistemology and education different theories of knowledge Empiricism, rationalism, sense realism, transcendentalism.
- Meta Physics and Education - Meaning, Propositions of Meta Physics
- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita, Islam and Christianity to education in terms of value formation.

Unit-III : Indian Philosophies of Education

- Major Schools (Indian) Sankhya, Vedanta, Buddhism and Jainism ideas and their implications.
- Modern Thinkers (Indian) Tagore, Vivekananda, Aurobindo, and J. Krishna Murthy

Unit-IV : Western Philosophies of Education

- Major Schools (Western) Naturalism, Idealism, Pragmatism, Realism, Existentialism, Humanism and Marxism
- Western Thinkers : Bertrand Russell, Paulo Friere and Ivan Illich

Unit V : Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Contribution of science and technology to education and challenges ahead.
- Dynamic relationship of education with the political process.
- Interrelation between education and development.

PRACTICUM

Students are subjected to do both of the following practicum

1. Presentation of papers on different topics (any one)

(a). Philosophy of Education of Indian Thinkers in comparison with western thinkers

(b) Change in the concept of philosophy from tradition to modern times.

2. Survey of recent researchers in Philosophy of Education

REFERENCES :

Brubacker John S Modern philosophies of Education Mc Graw Hill
Kilpatrik W.H., Philosophies of Education, Macmillan London
Nelson B. Hendry, Modem philosophies of Education, Chicago University.
Ross R., Ground work of educational Theory Geory Harapare & Co. London
Kabir : Indian Philosophies of Education
Mukherjee, R. K. : Ancient Indian Education
Ramanathan : Education form Dewey to Gandhi
Setranjiwala : Z. K. Philosophical and Sociological foundations of Education

SEMESTER - I
CODE - 102
Paper -2 Psychological Perspectives of Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

OBJECTIVES:

On completion of this course the students will be able to –

- Understand Adolescent Development
- Understand learning from the point of view of cognitive psychology and implications of constructivist learning.
- Critically analyse the higher mental process- Thinking, Problem solving, Creativity & Intelligence.
- Understand the concept of processing and adjustment.

COURSE CONTENT

Unit- I : Nature of Educational Psychology

- Educational Psychology : Concept, Concern and Scope
- Contribution of Psychology to Education
- Physical, Emotional, Social, Intellectual development during adolescence period.
- Problems of adolescent and self identity Educational support required for adolescent development.

Unit- II : Adjustment and Mental Health

- Mental Health : Concept, factors fostering adolescent's mental health
- Adjustment and its mechanisms
- Concept of stress, Sources of stress., Strategies for coping with stress.
- Adolescent Education – Teaching major life skills.

Unit- III : New Approaches in Learning

- Cognitive and constructive approach in learning (Piaget, Bruner & Vygotsky)
- Cognition in Learning (Perception, Attention & Memory)
- Concept Learning (Strategies for teaching concepts)
- Motivation and learning

Unit- IV : Higher Mental process.

- Thinking & Problem Solving
- Creativity – Nature, Promotion and measurement of creativity.
- Concept of multiple Intelligence (Gardner, Sternberg)
- Emotional Intelligence

Unit- V : Personality

- Concept of Individual differences
- Concept of personality, Determinants of personality development- Biological, Sociocultural.
- Assessments of personality
- Theories of Personality : Allport, Erickson and Maslow

PRACTICUM

Presentation of papers on different topics

- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Suggest structures of classroom environment in which all students can learn.
- Each student shall be required to administer test/experiments from the area specified below and maintain a record of it.
  1. Creativity, 2. Learning, 3. Memory, 4. Intelligence, 5. Personality

REFERENCE :

Jerry M. Burger : Personality Theory and Research. Wardwarth Publishing Company, Belmont, California.

Morris, E. Eson (1978) : Psychological Foundations of Education. Holt Rinehart , New York.

S.S Chauhan : Advanced Educational Psychology. Vikash Publishing House, Pvt. Ltd.

Herlock, E.B. (1974) : Developmental Psychology. New Delhi.

Klausmeier, J.J. & W. Goodin (1978) : Learning and Human Abilities, Educational Psychology. New York, Harper & Row.

Bruner, Jerome (1960) the Process of Education, Cambridge, Mass, HUP.

Sternberg, R.G : Intelligence Information Processing and Analogical Reasoning.

Hershel, D. Thornburg : Introduction to Educational Psychology. West Publishing Company Stpaul, New York, Los Angles.
Srivastava, Asha : Educational Psychology. Kunal Books, New Delhi.

SEMESTER - I
CODE - 103

Paper -3 Research Methodology in Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

OBJECTIVES:
On completion of this course the student will able to
- Describe the nature, purpose, scope areas and types of research in education
- Explain the characteristics of quantitative and qualitative and mixed research.
- Select and explain the method appropriate for research study.
- Explain sampling design appropriate for a research study
- Explain the importance of tools procedure for data collection.

COURSE CONTENT :

Unit-I Educational Research
- Its meaning and purpose,
- Types of educational research-basic and applied, action research,
- Contributions of research knowledge to the practice of education.

Unit-II Research Problems
- Selection of a Research Problem – Sources and Criteria of Research Problem,
- Formulation and Specification of the Problem.
- Reviewing the literature – Purpose of Review, Primary and Secondary Sources.
- Formulating objectives, statement of objectives.
- Formulating hypothesis, Statement of hypothesis and its types
- Preparation of a Research Proposal.
- Variables

Unit-III Methodology and Design
- ***Sampling*** - meaning of sampling, population and samples, types of sampling, sample size. Sampling Errors and ways to minimize them
- ***Tools of Research*** – Interview, observation, questionnaire, checklist, rating scale, standardized tests and scales, projective techniques, selection of a Tools – Factors to be considered in tool selection.
- ***Methods and Designs*** – Survey research, Historical Studies, Case Studies, Experimental Research and non-experimental research

Unit-IV Data Analysis
Nature of Educational Data : Qualitative and Quantitative.

- ***Qualitative Data Analysis*** – Content analysis, Percentage analysis, analysis of interview based data, observation based data and questionnaire based data.
- ***Quantitative Data Analysis*** – Organisation and representation – Frequency
- distribution, Frequency Polygon, Histogram, Ogive, Smoothed frequency curve, measures of central tendency
- measures of variability, Percentile and percentile ranks, Correlation, Regression equation, Normal distribution,
- Inferential statistical methods – Standard errors, confidence limits, hypothesis testing, difference between means, chi-square

Unit-V Preparation of Research Report

- Style manual – Format of the Research Report – The Thesis or Dissertation
- Styles of writing, Thesis/Journal Typing of Report,
- Reference form, Pagination, Tables, Figures, Evaluating a Research Report, Summary, References, Appendices.

PRACTICUM

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of computers in Literature Review
- Review of Research report

REFERENCES :

- Best, J.W.(1999): Research in Education. New Delhi, Prentice Hall of India, Pvt. Ltd.
- Kaul, Lokesh(1984) : Methodology of Educational Research. New Delhi: Vikas Publication.
- Kerlinger, F N. (1986) : Foundation of Behavioral Research.
- Patton, M.Q.(2002) : Qualitative Research and Education. Thorns and Oaks: CA: Sage.
- Sharma, S.R. (2004) : Methodology of Educational Research. New Delhi, Vohra Publication.
- Sharma, S.R. (2003) : Problems of Educational Research. New Delhi, Anmol Publication.
- Travers, R.M.W.(1978) : An Introduction to Educational Research. London: Macmilan
- Garratt, H.E,(1981) : Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Sharma, R.A.(2000) : Fundamentals of Educational Research. Meerut: Loyal Book Depot.
- Guilford, J.P. (1956) : Fundamentals of Statistics in Psychology and Education. New York, Mcgraw Hill Company
- Siddhu, K.S(2002), Methodology of Research in Education, New Delhi: Sterling Publishers Pvt.

