

STELLA MATUTINA COLLEGE OF EDUCATION

(AUTONOMOUS)

Degree of Master of Education [M.Ed.]

[SEMESTER SCHEME]

Regulations with effect from the academic year 2025 - 2026

1. Duration of the Course and Medium of Instruction

The duration of study for M.Ed., Course is two academic years comprising of four semesters. This consists of 400 working days exclusive of admission and examination with a minimum of six hours per day. The 400 instructional days (100 for each semester) will include field internship and school-community based activities. English and Tamil shall be the medium of instruction.

2. Eligibility for Admission to Examination

A candidate shall be eligible to appear for the M.Ed., degree examination only if she forwards her application for Examination with the satisfactory evidence of having qualified herself for a degree. The candidate should have put in not less than 85 percent of attendance and should have satisfactorily completed all the course requirements as given in the syllabus. Student teachers may opt either English or Tamil Medium to write their theory examinations.

SEMESTER – I

Perspective Course

History and Political of Economics

Philosophy of Education

Research in Education

Perspectives in Teacher Education

Value Added Course

Publication and Research Ethics

Self Study Course

Invigorating Educators

SEMESTER II

Perspective Course

Psychology of Learning and Development

Sociology of Education

Advanced Educational Research and Statistics

Curriculum Design and Development

Value Added Course

Online Course – SWAYAM

SEMESTER III

Perspective Course

Comparative Education
 Data Analytics in Education
 Structure and Status of Secondary Education

Thematic Specialization (Any one)

Education for Ecological Sensitivity
 Stress Management and Assertiveness Training

SEMESTER IV

Perspective Course

Educational Management
 Special and Inclusive Education
 Instructional Technology

Thematic Specialization (Any one)

Guidance and Counselling
 Positive Psychology

Credit Based Semester System

The College has introduced credit-based (semester) system from the academic year 2005-2006 which includes both theory and practicals. Credits for theory is 54, for practical is 30 and value-added course is 4.

SCHEME OF EXAMINATION

S.No.	Subject	Semester	Credits	Internal Marks	External Marks	Total	Subject Code
SEMESTER I							
Perspective Course							
1	History and Political Economy of Education	I	4	40	60	100	M251CHPE
2	Philosophy of Education	I	4	40	60	100	M251CPEN
3	Research in Education	I	4	40	60	100	M251CREN
4	Perspectives in Teacher Education	I	4	40	60	100	M251CPTE
Value Added Course							
5	Publication and Research Ethics	I	2	-	-	-	M251VPRE

	Self Study Course						
6	Invigorating Educators	I	2	-	-	-	M251SIGE
	SEMESTER II						
	Perspective Course						
7	Psychology of Learning and Development	II	4	40	60	100	M252CPLD
8	Sociology of Education	II	4	40	60	100	M252CSEN
9	Advanced Educational Research and Statistics	II	4	40	60	100	M252CAER
10	Curriculum Design and Development	II	4	40	60	100	M252CCDD
	Value Added Course						
11	Online Course (SWAYAM/MOOC)	III	2	-	-	-	M252VOCE
	SEMESTER III						
	Perspective Course						
12	Comparative Education	III	4	40	60	100	M253CCEN
13	Data Analytics in Education	III	4	40	60	100	M253CDAE
14	Structure and Status of Secondary Education	III	4	40	60	100	M253CSSS
	Thematic Specialization (Any One)						
15	Education for Ecological Sensitivity	III	4	40	60	100	M253OEES
16	Stress Management and Assertiveness Training						M253OSMT
	SEMESTER IV						
	Perspective Course						
17	Educational Management	IV	4	40	60	100	M254CEMT
18	Special and Inclusive Education	IV	4	40	60	100	M254CSIE
19	Instructional Technology	IV	4	40	60	100	M254CIST
	Thematic Specialization (Any One)						
20	Guidance and Counseling	IV	4	40	60	100	M254OGAC
21	Positive Psychology						M254OPPY
	Total		70			1600	

PRACTICAL COMPONENTS - CREDITS AND MARKS

Components	Credits	Marks
Scholastic Activities		
Field Internship in Teacher Education Institution	4	75
Field Internship in Secondary School	4	75
Co-Scholastic Activities		
Institutional Visit	4	75
Research		
Research Proposal	2	50
Development of Research Tool	2	50
Journal Writing	2	50
Hands on Training	2	50
Synopsis Writing	2	50
Dissertation	8	150
TOTAL	30	625

Practical Examination				
Components	Total Credits	Internal Marks	External Marks	Total
Scholastic Activities	8	150	10	160
Co-Scholastic Activities	4	75	5	80
Research	10	250	10	260
Dissertation	6	150	-	150
Viva-Voce	2	-	50	50
Total	30	625	75	700

M.Ed - Internal Test (CIA) - 30 Marks

Type	Type of Question	No. of Questions	Marks	Total
Part A	Objective Questions	5	5X1	5
Part B	Short Answer Type (Two out of Three)	2	2X5	10
Part C	Essay Type (Internal Choice)	1	1X15	15
Total Marks				30

M.Ed - Model and Semester Examination - 100 Marks

Type	Type of Question	No. of Questions	Marks	Total
Part A	Objective Questions	10	10X1	10
Part B	Short Answer Type (Five out of Eight)	5	5X8	40
Part C	Essay Type (Internal Choice)	2	2X15	30
Part D	Compulsory K6 Level Question	1	1 X 20	20
Total Marks				100

PRACTICAL EXAMINATION BY BOARD OF EXAMINERS

The Board of Examiners comprising of a chairman and 5 members (Selected from the panel of examiners approved by the Academic Council) will examine the Dissertation, Scholastic activities, Research related activities and Co-Scholastic activities.

PASSING MINIMUM

Every candidate should appear for all the papers in the written and the practical examinations in the first attempt. A candidate shall be awarded the M.Ed., degree only if she has passed both the practical examination and the written examinations. A candidate who fails in one or more papers in which she fails. A candidate who fails in the practical examination and passes in the written examination shall be deemed to have failed in the practical examination only and shall be allowed to appear again for the same.

A candidate shall be declared to have passed the written examination in each subject if she secures not less than 50% in both continuous internal assessment and in the external examination.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate failing to obtain the prescribed minimum in any subject may be permitted to repeat the Examination in that particular subject only, in the subsequent Examination.

The successful candidates are classified as follows:

Distinction – 75 percentage and above

First Class – 60 – 74 percentage

Second Class – 50 – 59 percentage

The marksheet issued at the end of each semester will contain all the details of the course which includes the title of the programme, the courses, the credits associated with each course, the marks secured and the grade secured by the candidate. A consolidated mark list and completion of the course will contain the above details and grade point average.

CURRICULUM FRAMEWORK

M.Ed.

Academic Year

2025-2026

SEMESTER - I

**HISTORY AND POLITICAL ECONOMY OF EDUCATION
M251CHPE**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) realize the need and importance of the history of Education
- ii) appreciate the relationship between education and political system
- iii) acquire information on the role of education in economic development
- iv) analyse the challenges before education due to globalization
- v) gain exposure regarding the social process in education.