SEMESTER - I

CODE – 104 (Specialization -1A)

Paper – 4 Perspectives of Elementary Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

The Students will be able to –

- Understand the context of elementary education
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Understand the stage specific areas and concerns related to elementary education
- Understand the institutions, structure at elementary school stage.
- Understand the quality dimension i.e. curriculum, programmes and work force of ECCE
- Develop knowledge and skills for research and evaluation for elementary education

COURSE CONTENT

Unit – I Context of Elementary Education and ECCE

- Development characteristic and norms-physical, cognitive, language, socio-emotional development during early and elementary stage.
- Influence of home, school and community related factors on child's development.
- Community involvement in educational planning and management
- Place of languages in elementary education

Unit – II Elementary Education and ECCE : Policy and Perspective

- Constitutional Provision for education : Right to Education
- Policy and Programms in NPE 1986, POA 1992, NCF 2005
- Participation of NGO's in achieving goals of UEE, ECCE and Women Empowerment and Programmes

Unit – III Strategies, Approaches and Resources

- General principles to curriculum approaches – theme and activity based- child centered play way, , theme based, holistic, joyful, story-telling, puppetry, role play, dramatization, art activities, cooperative learning, field trips and exploration as methods upper primary and early primary stage.
- Learning Resources and their integration in curricular activities, preparation and use of learning and play material.
- Relevance of educational thoughts of Mahatma Gandhi to elementary education
- Place of work experience in curriculum
- Place of health and physical education, yoga in elementary education.
- Place of mathematics in school curriculum, objectives, mathematical reediness of child and its implication for teaching.
- Place of environmental studies – social and life sciences in elementary school curriculum

Unit – IV Programmes in Elementary Education and ECCE

- Sarva Shiksha Abhiyan : Goals and specific Programme intervention at national level and in C.G. to improve access, enrolment, retention, participation and achievement
- Monitoring, research and evaluation of specific schemes like Mid-day Meal and different incentive schemes
- ECCE Programmes - Anganwadi Balwadi, Montessori, Kindergarten

- Support work force : Teachers, Parents and Community Support in functioning ECCE and Elementary Education.,
- Resource institutions for Elementary Education – Role of DIETs

Unit – V Elementary Education Issues and Challenges

- Critical appraisal of current status of UEE with reference to equity principles, different across habitation, gender, caste, and other socially disadvantaged groups including first generations learners and migrant population
- Access and enrolment of different types of learners : issues and challenges
- Dropout rate – meaning and computation reasons fpr dropout.
- Achievement levels of different types of learners : Status and issues
- Differently abled children types : access, issues and challenges, critical appraisal of inclusive education as a solution

PRACTICUM

- Prepare and present in a seminar – A status report on elementary Education in a District with reference to classroom process, access, enrolment, learning achievement, dropout rate.
- Case Study of – An Anganwadi- Pre-school Centre
- Study of present status of ECCE in your region
- Study of Role of DIET's for Quality Development of Elementary Education. Prepare a report and present in a seminar.

References

Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
Government of India (1986) National Policy on Education, New Delhi, MHRD.
Government of India (1987) Programme of Action, New Delhi: MHRD.
Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.

Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
Agrawal, JC and Gupta, S. : Early Childhood care and Education, Shipra Publications, New Delhi
NCTE (2005) : Report on ECCE, Teacher Education. Curriculum Framework and syllabus outline . New Delhi
Swaminathan, M and Daniel, P. (2000) : UNICEF Fund, MHRD.

SEMESTER - I
CODE – 105 (Specialization -1B)
Paper – 4 Perspectives of Secondary Education

Maximum Marks 100 Credits 4
Internal Marks 25 Internal Credits 1
External Marks 75 External Credits 3

Objectives
On completion of this course the students will be able to

- know different programmes and policies of for realising the constitutional obligations related secondary education in India
- understand the concept of quality education in secondary level
- evaluate the view points of Delor regarding the quality of education
- understand different programmes and agencies for ensuring the quality of education in India
- develop an idea about the structure of secondary education in India
- reflect upon different issues, concerns and problems of secondary education in India
- develop an awareness about the need for vocationaisation of secondary education in India, understand principles, aims and features of secondary school curriculum, examine the present school curriculum
- analyse the present evaluation system in secondary level

Unit 1 : Secondary Education in India

- Recommendations of different commissions and policies on secondary education (Mudaliar commission in detail, aims, Problems and Recommendations), Kothari commission, Yashpal Committee) - Policies and programmes for realising the constitutional obligations related to secondary education (NPE 1986, PoA 1992, RMSA) - NCF 2005 (emphasis of Secondary education)

Unit 2: Quality in secondary Education

- Quality education (concepts, indicators of quality, setting standards for performance) - The present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - NCERT, NUEPA, SCERT , IASE, CTE–etc.
- Career Counseling in Secondary Education

Unit 3 : Structure and issues of secondary Education in India

- Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India (equalisation of educational opportunity, wastage and stagnation in secondary level) - Nature and forms of inequality including dominant and minor groups , gender inequality in schooling, public - private schools, rural - urban - tribal schools)

Unit 4 : Secondary Education Curriculum

- Secondary School curriculum (features, principles, relevance) -
- Critical appraisal of present Secondary School curriculum in the state - C.G. and CBSE
- Vocationalisation of secondary education in C. G. and India (the efforts, present status, problems and prospects)
- Place of health, physical education and yoga in secondary education

Unit 5 : Secondary Education Evaluation

- Assessment and evaluation in secondary level (new trends in evaluation – grading – internal assessment – semester system, need and importance of CCE,) - Critical appraisal of the present evaluation system in secondary level
- Different evaluation systems and agencies of evaluation

PRACTICUM

- Prepare a report on the functioning of RMSA
- Present a seminar on problems of secondary school system of Chhattisgarh.
- Make out a status report on Vocational Education Chhattisgarh State

REFERENCE

Sharma, Dr. R. A. : Curriculum Development and Instruction : R. Lal Book Depot, New Delhi
Choube, S. P. : History of Indian Education, Vinod Pustak Mandir, Agra
NCERT : National policy of Education, NCERT New Delhi.
NCERT : National Curriculum Frame work (NCF) 2005, NCERT New Delhi
Sharma, R, N. : History and problems of Education in India, Surjeet Publication, New Delhi
Pathak, P.D : *Bharatiya Shiksha ke Ayog, Vinod Pustak Mandir, Agra*
Satyavrat Singh & Chandrani Krishna Pal : Hamari Madhyamik Shiksha, uske Siddhant aur uski Samasyayen.
Shambhu Charan Choudhary : Shiksha Ke Siddhant aur Itihas

SEMESTER - I
CODE – 106 Paper- (Specialization -2 A)
Paper 5 -Inclusion of Children with Diverse Needs

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to

- understand the global and national commitments towards the education of children with diverse needs,
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
- analyze special education, integrated education, mainstream and inclusive education practices,
- identify and utilize existing resources for promoting inclusive practice.

COURSE CONTENT

Unit I- Introduction to Inclusive Education

- Definition, concept and importance of inclusive education.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children.

Unit II-Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity

- **International Initiatives**
  - The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
  - 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).
- **National Initiatives**
  - The Indian Education Commission (1964-66).
  - National Policy on Education (NPE, 1986-92).
  - Establishment of National Institutes and their Regional Centers.
  - The Persons with Disabilities Act (PWD Act, 1995).
  - Sarva Shiksha Abhiyan.
  - National Curriculum Framework, 2005
  - The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Unit III-Preparation for Inclusive Education

- Concept and meaning of diverse needs. Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion. Creating and sustaining inclusive practices. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit IV- Children with Diverse Needs

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, children with special health problems, environmental/ecological difficulties.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled groups.
- Role of technology for meeting diverse needs of learners

Unit V-Utilization of Resources

- Concept and importance of human and material resources.
- Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.
- Creating conducive environment in inclusive schools: material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community.
- Identifying the required resources for children with varied special needs

PRACTICUM:

The students may undertake any two of the following activities:

- Preparation of status report on school education of children with diverse needs.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document related to diversity.
- Survey the locality for early identification of children with disabilities.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools,* R .I E. Mysore

SEMESTER - I
CODE – 107 (Specialization -2 B)
Paper 5 - Introduction to Guidance and Counseling

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to:

- Understand the meaning, nature and scope of guidance,
- Recognize the role of guidance in attaining the goals of education,
- Appreciate the need for guidance,
- Develop acquaintance with various techniques of group guidance ,
- Understand the meaning, nature and scope of counseling,
- Analyze the relationship between guidance and counseling,
- Understand the concept and process of counseling in group situation,
- Become acquainted with the skills and qualities of an effective counselor.