UNIT I: History of the Education System in India [12 hrs]

History of Education: Need and Importance – Education in Ancient and Medieval Period in India - Indian Educational System: Nature, Merits and Demerits – Committees and Commissions contributing to Teacher Education: Secondary Education Commission (1953), Kothari Education Commission (1864-66), National Policy of Education (1986), National Curriculum Framework (2005), National Knowledge Commission (2007), National Curriculum Framework for Teacher Education (2009) and National Education Policy (2020)

UNIT II: Political Ideologies and Education [12 hrs]

Perspectives of Politics of Education: Liberal, Conservative and Critical – Approaches to Understanding Politics: Theory of System Analysis and Theory of Rational Choice – Education for Political Development and Political Socialisation - Education in relation to National Integration and International Understanding – Democracy: Democratic Values and Features of Democratic Education.

UNIT III: Economics of Education [12 hrs]

Education as Investment, Consumption and Welfare Activity - Educational Finance: Concept, Micro and Macro Levels - Concept of Budgeting - Concepts of Physical Capital, Human Capital and Human Resources and their Distinctive Features.

UNIT IV: Sociology of Education [12 hrs]

Approaches to Sociology in Education: Symbolic Interaction, Structural Functionalism and Conflict theory - Process of Socialization - Social Stratification and Education - Social Mobility and Education - Education for Women – Education and Culture, Religion and Gender.

UNIT V: Globalization and Education [12 hrs]

Nature of Globalization: Social, Economic, Cultural and Political - GATT and WTO - Globalisation and Challenges in Education at Different Levels - Development and Education - Restructuring Education at different Levels due to Globalisation - Impact of Globalisation on Knowledge, Skill and Attitude.

Tasks and Assignments

- Trace the historical hallmarks of Indian education till date with its salient features
- Write an assignment about the role of education as investment
- Submit a report on the National education Policy 2020

- Discuss on the means of implementation of Democratic values among children
- Prepare an assignment on the major contribution of GATT & WTO

Text Books

Aggarwal, J.C. (2004). Development of Education System in India. Shipra Publishers. Aggarwal, J.C. (2004). Modern Indian Education. Shipra Publishers.

Banerjee, J.P. (1979). Education in India: Past, Present, Future. Gupta And Co.

Chandra, S.S., Rawat, V.S., & Singh, R.P. (2008). Indian Education Development: Problems, Issues and Trends. R.Lall Book Depot.

Sharma, R. L. (2006). Comprehensive History of Modern Education. Cyber Tech Publications.

Sharma,S. (2005). History and Development of Higher Education in Free India. ABD Publications

References

Akinyemi,S. (2013). The Economics of Education. Strategic Book Publishing Agency

Ghosh,S.C. (2013). History of Education in Modern India. Orient Blackswan Publishers

Kumar,M., & Rekha, N. (2020). History and Political Economy of Education. Saankalp Publications

Sharma,R.N&Sharma,R.K. (2021). History of Education in India. Atlantic Publishers

Web Resources

Ancient Education system in India

<https://bit.ly/3JDEmwm>

Kothari Education Commission

<https://bit.ly/3FRLK50>

Social Stratification and Education

<https://bit.ly/3mTrzTn>

**PHILOSOPHY OF EDUCATION
M251CPEN**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) recognize the basic concepts of Philosophy of Education and to relate education with philosophy
- ii) realize the perspectives of the eastern schools of philosophy
- iii) analyse the different perspectives of the western schools of philosophy
- iv) appreciate the contribution made to education by eastern and western thinkers
- v) acquaint with the knowledge of the contemporary schools of philosophy.

UNIT I: Introduction to Philosophy of Education [12 hrs]

Philosophy: Concept, Scope, Nature - Branches of Philosophy: Metaphysics, Epistemology, Axiology - Education: Meaning, Definition and Nature-Relationship between Philosophy and Education - Need and Importance of Philosophy of Education - Scope and Functions of Philosophy of Education - Significance of Philosophy of Education with respect to different aspects such as Aims, Methods, Curriculum, Discipline and the Role of the Teacher.

UNIT II: Perspectives of Indian Philosophy of Education [12 hrs]

Indian Schools of Philosophy: Heterodox, Charvaka, Buddhism, Jainism, Orthodox - Samkhya, Vedanta and their Educational Implications - Islamic Philosophy of Education and its Educational Implications - Christian Philosophy of Education and its Educational Implications.

UNIT III: Perspectives of Western Philosophy of Education [11 hrs]

Idealism, Naturalism, Pragmatism, Realism and their Educational Implications with special reference to the Concept of Knowledge, Reality, Values and their Educational Implications with respect to Aims, Methods, Curriculum, Discipline and the Role of the Teacher.

UNIT IV: Contribution of Indian and Western Thinkers to Education [12 hrs]

Western Philosophers: Socrates, Plato, Aristotle, St. Thomas Aquinas, St. Augustine, John Dewey, Maria Montessori, Froebel, Ivan Illich, Paulo Freire, Wollstonecraft and Nel Noddings- Indian Philosophers: Gandhi, Tagore, Sri Aurobindo, Vivekananda, and Savitribai Phule and Dr. Radhakrishnan.

UNIT V: Contemporary Schools of Philosophy [13 hrs]

Logical Positivism, Humanism, Existentialism, Dialectical Materialism, Essentialism, Eclecticism, Feminism and their Educational Implications with respect to Aims, Methods, Curriculum, Discipline and the Role of the Teacher.

Tasks and Assignments

- Write an assignment on the Need and Importance of Philosophy of Education.
- Have a group discussion on the importance of Indian Philosophical thought of education.
- Prepare an album on Indian and Western Philosophers with their key educational objectives.

- Why do you think the Westerners have a deep respect for the Eastern Philosophical thought? Prepare a report.
- Submit an assignment on your personal experience of how Philosophical thoughts and knowledge shaped you as an individual with values and ethics.

Text Books

Sharma, R. (2004). Text Book of Educational Philosophy. Kanishka Publisher
Dash, B.N. (2005). A New Approach to Teacher and Education in the Emerging Indian Society
Mittal, M.L. (2005). Education in Emerging Indian Society. International Publishing House
Mishra, M. (2007). Philosophical and Sociological Foundation of Education. Alpha Publication
Sharma, Ramnath, (2000). Textbook of Educational Philosophy, Kanishka Publishers and Distributors.

References

Banarjee, A.C. (2007). Philosophical and Sociological Foundation of Education. Independent Publishing Company.
Habib, S. (2008). Philosophy of Education. Independent Publishing Company.
Vijaya, K. K. (2004). Education Theory and Practice. Anmol Publication.
Mirunalini, T. (2008). Philosophical Foundation of Education. Neelkamal Publication.
Nath, P. (1970). The Bases of Education. S.Chand Company.
Radhakrishnan, S. (2004). History of Philosophy-Eastern and Western (Vol.II).
Sachdeva, M.S. (2002). Philosophical and Sociological Bases of Education. Bharat Publications.
Seethuraman. (1989). Philosophies to Teacher and Education in Emerging Indian Society. Ashish Publishing House.
Singh, B. (2004). Modern Educational Theory and Practice. Anmol Practice.
Singh, Y.K. (2006). Philosophical Foundation of Education. APH Publishing Company.
Venkataish, S. (2004). Restructuring of Teacher's Work. Anmol Publishing.
Sharma, Ramnath, (2000). Textbook of Educational Philosophy, Kanishka Publishers and Distributors.
Sindu. (2005). Philosophical and Historical Basis of Education, International Publishing House.
Shrivatsava, K.K. (2003). Philosophical Foundation of Education. Kanishka Publishers.

Web Resources

Meaning of Philosophy & Education.
<https://bit.ly/31znsxg>
Idealism, Naturalism, Realism and Pragmatism.
<https://bit.ly/3y3hdvl>
Philosophical Basis of Education.
<https://bit.ly/3y3hdvl>
Schools of Indian Philosophy.
<https://bit.ly/3onzxdj>

**RESEARCH IN EDUCATION
M251CREN**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i describe the nature, purpose, scope, areas and types of research in education
- ii identify the importance of literature review and sources of review of related literature
- iii explain the research problems, formulate the hypotheses and sampling strategies
- iv explore the research methods in education
- v apprehend the appropriate tools for research in education

UNIT I: Research in Education: Conceptual Issues [10 hrs]

Concept and Scope of Educational Research, Scientific Method Concept, Steps, Characteristics (Replicability, Precision, Falsifiability and Parsimony) and Types (Exploratory, Explanatory and Descriptive) - Types of Research: Basic, Applied and Action - Variables: Meaning and Concepts of Variables, Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator - Problems Faced in Educational Research - Qualities of a Researcher.

UNIT II: Review of Related Literature [12 hrs]

Literature Review: Meaning, Definition, Importance and Purposes of Literature Review - Types of Literature Review - Sources of Review of Literature: Primary and Secondary Sources- Organizing Review of Literature -Steps in Conducting Review of Literature - Role of Literature in Research Project.

UNIT III: Major Steps in Research [16 hrs]

Formulation of Research Problem: Defining a Research Problem - Selection of the Problem- Sources of the Research Problem - Criterion for selecting a Problem - Statement of the Problem-Research Questions in Qualitative and Quantitative Research - Delimitations of the Problem - Framing of Hypotheses: Hypotheses: Concept, Sources, Types (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a Good Hypothesis, Testing of Hypotheses - Sampling: Concept, Nature, and Importance - Different Types of Sampling Techniques: Probability and Non-probability - Sampling Design - Preparation of Research Proposal: Framework of the Research Proposal and Strategies for Writing the Research Proposal.

UNIT IV: Research Methods [12 hrs]

Quantitative Research: Normative Survey, Descriptive Research and Correlation Research- Developmental Research: Cross-Sectional Research, Longitudinal Research, Trend Analysis - Qualitative Research: Concept, Steps and Characteristics - Case Studies- Historical Research: Significance and Steps - External and Internal Criticism of the Source- Content Analysis and Ethnography.

UNIT V: Selection of Tools [10 hrs]

Criteria for Selection of Tools- Factors Related to the Construction of Tools - Tool of Different Types: Questionnaires, Rating Scales, Interview, Projective Techniques and Observation-

Attitude Scale- Types of Attitude Scale: Thurstone Techniques and Likert Method, Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio).

Tasks and Assignments

- Write conceptual framework for one selected variable.
- State five research topics based on review of literature.
- Prepare a research proposal for a selected research topic.
- Write about the qualitative and quantitative researches with examples.
- Develop a suitable tool for one selected variable.

Text Books

Aggarwal, Y. P. (2004). The Science of Educational Research. Oscar Publications.
Best, J. W., & Kahn, J.V. (2012). Research in Education. (10th Ed.). Prentice Hall Of India.
Clifton, F. C., & Ronald, C. S. (2011). Research in Education. SAGE Publication India.

References

Cohen, L., Manion, L., &Marrison, K. (2013). Research Methods in Education (7th Ed.). Replika Press.
Kumar,A. (2010). Research Methodology of Education. Alfa Publications.
Mohan, R. (2013). Research Methods in Education. Neelkamal Publication.
Nagarajan. (2009). Research Methodology in Education. Ram Publishers.
Pamela, J.A.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publication.
Parkash, R. (2009). Encyclopaedia of Educational Research (Vol. I). Offset Printers.
Pathak, R. P. (2008). Methodology of Educational Research. Atlantic Publishers.
Perry, & Bellamy, C. (2012). Principles of Methodology Research Design in Social Science. Sage Publications.
Suter,N.W. (2012). Introduction to Educational Research: A Critical Thinking Approach (2nd Ed.). Sage Publications.
Wright, R.J. (2014). Research Methods of Counselling. Sage Publications.

Web Resources

Problems Faced in Educational Research
<https://bit.ly/3zguB2B>
Variables in Educational Research.
<https://bit.ly/3HwhrBg>
Sampling and Hypothesis Testing.
<https://bit.ly/3qEyfzh>
Format of Research Proposal
<https://bit.ly/3eGYek3>
Qualitative and Quantitative Research Methods
<https://bit.ly/32LHcyO>

**PERSPECTIVES IN TEACHER EDUCATION
M251CPTE**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) comprehend the perspective, structure and components of teacher education
- ii) apply and analyse the education policies and its implications the real class room
- iii) appreciate, analyse and evaluate the diversity and concerns of equity in higher education
- iv) examine the significance of global consciousness and perspective of education
- v) identify the various agencies and appropriately providing references while drafting academic writings.

UNIT I: Teacher Education: Perspective, Structure and Components [10 hrs]

Teacher Education: Concept, Nature, Objectives and Scope - Development of Teacher Education in Modern India: Pre-independence and Post-independence Period - The Hartog Committee (1928-29) – Abott Wood Report (1937) - Wood Report (1937)-The Sergeant Report (1944) - New Experiments in Education and its Implications - Life Skills-Inclusive Education and e-learning - The Structure of Teacher Education: NCERT and NCTE.

UNIT II: Agencies and Commissions of Teacher Education-Role and Functions [12 hrs]

National Agencies of Teacher Education: UGC, NCERT, NCTE, NUEPA, NAAC - National Curriculum Frame Work for Teacher Education (NCFTE) – SCERT - State Level Agencies: State Board of Teacher Education (SBTE) and Functions - University Departments of Teacher Education, (UDTE) - Commissions and Policies: The Universities Commission (1902), Radhakrishnan Commission (1948), Mudhaliar Commission (1952), Kothari Commission (1964 -1966), National Policy of Education: 1968, 1986, and 2020.

UNIT III: Equity, Diversity and Inclusion in Higher Education [14 hrs]

Concepts of Equity – 360 Degree Student Equity Audit - Building Academic Confidence through Pre-College Programs – Redesign Curricular Pathways to Support Student Success – Mentoring – Concept of Diversity and Inclusion: Learning for All - Provisions for Socio-Economically Disadvantaged Groups (SEDGs) - Gender Identities: Female and Transgender - Geographical Identities: Rural, Urban, Suburban, Towns, and Aspirational Districts - Disabilities: Learning Disabilities, Socio-Economic Conditions, Migrant Communities, Low Income Households, Children in Vulnerable Situations, Victims of Children of Trafficking.

UNIT IV: Education for Developing Global Consciousness and Perspective [12 hrs]

From Teaching Globalization to Nurturing Global Consciousness - Understanding Cultural Patterns: Mind, Brain, and Education in the Era of Globalization – Globalization and Education: Challenges, Immigrant Students in a Globalized World – Human Rights – Education for world Peace.

UNIT V: Applications of Multimedia and Web Content in Education [12 hrs]

Multimedia Content – Critical Analysis of Multimedia Content - Educational Implications of Media Use and Interaction – Website Educational Content: Search, Locate and Maintain Lists of Educational Web Sites - Critically Examine the Content of Websites - Using the Web as A

Teaching Learning Resource - Academic and Research Content on The Web: Online Journals and Abstract Services - Online Learning: Online Courses and Learning Management Systems- Communication Through the Web: Audio and Video Applications on The Internet, Interpersonal Communication Through the E-Mail, Web Forums and Chatting Group.