COURSE CONTENT

Unit I- Understanding Guidance

- Meaning and Definitions
- Misconceptions about guidance
- Need for guidance
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization

Unit II- Types of Guidance and Group Guidance

- Types of Guidance: Educational, Vocational/Career and Personal
- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III- Understanding Counseling

- Meaning and nature of counseling
- Misconceptions about counseling
- Scope of counseling

- Goals of counseling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counseling: place of counseling in the total guidance programme

Unit IV- Counseling Process and Counseling Relationship

- Stages of the counseling process
- Counseling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- Skills and qualities of an effective counselor
- Professional ethics

Unit V- Types and Areas of Counseling

- Process and uses of group counseling
- Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- Peer counseling: Its concept and the relevance to the Indian situation.
- Steps and skills in group counseling process.

PRACTICUM:

The students may undertake any two of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Having with the counselor related to the process of counseling, clients and writing a report on this.
- Conduct Career Conference and prepare a report
- Develop career corner and bulletin board and prepare a report on this.

References

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- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs-Participants Manual. Manchester: Manchester University Press, UK.
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SEMESTER - I
CODE – 108 (Specialization -2 C)
Paper 5 - Educational Planning

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of the course the students will be able to:

- identify the need, scope and purpose of educational planning in terms of national and community needs.
- develop the skills in planning and using a variety of administrative strategies,
- explain the role and contribution of different agencies/ contribution in educational planning.
- to help them determine and implement objectives of planning on the basis of individual needs of the students.

Course Content

Unit I- Concept, Need and Process of Educational Planning

- Concept and nature of Educational Planning.
- Need and importance of Educational Planning.
- Types of Educational Planning

Unit II- Principles and Techniques of Educational Planning

- Guiding principles of educational planning
- Methods and techniques of planning.
- Approaches to Educational Planning.
  - Social demand approach
  - Man-power approach

Unit III- Planning Mechanisms

- Perspective planning at central, state and local levels: concepts of macro and micro planning.
  - Priorities of educational planning at central and state level

Unit IV- Planning Machineries and institutional structures

- Central – NCERT, NUEPA
- State – SIEMAT, SCERT, IASE
- District -DIET
- Institutional Planning- School

Unit V- Five year Plan in education

- Perspective plan for education in the 12th Five Year plan.
- Roles and Functions of National Institute for Transforming India (NITI) Aayog:

PRACTICUM:

The students may undertake any two of the following activities:

- Prepare a plan for the mobilization of different types of resources form the community.
- Analysis of School Education Act of Chhattisgarh.
- Prepare a report on Institutional Functioning and structure of DIETs.

Essential Readings

Bell & Bell (2006): *Education, Policy and Social Class.* Routledge.
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Naik, J.P. (1965): *Educational Planning in India.* New Delhi: Allied.
Naik, J.P. (1982): *The Educational Commission & After.* New Delhi: Allied.

Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.

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Hough J.R. (1990): *Education, Policy-An International Survey.* Croom Helm, London.

Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomic.*

Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).

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Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries.* Washington, D.C. World Bank.

Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning.* B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.

Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.

Psacharopolous, G. (ed.) (1985): *Planning of Education: Where Do We Stand?* Washington, World Bank.

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Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development

Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.

UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines.* Montreal: Canada.

SEMESTER - I
CODE – 109 (Specialization -2 D)
Paper 5 - Emerging Technologies of Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives:

1. To develop awareness about uses of computers in teaching, learning, research, evaluation and administration
2. To develop understanding about the various aspects multimedia development in education
3. To develop various skills in the use of Internet in education
4. To inculcate interest about the use of Management Information Systems and Decision Support Systems
5. To make them understand the integration of Information Communication Technology in educational research

COURSE CONTENT

UNIT – I: Introduction to Computers in Education

- Computers in Teaching
- Computers in Learning
- Computers in Research
- Computers in Evaluation

UNIT – II: Multimedia in Education

- Introduction to Multimedia
- Development of Multimedia lessons in education
- Software tools: Basic tools, authoring tools & Software drivers

UNIT – III: Internet and Education

- Concepts & types of networks, Protocols
- Internet and World Wide Web: Introduction, Uses, Procedures
- Browsers and Search Engines: Meaning, types and procedures

UNIT –IV e-learning & online learning management

- e-learning definitions, scope, trends, attributes & opportunities
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning

UNIT – V: **Computers in Educational Research**

- Data analysis using MS Excel
- Graphical and diagrammatic representation of data
- Descriptive and inferential statistical analysis using MS Excel
- Integration of Information and Communication Technology in educational research

PRACTICUM

The students may undertake any two of the following activities:

- Creating and presenting multimedia application (three)
- Preparation of e-learning material
- Computing Mean, SD and graphical representation of data by MS Excel

References:

1. Kulakarni, S.S (1986): Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Co.
2. Kumar, K.L. (1996): Educational Technology: New Delhi: New Age International.
3. Romiszowski, A.J. (1981): The selection and use of Instructional media, London: Kogan Page.
4. Baud David, Cohen Ruth and Walker David (eds.), (1996), Using Experience for Learning, Open University Press, Bristol, PA, USA.
5. Dale Edgar (1947): Audio – Visual Methods in Teaching, Dryden Press, New York.
6. Das. Mamota (1992): Experiential Taxonomy, University News, Feb. 24.
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8. Gupta Vikas, (2001): Comdex Computer Kit, Dream Tech Publications, New Delhi.
9. Norton Peter, (2000): Introduction to computers, Tata McGraw Hill Publications, New Delhi.
10. Sinha P.K , (1992): Computer Fundamental, BPB Publication New Delhi.
11. Tay Vaughan (2001): Multimedia making it work, Tata McGraw Hill Publications, New Delhi.
12. Pradeep Sinha, Priti Sinha (2003): Computer Fundamentals, BPB Publications, B-14, Connaught Place, New Delhi.

SEMESTER - II
CODE - 201
Paper 1 – Gender, Sociological Perspectives of Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives : To enable student to

- Understand the scope and application of educational sociology.
- Acquaint himself with the sociological theories underlying educational principles.
- Appreciate the role of education in development on and individual and society in their cultural perspective.
- Understand the relationship existing between education of one hand and social politic and economic system on the other.
- Understand the role of education in the emerging Indian society.

COURSE CONTENT

Unit 1 Concept and nature of Sociology of Education

- Meaning, nature, scope, functions and understanding of Educational Sociology
- The process of Socialization
- Factors influencing social change

Unit 2 Culture, Religions, Social Changes and Education

- Concept, Impact Education on Culture and Civilization
- Role of Education in transmission of the cultural heritage, Relation between culture and civilization
- Caste, Social Groups and Social Class, Impact of Education, Social stratification and its impact on Education.
- Social Mobility and Education

Unit 3 Issues of Social Equity

- Issues of equality of educational opportunities in education
- Equality vs. equity in education. Inequalities in Indian Social System with special reference to social disadvantaged. Gender and habitations and need to address them.