Tasks and Assignments

- Submit an assignment on the progress of teacher education during pre-independent and post independent periods in India.
- Submit a record on the significance of the National Policy of Education of 1968, 1986 and 2020.
- Conduct a debate on Equity in higher education.
- Conduct an interview among the student teachers on the awareness of global consciousness.
- Make a visit to a library outside the college and write a report on your experience.

Text Books

Mohan, R. (2011). Teacher Education. PHI Learning.

Mohanty, J. (2008). Dynamics of Teacher Education. Neelkamal Publications.

Promila, S. (2010). Teacher Education. APH Publishing Corporation.

References

Chaurasia Gulab (2000). Teacher Education and Professional Organizations. Authors Press.

Christopher, C. M., And Yinger, R. J. (1987). Teacher Planning: In Exploring Teachers' Thinking.

James Calderhea. Frank, M. B. (Ed.1996). Teacher Educator's Handbook; Building A Base for Preparation of Teachers. Bass Publishers.

Justin, D., & Maguire, M. (1997). Becoming a teacher: Issues in Secondary Teaching. Open University Press.

Michael, D. J. (1987) The International Encyclopaedia of Teaching and Teacher Education. Oxford, Pergamon Press.

Nizam, E. (1997). Teacher's Education in India. APH Publishing Corporation.

James, C., And Sharrock, S. B. (1997). Understanding Teacher Education: Case Studies in The Professional Development of Beginning Teachers. Falmer Publication.

Kathy, C. (1993). The Place of Story in the Study of Teaching and Teacher Education. Educational Researcher. 22 (1):5-12, 18.

Misra, K.S. (1993). Teachers and their Education Ambala Cantt. The Associated Publishers.

Paul, C. (1998). Systematic Classroom Observation. Taylor and Francis.

Web Resources

<https://Www.Researchgate.Net/Publication/292918884>

www.eltai.in

<http://htmladviser.com/www/aissta.com.html>

www.naac.gov.in/

http://ncte-india.org/ncte_new/

<https://www.nsta.org/>

<http://www.iate.in/>

<http://www.karmayog.org/ngo/iape/upload/197/iape.pdf>

**PUBLICATION AND RESEARCH ETHICS
M251VPRE**

**Hours: 30
Credits: 2**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i gain fundamental knowledge of ethics with respect to research.
- ii acquaint with the concepts of scientific conduct and scientific misconduct.
- iii identify publication misconduct and predatory publications
- iv analyse reference management and style manuals
- v classify the types of plagiarism and acquire ways to avoid plagiarism.

UNIT I: Introduction to Research Ethics [5 hrs]

Research Ethics: Concept, History, Evolution and Objectives – Principles of Research Ethics– Ethics with respect to Science and Research.

UNIT II: Scientific Conduct [6 hrs]

Intellectual Honesty and Research Integrity – Scientific Misconduct: Falsification, Fabrication and Plagiarism - Redundant Publications: Duplicate and Overlapping Publications - Salami Slicing - Selective Reporting and Misrepresentation of Data.

UNIT III: Publication Ethics [7 hrs]

Publication Ethics: Definition, Introduction and Importance - Conflicts of Interest - Publication Misconduct: Definition, Concept, Problems leading to Unethical Behaviour Types - Violation of Publication Ethics, Authorship and Contributor ship - Identification of Publication Misconduct, Complaints and Appeals - Predatory Publishers and Journals.

UNIT IV: Reference Management and Style Manuals [5 hrs]

Introduction to Reference Management – Reference Management using MS Word, Mendeley and Zotero – Style Manuals - History of Style Sheets – Types of Citation Styles – APA Style.

UNIT V: Plagiarism in Research [7 hrs]

Plagiarism: Concept, Types: Global, Verbatim, Paraphrasing, Patchwork and Self - Ways to avoid Plagiarism – Checking for Plagiarism – Plagiarism Checking Tools.

Reference

Gurumani, N. (2010). Scientific thesis writing and Paper Presentation. MJP Publishers

Web Resources

A Guide to Ethical Considerations in Research

<https://bit.ly/3n0wCLz>

Research Integrity and Scientific misconduct

<https://bit.ly/335M9ma>

The Importance of Ethical Conduct in Scientific Research

<https://bit.ly/339taH2>

Publication Ethics

<https://bit.ly/3zwyocf>

Style Manuals and Citation Guides for Scholarly Writing

<https://bit.ly/3JKVAli>

How to avoid Plagiarism in Research Papers?

<https://bit.ly/3zxdgmj>

**INVIGORATING EDUCATORS
M251SIGE**

**Marks: 50
Credits: 2**

Course Objectives

At the end of this course, the prospective teacher educator will be able to

- i) enhance Physical Health for Educators and Integrate Physical Activity into a Busy Teaching Schedule
- ii) plan and Sustain a Balanced Diet for Optimal Well-being
- iii) enrich Mental Health and Emotional Resilience

UNIT I: Physical Health and Fitness for Educators

Physical Health: Definition, Components - Physical demands of teaching and its impact on long-term health - Role of physical health in classroom management - Integrating Physical Activity into a Busy Schedule: Exercise routines, Strategies for staying active - Addressing common challenges: time constraints, fatigue, and lack of motivation - Maintaining Physical Health: Sleep and rest, Sleep quality, Sleep hygiene, Insomnia management

Task: Develop a personalized weekly exercise plan that fits your teaching schedule.

UNIT II: Nutrition, Food-Related Problems and Balanced Diet for Educators

Nutrition Basics: Macronutrients, micronutrients – Relationship with diet, energy levels and cognitive function - Dietary guidelines for daily intake – Vegan diets, gluten free options and dealing with food intolerances - Food Related Problems: Stress eating, Meal skipping and Poor dietary choices, Obesity, Digestive issues and Nutrient deficiencies, Diabetes, Heart disease, and Hypertension - Balanced Diet: Balanced diet plan, Meal preparation, Healthy snacking and Managing portion sizes.

Task: Design a 7-day balanced meal plan tailored to your schedule, including strategies for healthy eating on busy days.

UNIT III: Mental Health and Emotional Well-being for Educators

Mental Health Challenges: Stress, Burnout, and Emotional fatigue - Stress management techniques for Mental Well-being: Mindfulness, Meditation, Relaxation exercises and Time management - Techniques for fostering positive relationships with students and colleagues - Resilience and Emotional Intelligence: Developing resilience to cope with challenges - Strategies for healthy work-life balance to protect mental health.

Task: Write a reflective essay on the importance of mental health for educators and its influence on teaching effectiveness.

References

- Baumgartner, J. J., & Mrazek, A. J. (2019). The role of mindfulness in self-care for early childhood educators. *Journal of Childhood Education, 95*(2), 78-83.
<https://doi.org/10.1080/00094056.2019.1587678>
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

- Gold, E., Smith, A., Hopper, I., Herne, D., Tansey, G., & Hurland, C. (2010). Mindfulness-based stress reduction (MBSR) for primary school teachers. *Journal of Child and Family Studies*, 19(2), 184-189. <https://doi.org/10.1007/s10826-009-9344-0>
- Hinton, E. C., & Deschenes, S. N. (2016). *Wellness and self-care for educators: Practical tools and strategies*. Corwin Press.
- Hoy, W. K., & DiPaola, M. F. (2015). *Health and wellness in teacher education: Enhancing professional development* (2nd ed.). Information Age Publishing.
- Latham, G. P., & Locke, E. A. (2019). *Enhancing teaching effectiveness through physical and mental well-being*. Pearson Education.
- Sauter, S. L., Hurrell, J. J., & Murphy, L. R. (2017). *Prevention of work-related psychological disorders: A guide for teachers*. Taylor & Francis.