Unit 4 Education and Socio Political Systems

- Education and New Social Order
- Education and Economic Growth
- Education for democratic living

Unit 5 Educations in the Modern World

- Changing role of Education in the modern world
- Internationalizations and Education
- Challenges of Education in 21st Century
- Education for demolition of poverty
- Education and Technological Development

PRACTICUM

The students may undertake any two of the following activities:

- Study of various stratas of your society and its education
- Study the gender issues prevailing in local news papers with in a fortnight and report and suggest remedial measures.
- A study of the relationship between economy and education of various social groups of your society

References

- Brown Francis J. (1961). Educational Sociology, New York; Prentice Hall Inc.
- Chaube S. P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod Pustak Mandir
- Mathur V.S. : Sociological Apprach to Indian Education
- Otaway, A. K. G., (1953). Education and Society, London; Routledge and Kagan Paul.
- Stanely, C. William (1957). Social Foundations of Education, New York; The Dryden Press Ic.
- Thomson, Godfrey (1957). A Modern Philosophy of Education, London; George G. Garper & Colts.

SEMESTER - II
CODE - 202
Paper 2 – Historical, Economic and Political Perspectives of Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives of the course
To enable students:
- to acquaint the students with the general development and progress of education prior to independence.
- to acquaint the students with general development and progress of education after independence.
- to enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- to enable the students to understand the role of MHRD, and international agencies in educational development
- to enable the students to understand the constitutional provisions for education

Unit -1: Ancient Indian Education
Brahmanic (Vedic), Buddhistic, Jain Education
Muslim-Islamic-(Education System during these periods)
Review of British period of Education. With reference to :
(a) Macaulay's Minutes
(b) Woods Dispatch
(c) Sergeant Commission

Unit -: 2 Indian Education after Independence
University Education Commission (1948)
Secondary Education Commission (1952-53)
Indian Education Commission (1964-66)
New Policy of Education 1986
National Policy of Education1992
NCF 2005, NCF TE 2009

Unit-3: Education as tool of Economic Development
- Education and economic growth
- Education and national development
- Social, Economical-Problems .
- Gender, equality and economic growth
- Liberalization, privatization, Globalization and education
- Assessment and Evaluation of development and progress of Education during Plan periods
- Education as investment , as a productive activity

Unit-4: Education and Employment
- Education and the labour market, youth- unemployment and education. Education and population quality.
- Contribution of education for human capital, the economics of brain drain.

Unit-5: Political Perspectives of Education

- Democracy and Education
- Constitutional Provisions for Education, Education in union, state and concurrent lists.
- Fundamental rights and Education
- Education in the federal system of India, Role of Human Resource Development Ministry in streamlining the education in India
- Role of international agencies in education – UNO, UNICEF, UNESCO.

PRACTICUM

The students may undertake any two of the following activities:

- Make out a report on the skill development programmes being organized in different colleges in Bilaspur
- List out the socio-economic problems in your society and how the education is a means to eradicate it.
- Make out a status report on the implementation of RTE in your locality.

Reference Books

Education in Ancient India – Dr. A.S. Altekar
Ancient Indian Education – R.K. Mukharji
A History of Education in India (during the British period) by J.P. Naik and Nurulla
A text Book in History of Education- Paul I Munroe.
N.C.E.R.T., NCERT- the First Year Book of Education 1961.
Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
UNESCO- Economic and Social aspects of Educational Planning,1963
Naik J.P.- educational Planning in India 1965-allied Publishers
Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
History and Problems of Education Voi.I- Yogendra K. Sharma

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SEMESTER - II
CODE - 203
Paper 3 - Advanced Educational Statistics

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives of the course

To enable students:

- to understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- to understand various Statistical measures for interpretation of data.
- to interpret the Statistical data.

Unit- I: The Normal distribution and Significance of various measure

- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve
- Statistical Measures
- Difference between Statistical Measures
- The significance of mean, median, standard deviation, quartile deviation,
- percentage and correlation.
- The significance of difference between means (t-test), coefficient of correlation

Unit- II: The scaling of tests and Analysis of Variance

- Sigma scaling and standard scores, T Scores
- Stanine scaling
- Percentile scaling
- Meaning of variance
- Method of analyzing variance (F-test)

Unit- III: Non parametric tests & The Reliability and Validity of test-scores

- Chi-square test
- Sign test
- Median test
- Mann whitney U-test
- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity

Unit-IV: Partial and Multiple correlation & Regression and prediction

- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation

Unit-V: Regression and prediction

- Nature of Scatter- diagram
- Meaning of regression
- Regression equations
- Application of regression equations in prediction

PRACTICUM

The students may undertake any two the following activities:

- Computation of reliability of self made test.
- Interpretation of the data analysis and deduction of results.
- Make out a graphical representation of the given data.

Reference Books

- H.E. Garett- Ststistics on Psychology & edn, Longman Green & co., London
- B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
- G Thompson – Frctoranalysis of human Ability, University of London Press
- Albert Kurtz Semual Mayo –Statistical Methods in education and Psychological springer International student edition.

EMESTER - II
CODE – 206 (Specialization -2 Paper 4)
Paper 4 – Inclusive Strategies for Children with Diverse Needs

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to

- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content

Unit I- Meeting the needs of diverse learners

- Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- Facts and myths and of inclusive education with reference to Indian context.
- Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-Curriculum adaptations and evaluation for children with diverse needs

- Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

Unit III-Teacher preparation for 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.

Unit IV-Evaluation of children with diverse needs

- 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
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.

Unit V- Supportive Services for inclusion and research

- Concept, importance and types of supportive services (medical rehabilitative and educational).
- Early identification and available referral services for support.
- Recent trends in research - national and international level
- Inclusive Education activities in Chhattisgarh
- Role of different national and international agencies {institutions, universities} in promoting inclusive education

PRACTICUM:

The students may undertake any two of the following activities:

- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

References

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.* Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National* Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped,* Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls,* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

SEMESTER - II
CODE - 207
Paper 3 - School Guidance Programme

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives On completion of this course the students will be able to

- Understand the essential services involved in the guidance programme,
- Understand the resources required and their optimum use in managing a school guidance programme,
- Aware of the constitution, role and function of the school guidance committee,

- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

Course Content

Unit I- Guidance and Education

- Relation of Guidance with Education
- Needs for Guidance at various levels of education/schooling
- School Guidance: a collaborative effort of school and community
- Organisation of Guidance programmes in schools, planning of Guidance programme.

Unit II- Essential Services in Guidance Programme

- Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- Resources required for organizing guidance services
- School guidance committee: constitution, roles and functions

Unit III- Guidance and Curriculum

- Integration of guidance and curriculum-need and importance
- Guidance based curriculum.
- Role of teachers and other personnels in the construction of guidance based curriculum.
- Role of principal and teachers in guidance programmes.

Unit IV Guidance of students with special problems

- Nature and causes of bahavioural problems
- School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- Guidance of students with bahavioural problems
- Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- Promoting psychological well-being and peace through school based programmes.

Unit V- Guidance of students with special abilities and Needs

- Students with special abilities and needs-concept and identification process.
- Guidance for gifted and creative students.
- Guidance for socially and economically disadvantaged students.
- Guidance for physically and intellectually challenged students.
- Delinquency among students-causes, identification, and guidance for Delinquent students.
- Follow-up guidance.

PRACTICUM:

The students may undertake any one of the following activities:

- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.
- Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a ‘Students Problem Checklist’ and prepare a report.

References

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas. Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.

Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row. Various Books on Self Development.

SEMESTER - II
CODE - 208
Paper- (Specialization -C)
Paper 3- Educational Management

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of the course the students will be able to:

- to develop an insight into the perspectives of Management theories and Practices in Education,
- to study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education,
- to recognize the importance of Educational Resources and their effective management for quality education,
- to understand the issues and challenges in Planning and Administration of Education in India,
- to identify the trends and needed areas for research in Educational Management.

COURSE CONTENT

Unit I- Performance Management System in School

- The process of management
- Components of Performance Management in Schools.
- Monitoring School Performance.
- Performance Appraisal of Teachers.
- Scientific Principles of management-PERT, CPM, PPBS system approach; legal, financial and administrative management of educational institutions.
- Leadership styles in educational management

Unit II-Organizational Structure

- Basic Concepts and Types of Organizational Structure.
- Leadership and its importance for organizational development
- School as a Social Organization.
- School effectiveness and Total Quality Management
- Learning Organizations
- School improvement and Reforms
- Capacity building.

Unit III- Resource Management

- Nature and characteristics of Resource in Education.
- Need for Resource Management in Education.
- Material Resources.
- Human Resource
- Financial Resource
- Identification Resources
- Procurement of Resources
- Utilization and Maintenance of Resources
- Evaluation.
- Role of State, Central and Local Governments in Resource
- Quality Assurance in Material and human Resources
- Financial Planning and control in schools.

Unit IV- Management of Educational Project

- Project Planning in Education.
- Project Monitoring
- Project Evaluation
- Management of SSA-National Mission and State implementation Patterns.
- Area and target specific projects (tribal sub-plans, NACs for North east, special programmes for girls, SC/ST and other minorities etc.).

Unit V: Management Skills

- Meeting skills
  - Why of meetings
  - Delegating responsibility
  - Prepare for and organize meetings
  - Chairing and minuting
  - Following-up
  - interaction
- Time Management
  - Planning
  - Dealing with stress
  - Systems for time Management.
- Presentation Skills
  - Planning
  - Delivery use of media
  - External representation of organization
- Team Building
  - Working under pressure
  - Working with people
  - Negotiating
  - Team processes (storm, norm, etc.)
  - Taking responsibility
  - Handling conflict

PRACTICUM:

The students may undertake any two of the following activities:

- Critical Analysis of school education Act of a State.

• Preparation of questionnaire for micro-level educational survey.
• Preparation of interview schedule for micro- level educational survey.
• Formulation of a school mapping exercise for location of schools in an identified area.
• Preparation of plan for instructional management in a secondary school.
• Preparation of an institutional plan.
• Critical of an educational project.
• Evaluation of management of DPEP activities in a district.

References

• Bhagia, N.M. (1990): *Educational Administration in India and other developing countries.* Commonwealth Publishers, New Delhi
• Luthens, Fred. (1981), Organizational Behavior, Mcgraw Hill, Tokyo.
• Milton, Charles R. (1989). Human Behavior in Organizations, Prentice Hall, Inc, USA.
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• Mukhopadhyay, M. (2005): *Total quality management in education.* New Delhi: Sage Publications.
• Ronald, Cambell F., et al; (1987): *A History of thought and Practice in educational administration.* New York: Teachers College Press.

SEMESTER - II
CODE - 209
Paper- (Specialization -2 D)
Paper 4 –Information and Communication Technology in Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives:

On completion of this course the students will be able to:

- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications.

Unit I-Information and Communication Technologies – an Introduction

- Information and Communication Basics: Nature and scope of a communication system – sender, receiver, message and the medium;
- one-to-one, one-to-many, and many-to-many communication;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications;

- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

Unit II-Computer Fundamentals: Hardware & Software

- Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions; Standard computer accessories – their configurations, connections and functioning; common malfunctions of computer connections and accessories – their identification, troubleshooting and rectification.

Unit III-Internet and the World Wide Web

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Securing the computer from viruses, worms and other internet attacks; Safe internet content.

Unit IV-ICT Applications in Education 1: Word, Data and Image Processing

- Word Processors and Word Processing: Common features of word processors, their functions and use; using word processors in the classroom.
- Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in the classroom.

Unit V- ICT Applications in Education 2: Multimedia and Web content

- Multimedia Content: Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity.
- Websites with educational content: Search, locate and maintain lists of educational web sites;

PRACTICUM

The students may undertake any two of the following activities:

- Critical analysis of Teaching aids and their applications in instruction and learning
- Critical analysis of a computer based media packages with reference to its use in learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Interventions of educational technology in the current practices of teacher training programmes in India.

References

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SEMESTER - II
CODE- 210 (Core Paper 5)
Paper 5 - Pre-Service and In-Service Teacher Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

The broad objectives of the teacher education component would be:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
- Develop professional attitudes, values and interests needed to function as a teacher Educator

COURSE CONTENT

Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education

- A review of the understandings developed on teacher roles and functions
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCF
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship –weightages in course work and evaluation
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit 2: Organisation of Different Components of Teacher Education Curriculum

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.

- Transactional approaches - Expository, Participatory, Collaborative, Peer Coaching, and Inquiry, Seminar, Workshop, Use of ICT etc.. Scope and possibilities for organization and evaluation-reflective journal and practicum records.
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in pre-internship, internship.

Unit 3: In-service Teacher Education in India – Concept, Structure

- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.

Unit 4: Modes and Models of in-service teacher education:

- Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- Induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them.
- Qualities and characteristics of an effective in-service teacher educator

Unit 5: Planning, Organising and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- Designing an in-service teacher education programme – steps and guidelines -assessment of training needs, formulation of training curriculum, preparation of course material.
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

PRACTICUM

The sessional work may include:

- A "comparative study of state and national curricula" of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
- Design, implementation and evaluation of a training input in any one course of preservice teacher education – mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
- Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

References

• NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.

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- Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role.* India, NCTE.
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- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education (1978, 1988 & 1998)
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework (2005).

SEMESTER - III
CODE - 301
Paper 3 – Educational Studies : Structure, Policy and Practice

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

The Students will be able to –

- Understand the nature of educational studies.
- Understand the education as social phenomena, practice and field of study.
- Understand the fundamental perspectives of education
- Understand the instructions, systems and structure of education
- Examine issues related to education as interdisciplinary knowledge
- Understand the basic concepts issues of education with reference to kind of concerns the NCF 2005 has raised.
- Examine critically the concern arises from vision of school education and teacher education
- Reflect on the multiple contexts in which the school and teacher education institutions are working.

Course Content

Unit – 1 Foundational Perspectives of Education

- Education as a socially contrived system influenced by social, cultural, political, economic and technological factors.
- Critical analysis of concepts, principles, assumptions and contexts related to issues that are unique to education discipline, sustainable education such as schooling, curriculum, syllabus, textbooks, assessments, teaching-learning process and their linkage to pedagogy and practices.
- School education : Contemporary Challenges .
- Prioritizing the aims of Indian education in the context of democratic, secular and a human society
- Procedure of bridging gap in the process of knowledge construction between

-school knowledge and out of the school knowledge
-Experimental knowledge and Empirical knowledge
-Theoretical knowledge and Practical knowledge
-Universal knowledge and Contextual Knowledge
- Concepts of quality and excellence in education in relation to quality of life.

Unit – II Nature of Education

- Interdisciplinary nature of Education : Relationships with disciplines/ subjects such as Philosophy, Psychology, sociology, management, economics and anthropology
- Contribution of science and technology to education and challenges ahead.
- Role of peace and other values, ethics in education
- Issues In planning, management and monitoring school and teacher education in relation to behavioural management and its allied principles.

Unit – III School : System, Environment and Management

- Multiple School Contexts – government, non-government, Navoday Vidyalaya, KGBAV
- Role of Personnel in School Management : Teachers, Principals and Administration
- School as a site of Curricular engagement
- Teacher Autonomy and professional independence

Unit – IV Educational Agencies

- Ministry and other government agencies. Academic institutions : Role, involvement, issues related to control and autonomy.
- Complementarity in participation of different stakeholders in school education. Role of Media, use of technology, NGO's, Civil Society Groups, Teacher Organizations, family and Local Community.
- Support to curricular Engagement in schools, Monitoring and evaluation of schools
- Conceptualism of learning resources : Textbooks, reference books, workbooks, Multimedia and ICT, School Library, SLM etc.
- Constitutional provisions of Education

Unit – V Equality in Education

- Equality in educational opportunities. Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to the social inequality.