SEMESTER - II

**PSYCHOLOGY OF LEARNING AND DEVELOPMENT
M252CPLD**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) appreciate the contribution of various schools of Psychology in Education
- ii) analyse the social, moral and emotional development of learners
- iii) acquaint with the perception process, attention, concept formation and thinking
- iv) comprehend the theories of learning and its utility in the learning activity
- v) examine the theories of personality for understanding the individuals

UNIT I: Nature and Scope of Educational Psychology [13hrs]

Educational Psychology: Nature and Scope of Educational Psychology - Relevance of Educational Psychology in Teaching and Learning Process-Major Schools of Psychology and their Contribution to Education: Structuralism, Functionalism, Behaviourism, Psycho-dynamism, Humanism -Methods of Study in Psychology: Introspection, Experimental, Observation, Survey, Case study and Interview.

UNIT II: Social, Emotional and Moral Development [10 hrs]

Social Development: Development of Self -Concept, Development of Group Consciousness - Factors Influencing Social Development-Erikson's Psychosocial Stages of Development - Emotional Development: Positive and Negative Emotions, Physiology of Emotion-Theories of Emotion: James - Lange Theory, Cannon-Bard Theory, Schachter-Singer Theory - Significance of Emotional Intelligence-Moral Development: Theories of Moral Development: Piaget and Kohlberg.

UNIT III: Cognitive Development [10 hrs]

Perception and Sensation: Perceptual Errors - Gestalt's Theory of Perception - Perception and Learning-Attention : Determinants of Attention, Kinds of Attention, Span of Attention-Automatic Processing: Automaticity and Reading-Memory: Memory Process -Types of Memory-Memory models-Cognitive Development Theory on Concept Formation: Piaget and Bruner-Thinking and Language: Concept of Thinking-Types of Thinking : Reasoning , Critical Thinking, Lateral Thinking-Role of Mental Images in the Thought Process –Meta Cognition – Role of Language in the Thought Process- Factors Affecting Language Development - Development of language: Views of Noam Chomsky and Vygotsky.

UNIT IV: Learning Theories [15hrs]

Nature and Importance of Learning – Factors Influencing Learning-Theories of Learning and its Educational Implications: Pavlov Classical Conditioning-Skinner Operant Conditioning-Gagne's Hierarchy of Learning-Donald Norman's Information Processing - Discovery Theory of Learning-Meaningful learning Theory: Lewin's field theory- Social Learning Theory: Albert Bandura-Constructivism and Learning.

UNIT V: Personality and Adjustment [12 hrs]

Nature and Determinants of Personality - Theories of Personality: Trait Theory, Cattell - Psychoanalytic Theory: Freud - Neo-Psychoanalytic Theories: Carl Jung, Adler, Karen Horney,

Erich Fromm - Humanistic Theory: Carl Rogers, Abraham Maslow - Adjustment and Maladjustment.

Tasks and Assignments

- Conduct a Case Study of adolescent learners with deviant behaviour
- Administration and interpretation of EQ test on school student and give suggestions for improvement
- Prepare a report of fostering on intelligence and cognitive abilities based on current research
- Conduct a Seminar on Learning theories
- Analyse the merits and demerits of the various methods of assessing the personality

Text Books

Chauhan, S.S (2006). Advanced Educational Psychology. Vikas Publishing House.

Nirmala, J. (2012). Psychology of Learning and Human Development. Neelkamal Publications

References

Anderman, E. (2013). Handbook of Educational Psychology. Routledge.

Anderson, J. R. (1985). Cognitive Psychology and its Implications. 2nd Ed. New Freeman.

Crow.L.D .(2008) .Human Development and Learning. Surjeet Publications

Bandura.A.(1977). Social Learning Theory. Prentice Hall.

Bower, G.H. And Hilgard, E.R. (1981). Theories of Learning. Prentice Hall.

Erickson, E.H. (1968). Identity, Youth and Crisis. Norton.

Good, T.L &Brophy, J.E. (1990). Educational Psychology-A Realistic Approach. Longman Publishers.

Hurlock E. B (1995). Development Psychology a Life Span Approach. Tata Mcgrow Hill Publishing

Hunt, R.R. & Ellis, H.C. (2006). Fundamentals of Cognitive Psychology.Tata Mcgraw-Hill Publishing Company.

Kagan, J., & Lang, C. (1978). Psychology and Education: An Introduction. Harcourt Brace Jovanovich.

Skinner, C.E. (Ed) (1974). Educational Psychology. Prentice Hall Of India.

Vygostsky. L. (1986). Thought and Language. MIT Press

Web Resources

Schools of Psychology

<https://bit.ly/3Hwo4nk>

Theories of Emotion

<https://bit.ly/3G8CI9H>

Perception, Attention, Memory and Thinking

<https://bit.ly/3ESFcBV>

Learning Theories

<https://bit.ly/3pPlsLI>

**SOCIOLOGY OF EDUCATION
M252CSEN**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) develop the concept, nature of Educational Sociology
- ii) analyse social stratification, social mobility and their impact on Education
- iii) discuss the relationship between Education and social change
- iv) learns the various multicultural dimensions of education
- v) examine education from different sociological perspectives and theoretical frameworks.

UNIT I: Sociology and Education [13 hrs]

Educational Sociology: Concept, Nature and Scope-Relationship Between Sociology and Education with Special Reference to Aims of Education, Methods and Curriculum- Concept and Nature of Sociology of Education-Difference Between Sociology of Education and Educational Sociology- Social Agencies of Education: Home, School, Community, Religion and State.

UNIT II: Social Stratification and Social Mobility [10 hrs]

Education and Social Stratification -Theories of Social Stratification: Functionalist and Conflict Theory - Social Mobility: Role of Education in Social Mobility - Social organization: Nature and Characteristics - Social groups: Significance, Types and Inter group relationships.

UNIT III: Social Change and Education [10 hrs]

The Individual and Society, Mutual Needs of the Individual and Society, Social change and Education - Constraints of Social Change in India: Education as a Construct of Social change, Meaning of Social Change, Factors Influencing Social Change - Role of Education in Promoting Desired Social Changes - Social Control and Education - Symbolic Interactionism.

UNIT IV: Multi - Cultural Education [15 hrs]

Multi - cultural Education: Concept, Need and Scope, Principles of Teaching and Learning in Multi - Cultural Society - Dimensions of Multicultural Education: Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture - Approaches to Multi Cultural Education: Culturally Different, Human Relation, Single Group Study, Social Reconstructionist-Re-conciliation of Traditional and Technological Culture Role of Education in the Multi - Cultural Context.

UNIT V: Sociological Developmental Perspectives [12 hrs]

Social Theorists: Auguste Comte, Emile Durkheim, Karl Marx, Max Weber- Contemporary - Sociological Perspectives: Conflict Perspectives, Social Action Perspectives - Implications in Education.