- Education of the socio-economically deprived groups based on gender, local (rural/urban), income, differential and different disabilities as reflected in the society. Policy of inclusion and multi-foundational opportunities to learning disability.
- Understanding Indian society : with reference to multilingual, multicultural and other diversity. Young children and social policy
- The basic concepts/issues of education with reference to kind of concerns the NCF 2005 has raised

Practicum

- The students may undertake any two of the following activities: Report writing : Policy Perspectives and status of education of socio-economically disadvantaged children in Chhattisgarh.
- Visit to a rural/urban school observation of activities and preparation of a reflective diary and interaction in groups.
- Prepare a reflective dairy of activities observed during a school visit. Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality and presentation in seminar.

References

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- Slatterry, Patrick and Dana Rapp. (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition). (1996). *Key Concepts in the philosophy of education*. Routledge.
- Winch, C. (1986). Philosophy of human learning, Routledge, London.

SEMESTER - III
CODE - 303
Paper 3 – Communication Skill and ICT

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives of the course

To enable students:

- to understand the scope of communication skill and its application in teaching learning
- student teachers will be able to use print and non print media
- to understand the ICT integration in teaching learning and research
- to know the instructional applications of e-learning.

Course Content

Unit- I: Communication Skill an Introduction

- Communication : Concept, need and importance
- Forms and Process of Communication, Barriers to Communication
- Methods to overcome barriers in communication
- Effective Communication in Classroom

Unit- II: Communication in Teaching and Learning

- Elements of Communication, Communication types – Educational and public Communication- one to one, one to many, many to many
- Information and communication technologies in teaching learning contexts and the need for the ICT devices

Unit- III: Print and non- print media

- Print media - Self Instructional Material, Journals, Workbooks, Dictionary, Encyclopedia etc. Advantages and limitations of print media.
- Non- Print Media - Audio- visual media, merits and limitations of non print media

Unit- IV: ICT in Report writing and Documentation

- Use of word processers in preparing of reports
- Various formats of research reports
- International standards for writing citing and reporting in research
- Editing text,- track change mode, merging documents.

Unit- V: Introduction to e-learning

- Elements of e-learning; e-content and e-books.

- Virtual classroom – merits and demerits. Use of Wikipedia, wiki-educator and other web based technologies for online learning and training.
- Learning Management systems.

PRACTICUM

Both of the following activities are compulsory.

- Interpersonal communication through the e-mail and web forms.
- Websites with educational content : search, locate and mention the list of educational websites.

Reference

Butch & Santhanam : Communication in classroom
S. P. Kulshrestha : Shaikshik Takniki Ke Mule Adhhar, Vinod Pustak Mandir, Agra
Gourav Chadha , S. M. Nafay Kumail : e-learning, An expression of the Knowledge Economy, Tata McGraw-Hill Publications.
P. P. Singh, Sandhir Sharma : E-learning : New Treds and Innovations, New Delhi : Deep & Deep Publications.

SEMESTER - III
CODE - 306 (Specialization -2 Paper 3)
Paper 3 - School Education of the Disadvantaged Groups

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to

- understand the policy perspectives related to education of socially disadvantaged section in India,
- analyse the status of education of the socially disadvantaged children in the country,
- develop knowledge and skill to address social group inequality in school and, society,
- understand the schemes and programmes of education of socially disadvantaged group,
- identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Course Content

Unit I-Conceptual framework

- Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled Tribes, Educationally backward minorities and slum children.
- Provisions in the constitution for social group equity and education of socially disadvantaged sections.
- International perspectives Dakar framework of action (2000), millennium development goals (2000).

Unit II-Status of school education of socially disadvantaged section in India

- Status of enrolment at elementary and secondary stage with reference to social group equity, different access in habituations, class, caste, tribe and other disadvantages groups.
- Achievement of socially disadvantages children.

Unit III-Problems in education of disadvantaged section and addressing social group inequality

- Problems/constraints in education of socially disadvantaged children, structural and systematic constraints.
- Multicultural education, multi grade teaching in rural context.
- Organisation and management of school to address socio-cultural diversity, bias in textbooks, hidden curriculum (teacher attitude, expectations).
- Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children- socio-cultural and linguistic.

Unit IV-Schemes, programmes for education of socially disadvantaged section

- Centrally sponsored schemes for education of SCs, STs, and Minorities.
- Special focus group and their education under SSA.
- Community participation and mobilization for education and empowerment of socially disadvantaged section.
- Involvement of NGOs for education of disadvantaged section.

Unit V- Research priorities in the area of education of disadvantaged section

- Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
- Status study of education of SCs, STs, and Minorities and other marginalized groups.
- Study of teaching learning practices and social inclusion.
- Case studies on innovative institutional practices-NVS, KGVBs, Madrassas etc.

PRACTICUM:

The students may undertake any two of the following activities:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state region.
- Evaluation of text books from the social group equality perspective.
- Critical analysis of NCF, 2005 (Focus group report).
- Field visit to residential/ ashram schools and minorities institutions and preparation of report.
- Identification of research topic in the area of education of socially disadvantaged sections and preparation of proposals.
- Documentation/preparation of report on institutions/school practicing innovations.

References

- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- Government of India (1992). Programme of Action, MHRD, Department of Education, New Delhi.
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCERT (2006). National Focus Group Report on Education of SCs and Sts, New Delhi.

• Chudhary, B. (1992): *Tribal Transformation in India.* Vol.-V, New Delhi.
• Jain, S.C. (2005): *Education and socio-economic development.* Concept publishing house, New Delhi.
• Kagan, T.S. (2000): *Worldwide Diversity and Human Rights.* Orient Longman Pvt Ltd., New Delhi.
• Ogbu, J.U. (1978): *Minorities, education and caste.* Academic Press, New York.
• Reissman, F. (1962): The Culturally deprived child. Harper and Raw Publishers, New Delhi.
• Sadavinich, A.R. (2007): *Sociology of Education.* Routledge, New York.

SEMESTER - III
CODE- 307 (Specialization -2 Paper 4B)
Paper - 4 Career Development and Guidance

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to

- understand the concept and theories of career development and their utility in understanding Career Behavior of students,
- acquire knowledge and skills of collecting, compiling and disseminating career information,
- understand the concept of career pattern in relation to life stages,
- insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities,
- level of the ability to analyze development in the process of career development to identify a typical development pattern in a particular socio-cultural context.

Course Content

Unit I - Understanding Career Development

- Concept of Work: physical, psychological and sociological; work as a way of life;
- Work and human motives
- Career development needs of students (at different stages of education)
- Career development process; factors affecting career development

Unit II- Perspectives on Career Development

- Theories of career development (some basic concepts, applicability and limitations of each theory)
- Roe's theory of personality development and career choice
- Holland's career theory of personality types and work environment
- Super's life span/life space approach to career development

Unit III Understanding Career Information

- Importance of career information;
- Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities etc.
- Primary and secondary sources of information; Filing of career information
- Dissemination of career information: Group techniques-objectives, advantages and limitations.
- Group activities: career talks, career conference/exhibition, displays field trips, film shows etc.
- Integration of career information into teaching of subject matter.

Unit IV- Career Patterns

- Concept of career pattern, career awareness, career exploration and career preparation.
- Career pattern of men and women and implications for counseling.

Unit V- Career Adjustment and Maturity

- Economic development and career opportunities.
- Concept of career adjustment and career maturity
- Factors affecting career maturity

- Assessment of career maturity

PRACTICUM:

The students may undertake any one of the following activities:

- Plan career information activities for upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XIIth students.

References

- Gupta, N. (1991). *Career maturity of Indian school students*. New Delhi: Anupam Publications.
- Isaacson, L. E. & Broen, D: *Career information, career counseling and career development (5th ed.)*. Boston: Allyn & Bacon.
- Joneja, G. K. (1997). *Occupational Information in Guidance*. New Delhi: NCERT.
- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls.* New Delhi: Vikas publishing house.
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SEMESTER – III
CODE – 308
Paper 3 –Financing Management in Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of the course the students will be able to:

- Identify the issues related to education as an investment in human capital,
- undertake cost-benefit analysis of education and estimation of interval efficiency of education,
- reflect on the role of principal and its relationship with the organisational culture of school,
- reflect on the conflict and stresses in school organisation and techniques of managing these,
- critically analyse the policies of educational finance and its implications of efficiency of the system,
- discuss the linkages of various state, district and local level functionaries.