Tasks and Assignments

- Conduct a local Community survey on Literacy rate among boys and girls and prepare a report
- Conduct a group discussion on the topic social mobility

- Study the diversities existing in the community and describe the root causes for the same.
- Critically analyse the multicultural background of school going student.
- Prepare an album on any 5 Sociologists and present your views

Text Books

Banarjee, A.C. (2007). Philosophical and Sociological Foundation of Education. Independant Publishing Company.

Coffey, A. (2001) Education and Social Change. Open University Press.

Dash, B.N. (2004). Education and Society. Dominant Publishers and Distributors.

Mishra, M. (2007). Philosophical and Sociological Foundation of Education. Alpha Publication.

Siddiqui, M.H. (2009). Philosophical and Sociological Perspective in Education. APH Publishing Company.

References

Banks, J. (2004). Approaches to Multicultural Curriculum Reform. In J. Banks & C. Banks (Eds.).

Brockeute, B. (1985) Educating for Peace: A Feminist Perspective. Pergamon Press.

Brookover, W.B, And Erickson. E. L. (1973) Sociology of Education Illinois: The Dorsey Press.

Chandra, S.S. (1996) Sociology of Education. Eastern Book House.

Chesler, M. A And Cave, W.M. (1981). Sociology of Education. Macmillan Publishing Co, Inc.

Hallinan, M.T. (Ed) (2000) Handbook of The Sociology of Education. Springer.

Hunt, M.P. (1973) Foundation of Education Social and Cultural Perspectives. Halt, Rinehart and Winston.

Ivor Morrish, (1972). The Sociology of Education: An Introduction. George Allen And Unwin.

Meighan, R.A (1986) .Sociology of Education. Cassell Education.

Sachdeva, M.S. (2002). Philosophical and Sociological Bases of Education. Bharat Publications

Siddiqui, M.H. (2009). Philosophical and Sociological Perspective in Education. APH Publishing Company.

Singh, Y. K. (2009). Sociological Foundation of Education. A.P.H Publishing Corporation.

Talwar, M.S & Banakanal. V.A. (2009). Philosophical and Sociological Perspectives in Education. Centrum Press.

Web Resources

Sociology and Education

<https://bit.ly/3eNVlsp>

Social Stratification and Social Mobility

<https://bit.ly/3JEVfgU>

Social Change and Education

<https://bit.ly/3JEy6VI>

Multi - Cultural Education

<https://bit.ly/34oCqrP>

Social Theorists

<https://bit.ly/3zLEBYm>

**ADVANCED EDUCATIONAL RESEARCH AND STATISTICS
M252CAER**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) understand Experimental Research designs and its types
- ii) get familiarized with qualitative and quantitative research designs
- iii) understand the concepts behind inferential statistical analysis
- iv) differentiate parametric and non-parametric tests
- v) develop competencies in preparing a research report.

UNIT I: Experimental Research Designs [12 hrs]

Experimental Research: Need, Significance, Nature and Steps-Validity: Internal and External, Use and Limitations - Different Types of Experimental Designs: Pre- Experimental, Quasi-Experimental Designs, True Experimental Research Design- Factors Affecting Internal and External Validity of Experimental Research Designs.

UNIT II: Qualitative Research Designs [11 hrs]

Meaning, Steps and Characteristics - Qualitative Research Approaches: Phenomenology, Ethnography, Naturalistic Enquiry and Grounded Theory- Mixed Research: Meaning, Fundamental principles, Types, Strengths and Weakness.

UNIT III: Inferential Statistics [12 hrs]

Concept of Parameter and Statistics – Basic Ideas about Inferential Statistics: Sampling Error, Sampling Distribution- Concept and Calculation of Standard Error of Mean, Percentage, Correlation and Standard Deviation-Point and Interval Estimation- Calculation of Confidence Intervals- Elementary Ideas of Probability- Normal Distribution-Normal Probability Curve (NPC): Properties, Conditions, Characteristics, Importance and Applications of NPC - Skewness and Kurtosis.

UNIT IV: Parametric and Non-Parametric Statistics [13hrs]

Parametric Tests: t – test, Analysis of Variance and Co-variance (ANOVA and ANCOVA)- Linear Correlation: Meaning and its Uses – Co-efficient of Correlation - Pearson’s Product Moment Method- Further Methods of Correlation: Bi-serial Correlation, Point Bi-serial Correlation, Tetra Choric and Phi Correlation- Regression Analysis: Concept, Assumptions, Significance, – Non-parametric Test: Rank Difference Method, Chi-Square, Mann-Whitney Test, Median Test, Rank Test and Sign Test.

UNIT V: Report Writing [12 hrs]

Preparation of Research Report- Significance of Research Report – Format Style- Content and Chapterization- Bibliography- Application of Style Manuals APA (7th Style) – Appendices - Structure (Preliminary, Main Body and Reference Section)- Presentation of Research Report.

Tasks and Assignments

- Select to about five experimental research studies from Sodhganga and prepare a critical assessment of the type of design used.
- Select a Research Problem, Formulate Hypotheses, Objective and Research Questions
- Select a Mixed Research design from the related literature and write a report of the process carried out in the research.
- Collect the result of two classes and apply mean and SD of this data and prepare a comparative report.
- Prepare a research report for any one research problem

Text Books

Best, L.J.W. (2005). Research in Education. Prentice Hall Of India.

Creswell, J.W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publication.

Nagarajan. (2003). Research Methodology in Education. Ram Publishers.

Juliet, A.P.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publications.

Mohan, R. (2004). Research Method in Education. Neelkamal Publications.

References

Aggarwal, Y. P. (1998). Statistical Methods: Concept, Application and Computation. Sterling Publishers.

Anfara, V. A., & Mertz, N.T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.

Elliott, J. (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.

Flick, U. (2012). An Introduction to Qualitative Research. SAGE Publication.

Garrett, H. V. (1990). Statistics in Psychology and Education. Vakils, Feffer & Sons.

Gay, L.R. (2009). Educational Research. Competencies for Analysis and Applications. Merrill and Pearson.

Lindquist, E. F. (1970). Statistical Analysis in Educational Research. Houghton Mifflin. Mouly,

G. J. (1964). The Science of Educational Research. Eurasia Publishing House.

Sharma, B. (2004). Methodology of Educational Research. Vohra Publishers.

Sharma, S. R. (2003). Problems of Educational Research. Anmol Publications.

Web Resources

Descriptive Statistics

<https://bit.ly/3GUmEmv>

Statistics and Probability

<https://bit.ly/3ETGEVq>

Inferential Statistics: Definition, Uses

<https://bit.ly/3yjYSx5>

Introduction to the normal distribution

<https://bit.ly/3pOv1sQ>

**CURRICULUM DESIGN AND DEVELOPMENT
M252CCDD**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) comprehend the concepts and foundation of curriculum
- ii) acquaint with the approaches to curriculum
- iii) analyse the steps in curriculum organization
- iv) describe the methods of curriculum evaluation
- v) explain the role of curriculum reforms and innovations.

UNIT I: Concept and Foundations of Curriculum [12 hrs]

Curriculum: Concept, Plan, Process, Experiences and System – Foundations of Curriculum: Philosophical, Psychological and Sociological Bases of Curriculum – Components of Curriculum – Objectives, Content, Teaching Methods and Evaluation Scheme – Basic Task for Curriculum Development.