Course Content

Unit I- Educational Finance : Need, Significance and Principles

- Nature and scope of Educational finance

- Need and Significance of Educational Finance
- Rising Unit Cost and Resource Constraints
- Demand for Education, Supply of Education
- Principles of Educational Financing
- Management of Financing

Unit II-Sources of Finance and Educational Expenditure

- Sources of Finance
    - Govt. Grant- Central, State and Local, Tuition Fees, Endowment Donation and Gifts, Foreign
    - Grant in aid policy in India and state
- Allocation of Resources – economic and social bases for allocation resources in education
- Mobilization of local resources

Unit III- School budget and Expenditure

- School Budgetary and accounting procedure
- Financial Distribution of at different levels of Education – Upper Primary and Secondary level
- Meaning of Educational Expenditure : recurring, non-recurring, direct indirect, development, committed, contingent, admissible, miscellaneous,

Unit IV- Management of Finance

- Monitoring of Expenditure, control and utilization of funds
- Accounting and internal auditing
- Sharing and distribution of financial responsibility
- Problems of educational finance and suggestion for removing problems of educational financing

Unit V- External Auditing and Financial Controlling

- Role and functions of Comptroller and Auditor General of India, AG CG
- District Treasury System.
- Local Fund Auditing

Practicum :

The students may undertake both of the following activities:

- Estimation of institutional cost of a secondary school
- Preparation of a school budget at Hr. Sec. Level

Essential Readings:

- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India.* New Delhi, the European Commission.
- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India.* New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management.* The Indian Publications, India.
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- Robert G. Oweus (1970): *Organizational Behaviour.* Prentice Hall. Inc. Englewood Clifs.
- Rao, V.K.R.V. (1966): *Education and Human Resources Developments.* Delhi, Allied Publishers.
- Vaizeg, J. (1964): *Costs of Education.* London: Allen and Union.
- School Organization and Management by Janardhan Prasad.
- Educational Administration and Organisational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.

Dr. Umesh Chandra Kudeshia : Shiksha Prashasan : Vinod Pustak Mandir, Agra

SEMESTER – III
CODE – 309
Paper 3 – Computer Technology

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course, the students will be able to:

- develop awareness about uses of computer technology in Educational Research,
- develop understanding about the various aspects of data analysis software,
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups,
- understand the process of locating the research studies carried in the Internet and using of online journals and online books,
- make them understand the use of professional forums and professional associations.

Course Content

Unit I- ICT In report writing and documentation

- Use of Word processors in preparing a report.
- Various formats of a research report.
- International standards for writing, citing and reporting in research.
- Editing text – track change mode. Merging documents.

Unit II-Data analysis by using database software-1

- Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
- Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
- Creating graphs and charts. Creating a table by using wizard,
- Creating Quarries and Using Quarries, Data filtering in Access by using quarries.

Unit III-ICT Applications in Education 1: Word, Data and Image Processing

- Databases: Common features of databases, their functions and use; Development, management and output of a database; Databases in educational contexts.
- Presentations: Common features of presentations, their functions and use; Using presentations in the classroom.

Unit IV- ICT Applications in Education 2: Multimedia and Web content

- Academic and Research content on the web: Online journals and abstraction services;
- Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

Unit V- Web Resources for research

- Online books, journals, dissertations, thesis, online conferences related to research, web casting, online surveys of educational research.

Practicum:

The students may undertake any two of the following activities:

• Critical analysis of database software including open source.
• Critical analysis of a computer based research report.
• Critical analysis of the different research reports based on data analysis and interpretation.
• Preparation and presentation of slides for teaching any topic at the school level.

Essential Reading

• Gupta Vikas, Comdex Computer Course Kit, Dream Tech publications, New Delhi (2001).
• Hillma David, Multimedia Technology of Applications.
• Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.
• Norton Peter (2000), Introduction to Computers, Tata McGraw Hill Publications, New Delhi.
• Schwatz & Schultz (2000).Office 2000, BPB publications, New Delhi.
• Sinha P K (1992).Computer Fundamentals, BPB Publication, New Delhi.
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Vanghan Tay, Multimedia – Making it work.

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SEMESTER – IV
CODE - 401
Paper 1 – Curriculum Development

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course the students will be able to –

- Describe various modes and issues of curriculum development
- Explain various considerations for curriculum development

- Describe various guiding principles for selection and organization of learning experiences
- Understand curriculum design and its process of construction
- Understand various issues, trends and research in the area of curriculum development.

Course Content

Unit – 1 Concept of Curriculum Development

- Meaning and concept of curriculum and its types
- Curriculum Planning and its levels
- Foundation of Curriculum : Philosophical, Psychological and Sociological
- Components of Curriculum : Objectives, content, learning experiences and evaluation system
- Development as a continuous cyclic process

Unit – II Models of Curricular Development

- Need assessment model
- Vocational Training Model
- School Education Curriculum with reference to NCF 2005
- Teacher Education Curriculum NCF TE 2009
- Approaches of Curriculum development – Subject Centered, Learner Centered, Activity centered, Core curriculum

Unit – III Perspectives of Curriculum Development

- Content driven curriculum
- Objective driven curriculum
- Process driven curriculum
- Condensed, Integrated and
- Hidden Curriculum

Unit – V Issues in Curriculum Development

- Centralized and decentralized curriculum
- Problem of curriculum load, Recommendations of Prof. Yashpal Committee
- State and National level bodies responsible curriculum development
- Who should participate in curriculum development
- Diversity among teachers in their competency.

Unit – V Curriculum Evaluation

- Curriculum evaluation – concept
- Importance of curriculum evaluation
- Tools and techniques of curriculum evaluation
- Issues In curriculum evaluation

Practicum

1. Critical appraisal/analysis of existing syllabi and textbook developed by various agencies at national, state and local level in the light of NCF 2005
2. Students will observe and identify various methods, media used in transaction of curriculum for various school subjects.
3. Marinating of reflective diary on school observation

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SEMESTER – IV
CODE – 406
Paper 2 – Pedagogy of Mathematics Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course students will be able to:

- appreciate the abstract nature of mathematics
- distinguish between the roles of Pure and Applied Mathematics
- develop the understanding of using constructivist approach in Mathematics
- develop the skill of using various methods of teaching Mathematics
- develop problem solving skills
- highlight the significance of Mathematics Laboratory
- develop an awareness towards the inner structure of Mathematics
- develop the skills required for Action Research in Mathematics

Course Content

Unit I- Nature, Development and Significance of Mathematics

- Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematics.
- Mathematization of issues ; Aesthetic aspect of Mathematics

Unit II- Objectives and Strategies of Teaching-Learning Mathematics

- Aims and Objectives of teaching Mathematics at various levels of school mathematics;
- Instructional objectives in teaching mathematics; constructivist approach in teaching of Mathematics;
- Methods of teaching Mathematics- Inductive and Deductive methods, Analytic and Synthetic methods;
- Competence based approach to teaching mathematics;

Unit III- Informal Approach in Mathematics

- Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and Computer based instructions; Use and preparation of teaching aids; Thought provoking activities;
- Mathematics Laboratory and Mathematics Club

Unit IV- Structure of Mathematics

- Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems etc.;
- Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction; Role of Examples, Counter Examples and Non-examples in Mathematics;

Unit V- Evaluation in Mathematics

- Concept of Evaluation in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic);
- Role of Evaluation in Teaching- Learning process; Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures;
- Types of Test items in Mathematics such as Long answer type, Short answer type, Very Short answer type and objective type; Planning and construction of these items and precautions while constructing test items; Action Research in Mathematics.

PRACTICUM:

The students may undertake any two of the following activities:

- Assignment on construction of Test items
- Analysis of famous quotations on Mathematics
- Conduct a Class Group puzzles activity and report
- Action Research in Mathematics

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SEMESTER – IV
CODE – 407
Paper 2 – Pedagogy of Language Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of the course students will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand about the psychology of language learning
- examine the pedagogy of language learning and language teaching.
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language, examine various areas of research in language education
- survey various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- identify and reflect on factors which shape language planning and policy

Course Content

Unit I- Language Learning

- Language acquisition: Factors affecting language learning and language acquisitions
- An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning of languages and its use. Current research findings from the perspective of professionals of the first and second language and other languages. Differences in objectives, instructional materials, evaluation, etc. in the first, second and other languages; Factors affecting the teaching of L.2 and L.3.

Unit II – Language Curriculum and Language Skills

- Developing the language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques and evaluation techniques.
- Issues in curriculum development of multi lingual context in India
- Developing basic language skills and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary

- Techniques for teaching grammar, reading comprehension, written expression

Unit III-- Preparation of Language Teachers

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction
- Language Learning Technology: Current language learning technology for language learning, teaching, testing and research

Unit IV-Teaching Language and Teaching Literature in the Context of L.1 and L.2

- Differences in their nature, content and emphasis; interrelationships
- Techniques for fostering and developing creativity in language
- Advanced techniques of teaching and evaluation

Unit V- Contextual Problems

- Multilingual context of India and global languages.
- Constitutional provisions regarding language and education and their impact
- Reservation of minority and heritage languages.
- Medium of instruction – controversy, recommendations in NPE 1986, 1992, and NCF 2005.

PRACTICUM :

The students may undertake any two of the following activities:

- Discourse Analysis: Text analysis with respect to various discourses
- Classroom discourse and analysis of language in professional sittings
- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Comparison with writings in English.
- Identification of minority languages in Chhattisgarh; government plans and policies for their preservation and development.

References

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SEMESTER – IV
CODE - 408
Paper 2 – Pedagogy of Science

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

On completion of this course, the students will be able to:

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- understand the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- understand the Constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with new, innovative trends in assessment;
- analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content

Unit I - Nature of Science

- What is Science? Evolution of science as a discipline. Science as a dynamic expanding body of knowledge; Development of scientific knowledge; Scientific method and Scientific Explanation.
- Science and Technology, complementarities between Science and Technology; Science and Mathematics and their complementarities, role of Mathematics in Science.
- Common misconceptions of pupils about the nature of science; Characteristics of different disciplines of science, their interrelationship and integration.

Unit II -Curriculum Trends in Science Education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level; a brief history of Science Education. Criteria of validity of science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.
- Curriculum at different stages. Lessons from Curricular Innovations and interventions in India.
- Instructional materials including textbook: contextualisation, criteria and concerns including all stakeholders in their development.
- Co-curricular activities and their role in Science Education, integrating co-curricular activities with science education.

Unit III- Approaches to Science Learning

- Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- Constructivist paradigm and its implications for Science learning; the learning cycle.
- Different types of constructivist approaches to science learning: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive method, project based learning, planning different types of projects, cooperative and collaborative learning, activity based learning, role of experiments in science, development of laboratory design, planning and organisation of laboratory work, reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiment, ICT based science education.
- Metacognitive Strategies- giving space to pupils to think, organizing their knowledge and expressing teacher as a reflective practitioner.

Unit IV-Assessment in Science Education

- Role of assessment in Science Teaching and Learning. Formative and Summative. Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences performance based assessment of Projects models, activities and investigative skills, reporting students achievement by comparing students prior and current learning achievement and relevant feedback to students.
- Assessment of affective measures in Science: use of tools and techniques such as observation, assessment of laboratory skills and procedural knowledge, attitude scales, interest inventories and interviews.

Unit V- Contemporary Issues in Science Education

- Equity and Access to Science Education.
- Science, Technology, and Society: Critical appraisal of their interface.
- Scientific and Technological Literacy.
- Science education in the context of developing countries.
- Critical pedagogy and its integration in the science classroom.
- Communication skills in science.
- Ethical aspects of science.
- Innovations and Creativity in Science.

PRACTICUM:

The students may undertake any two of the following activities:

- Visit to science centre/science museum and presenting the report.
- Role of the classroom teacher in curriculum development projects, focusing an educational change processes, procedures and product evaluation.
- Development of an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.

- An action plan for adopting a multisensory approach to teach science to students with special needs;
- Contribution of women to science and their implications to women empowerment;

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SEMESTER – IV
CODE – 409
Paper 2 – Pedagogy of Social Sciences Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

- Develop an understanding of the meaning, nature, scope of social sciences and social science education
- Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate techniques of curriculum transaction
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching social sciences and undertake evaluation

Course Content

Unit I – Conceptualisation of Social Science Education

- Concept, nature, and scope of social sciences: social science or social sciences? prevailing approaches and the status attached to the social sciences;
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of education
- Research perspectives in social sciences

Unit II – Aspects of Social Science Curriculum

- Approaches to planning, formulation and organisation of social science curriculum; social science curriculum at various stages of education;
- Development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;
- Undertaking research activities in social science – identification of issues and methods.

Unit III – Approaches to Pedagogy of Social Science

- Critical appreciation of approaches to teaching social sciences – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- Critical appreciation of various teaching learning strategies viz., lecture method, project method, problem solving, role-play, dramatization, field visits and case studies;
- Critical appreciation of various learning strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

Unit IV- Media, Materials and Resources for Teaching and Learning

- Effective use of print media and audio visual materials for social science; integration of ICT (Information and Communication Technologies) in teaching-learning process of social science; development of teaching learning materials; workbook; activity book and self-instruction materials.
- Effective utilization of resources for teaching; textbook and supplementary materials; literature and biographies, environment and community resources; low cost improvised teaching aids.

Unit V – Evaluation in Social Science

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnostic test and remediation; Assessment tools; paper and pencil tests; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

Practicum

The students may undertake any two of the following activities:

- Assignment / term paper on selected themes from the course and presentation
- Preparation and teaching two lessons using integrated approach
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Application of specific methods of teaching and learning during field experience
- Development of questions and achievement tests in social science subjects
- Organising goal oriented activities like quiz, mock-parliament, field trip, exhibitions and any other co-curricular activities in schools
- Analysis of a social science textbook

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Internship Programme

The internship has been conceptualised in two parts or 3 credits each. First part involves a compulsory attachment with a teacher education institution during the summer. The second part involves interning at/associating with a field site relevant to the area of specialisation.

Both these internships will be organised for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. Such partnerships (with mutual interests of both the partners) on the one hand reduce the need for logistical arrangements every year, on the other they also facilitate structure and consistency in internship and a scope of reviewing and improving it for every academic cycle.

The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done.

A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that

the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students.

Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

3. Self-development workshops (1 credit):

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

SEMESTER - IV
CODE – 410 (Core Paper 3)
Paper 3 – Perspectives, Research and Issues in Teacher Education

Maximum Marks 100	Credits 4
Internal Marks 25	Internal Credits 1
External Marks 75	External Credits 3

Objectives

The broad objectives of the teacher education component would be:

- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.

Unit I: Perspectives and Policy on Teacher Education

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education – a review

Unit II : Agencies of Teacher Education

- Different organisations and agencies involved in teacher education – their roles, functions and networking
- In-service teacher education under SSA and RMSA

- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes

Unit III: Structure and Management of Teacher Education

- Structure of teacher education system in India – its merits and limitations
- Universalisation of Secondary Education and its implications for teacher education at the secondary level
- Preparing teachers for different contexts of school education – structural and
- substantive arrangements in the TE programmes
- Vertical mobility of a school teacher - avenues
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

Unit IV: Research in Teacher Education

- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

Unit V: Problems and Issues in Teacher Education

- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the senior secondary level,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

Practicum

- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
- Analysis of Functioning of DIETS
- Review of Reflection Diaries of B.Ed. Scholars
- A review of a research article in teacher education and write implications for practitioner.

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