UNIT II: Approaches to Curriculum Development [12 hrs]

Approaches to curriculum: Subject Centred, Learner Centred, Broad Field and Social Approach- Issues related to Curriculum Development - Models of Curriculum Development: Technical / Scientific Models: Ralph. W. Tyler, Hilda Taba and Hankin’s model - Non - Scientific Models: Gerald Weinstein and Mario Fantini Model, Carl Rogers Model and Didier Noye Model.

UNIT III: Curriculum Organization [12 hrs]

Curriculum Content - Criteria of Content Selection and Distribution of Instructional Time – Learning Activities: Criteria for Selection and Organization – Curriculum Material: Instructional System and Techniques, Instructional Media in Enhancing Curriculum.

UNIT IV: Evaluation of Curriculum [12 hrs]

Significance of Curriculum Evaluation - Curriculum Evaluation Models: Robert Stake’s Congruence Contingency Model, CIPP (Context, Input, Process and Product) Model and Taylorian Objectives Based Model - Curriculum Analysis – Evaluation of Instructional Materials -Review of Recent Researches on Curriculum Development.

UNIT V: Curriculum Reforms and Innovations [12 hrs]

Curriculum Change: Concept, Improvement and Innovations - Emerging Trends in Curriculum Development - Barriers to Curriculum Change – Participants in Curriculum Change: Curriculum Specialists, Administrators, Teachers and Students - Teacher as a Curriculum Leader and Decision Maker – Curriculum Reforms.

Tasks and Assignments

- Study the curriculum being implemented in our state at present and analyse it from the view point of modern concept of curriculum and offer suggestions for its Improvement.
- Prepare a report on National Curriculum Frame Work 2009.

- Specify a few novel learning activities for Science and Arts curriculum for high school education.
- Compare Indian and International dimensions of curriculum studies Involving multicultural education.
- Analyse the curriculum framework based on National Policy on Education (2020).

Text Books

Aggarwal., & Deepak. (2007). Curriculum Development: Concept, Methods and Techniques. Book Enclave

Arulsamy,S.(2014).Curriculum Development. Neelkamal Publications.

Balsara, M. (2006). Principles of Curriculum Construction. Kanishka Publications.

Dash, B. N. (2007) Curriculum Planning and Development. Dominant Publishers.

Reddy, B.(2007).Principles of Curriculum Management and Development. Arise Publications.

Sharma, R.A. (2007). Curriculum Development and Inspection. R. Lall Book Depot.

Vashist, S.R. (2007). The Theory of Curriculum. Anmol Publications.

Veer, U. (2004). Modern Teaching and Curriculum Management. Anmol Publications.

Venkataiah, N. (2008). Curriculum Innovations for 2000 A. D. APH Publishing Corporation.

Wiles, J.W., & Joseph,B.(2006).Curriculum Development: A Guide to Practice. Pearson Publication.

References

Chowdhury,A., & Meta,J.(2017). Curriculum and Development. Kunal Books

Dudeja,G., & kour,G. (2016). Curriculum Development and Assessment. R Lall Publishers

Panda,S.K.(2020). Curriculum Development: Practices and Perspectives Shipra Publications

Pandey,J. (2015).Principles of Education and Curriculum Development. KSK Publishers

Web Resources

Major Foundations of Curriculum
<https://bit.ly/3mOmLIE>

Models of Curriculum Development
<https://bit.ly/3qCijh6>

Models of Curriculum Design and Development
<https://bit.ly/3zmYuyr>

Curriculum Evaluation
<https://bit.ly/32E0Gpl>

Curriculum change and Innovation
<https://bit.ly/3Hufa9L>

SEMESTER - III

**COMPARATIVE EDUCATION
M253CCEN**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i provide an overview of the history of comparative education as a field of study
- ii discuss the education system of selected developing and developed countries
- iii familiarize with the various approaches and methods of teacher education in developing and developed Countries
- iv examine the strengths and weaknesses of the role of international agencies in comparative and international educational research
- v identify the impact of reforms and recent developments in the developing and developed Countries

UNIT I: Introduction of Comparative Education [12 hrs]

Meaning, Definition, Objectives, Problems, Approaches, and Methods - Historical Development of Comparative Education – Challenges and Opportunities: Factors determining the Educational Systems of a Country – Basic Requirements of Education in Different Countries.

UNIT II: Systems of Education [12 hrs]

Systems of Education: Pre-Primary, Primary, Secondary, Vocational and Higher Education in the selected Countries: USA, UK, France, Finland, USSR, China and India - Global Initiatives for Bridging Educational Disparities and Promoting Access - Cross-Country Responses to Diverse Student Populations.

UNIT III: Teacher Education- Pre-service and In-service [12 hrs]

Teacher Education Programs and Practices: Objectives, Special Features, Training, Teacher Certification, Recruitment of Teachers, Service Conditions and professional development opportunities for teachers in USA, UK, France, Finland, USSR, China and India.

UNIT IV: International Agencies for Comparative and International Education [12 hrs]

International Education: Meaning, Objectives, Various Methods and Approaches – Comparison between Comparative and International Education - International Agencies in improving the quality of education among the member countries: OECD (PISA), BRICS, Commonwealth, World Bank, GPE, SAARC and IEA: TIMSS, PIRLS, ICCS and ICILS. Specialized Agencies of the UN: UNESCO, UNICEF, FAO, WHO, IMF, UNDP and UNEP.

UNIT V: Reforms and Recent Developments [12 hrs]

Main features and principles of Educational Reforms, Educational Policies, Philosophical and Political basis of Educational Reforms, New Trends and Educational Developments in USA, UK, France, Finland, USSR, China and India - Factors Influencing Educational Policy-Making Processes among Countries - Impact and Effectiveness of Educational Reforms in Comparative Education.

Tasks and Assignments

- Prepare a presentation about the educational policies in India.
- Preparation of report on the systems of education in developing countries.
- Draw lessons from other countries which are helpful in improving in-service education.
- Highlight the recent developments in Indian education.
- Undertake a survey on the role of international agencies for Comparative and International Education

Text Books

Sharma. R.A. (2019). Comparative Education. Anu Books.

Sharma. Y.K. (2008). Comparative Education: A Comparative Study of the Educational System. Kanishka Publications.

Shrivastava. S.K. (2006). Comparative Education. Anmol Publications

References

Chaube &Chaube. (2006). Comparative Education. Vikash Publishing House.

Ismail. T. (2014). Comparative Education. Kaniska Publication.

Jaiswal. M.P. (2011). Comparative Education. Saurabh Publishing House.

Mohammad. A.K. (2007). Modern Comparative Education. Anmol Publications.

Naik. S. P. (2006). Perspective on Comparative Education. Anmol Publications.

Pratiksha. J. (2009). Comparative Education. Anmol Publications.

Rahaman. M. (2009). Education of Administration. Pravati Libray.

Rai. B.C. (2010). Comparative Education. Prakashan Kendra.

Rao. V.K. & Reddy. R.S. (2019). Comparative Education. Arjun Publishing House.

Web Resources

Meaning, Nature, - Comparative Education

<https://bit.ly/3eRFTAV>

<https://bit.ly/33PUMIO>

Education in different developed countries

<https://www.bpastudies.org/bpastudies/article/view/142/273>

Comparative Study of Higher Education

<https://bit.ly/3JTY5sb>

Approaches to Comparative Education

<https://bit.ly/3zsTacF>

Trends in World Education <https://bit.ly/3eSovMu>

DATA ANALYTICS IN EDUCATION
M253CDAE

Marks: 100
Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) identify and categorize the data
- ii) get familiarized with graphical representation of the data
- iii) understand the concepts behind descriptive analysis of the data
- iv) operate the inferential analysis of the data
- v) develop competencies in doing analysis using computer software.

UNIT I: Measurement and Measurement of Data [12 hrs]

Measurement: Concept, Scope, Needs and Functions, Types of Measurement, Scales of Measurement, Merits and Limitations of Scales of Measurement -Data: Meaning, Need and Nature of Data: Types of Data- Continuous and Discrete Data- Primary and Secondary Data- Measurement Data: Nominal, Ordinal, Interval and Ratio Scales – Norms in Measurement of Data-Need for Norms in Measurement- Types of Norms Note: Interpretation of Results Using SPSS (Only for Practical Purposes)

UNIT II: Processing and Graphical Representation of the data [10 hrs]

Data: Data Collection, Editing, Coding and Classification of Data, Types of Classification: External and Internal Preparation of Frequency Distribution - Importance of Visual Presentation of Data, Diagrammatic Presentation, and Rules for Preparing Diagrams, and Types of Diagrams: One Dimensional Bar Diagrams, Simple Bar Diagram, Multiple Bar Diagram, Sub-divided Bar Diagram - Pie Diagram: Structure Diagrams, Organisational Charts, Flow Charts - Graphic Presentation: Graphs of Time Series - Graphs of One Dependent Variable, Graphs of More Than One Dependent Variable. Graphs of Frequency Distribution: Histograms and Frequency Polygon, Cumulative Frequency Curve Note: Interpretation of Results using SPSS. (Only for practical purposes)

UNIT III: Descriptive Analysis and Interpretation of the Data [12 hrs]

Statistical Derivatives: Percentage, Ratio, Rate - Measures of Central Tendency: Properties, Calculation of Mean, Median and Mode and its Interpretation of the data- Variation: Significance of Variation, Measures of Variation, Range, Quartile Deviation, Mean Deviation, Standard Deviation, Coefficient of Variation, Skewness, Relative Skewness and Interpretation of the data and its uses- Note: Interpretation of Results using SPSS. (Only for practical purposes)

UNIT IV: Inferential Analysis and Interpretation of the Data [13 hrs]

Hypothesis Testing - Estimation: Point and Interval, Testing of Difference Between Two Means: Test for Small and Large Samples - Tests of Significance for Population Mean- Z- Test for Variables - Tests of Significance for Population Proportion- Z- Test for Attributes- Linear Correlation-Pearson's Product Moment Method: Testing for The Significance of The Correlation Coefficient, Simple Linear Regression: Estimating the Linear Regression, Standard Error of Estimate, Coefficient of Determination Calculation, Interpretation and Uses - Chi-

Square Test and its Interpretation- Note: Interpretation of Results Using SPSS(Only For Practical Purposes).

UNIT V: Inferencing and Generalisation of Results of the Data [13 hrs]

Inference Based on Parametric and Non-Parametric Test-Mistakes in Inferencing: Ignoring Unstudied Factors in Inferencing, Ignoring Selective Factors in Inferencing, Negative Results-Generalisation of Results: Need for Generalisation of Research, Generalisation of Results of Descriptive Data, Factors Affecting in Generalization of Results-Precaution to be taken while Generalising Results- Meaning, Implications of Research and Advancement of Knowledge- Note: Interpretation of Results Using SPSS (Only For Practical Purposes)

Tasks and Assignments

- Prepare a Questionnaire with minimum 10 Questions using rating scale.
- Graphically represent your pilot study data.
- Calculate measures of central tendencies for your data. (30 data)
- Fram five objectives, Hypothesis and research questions based on your research topics.
- Interpretation of Results using SPSS.

Text Books

Juliet, A.P.A. (2016). Strategies and Techniques for Research in Education. Neelkamal Publications.

Mohan, R. (2016). Statistical Analysis Using SPSS. Neelkamal Publications.

Best,L.J.W. (2005). Research in Education. Prentice Hall Of India.

Creswell, J.W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches. SAGE Publication.

References

Jason W. Osborne. (2012). Best Practices in Data Cleaning. Sage Publications.

David Freedman, Pobert Pisani & Roger Purves. (2007). 4th Edition. Statistics. WW.Norten & Co.

Edward Tufte. (2001). The Visual Display of Quantitative information: Graphics Press.

Aggarwal, Y. P. (1998). Statistical Methods: Concept, Application and Computation. Sterling Publishers.

Guilford, J.P. (1978). Fundamentals of Statistics in Psychology and Education. Mcgraw Hill Series.

Sharma, B. (2004). Methodology of Educational Research. Vohra Publishers.

Sharma,S.R.(2003).Problems of Educational Research. Anmol Publications.

Silver,D.(2013).Doing Qualitative Research. SAGE Publication

Web Resources

Data analysis in research: <https://bit.ly/3DG8KSS>

An introduction to research methods: <https://bit.ly/3DD4eEI>

Research methodology: <http s://bit.ly/31GvsgE>

Statistics and probability: <https://bit.ly/3ETGEVq>

**STRUCTURE AND STATUS OF SECONDARY EDUCATION
M253CSSS**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) learn the nature, scope and systems of secondary education
- ii) analyse the status and development of secondary education
- iii) examine the different forms and issues of inequality in education
- iv) identify the indicators and standards of quality in education
- v) appreciate the role of teacher in secondary education

UNIT I: Structure and Status of Secondary Education [13 hrs]

Nature, Scope and Status of Secondary Education in India: Central Board of Secondary Education, Secondary School Certificate Board, State Board, Indian Certificate of Secondary Education, Delhi Board- Schooling Systems: International Baccalaureate, National Open Schools, Special-Needs Schools -Organizational Structure of School in India-Types of School Education: Aided, Unaided, Private and International.

UNIT II: Commissions and Committees on Secondary Education [10 hrs]

Constitutional Provisions Related to Education - Secondary Education Commission (1952 - 1953) -National Education Commission (1964 - 1966) - Ishwar Bhai Patel Committee (1977), Adisehiah Committee (1978) - National Policy on Education (1986) and Programme of Action (1992) - SSA.

UNIT III: Policies and Programmes of Secondary Education [10 hrs]

Agencies of Policy Making: NCERT, SCERT, NUEPA -Policies and Schemes Related to Secondary and Higher Secondary Education – Draft on the National Policy of Education (1992)-National Scheme of Incentives to Girls for Secondary Education (2008) -National Programmes: Rashtriya Madhyamik Shiksha Abhiyan - National Mission for Secondary Education -Inclusive Education for Disabled at Secondary Stage- The Adolescence Education Programme.

UNIT IV: Issues and Challenges of Secondary Education [15 hrs]

Problems and Challenges Related to Universalization of Secondary Education- Achievement of Equalization of Educational Opportunities: Forms of Inequality, Gender Inequality, Urban, Rural and Tribal Schools, Public and Private schools -Issues of Quality in Secondary and Senior Secondary Education- Classroom Problems, Discipline, Under Achievement, Lack of Motivation - Intervention in Relation to Access, Retention, Enrolment and Dropout.

UNIT V: Teacher Education in India at Secondary Level [12 hrs]

Development of Teacher Education in India at Secondary Level - Recommendations of Various Commissions Concerning Teacher Education- Impact of NPE 1986 and POA on Teacher Education - Role and Functions of IASE and CTE - Pre-Service and In- Service Teacher Education.

Tasks and Assignments

- Critically analyse the difference between various Boards of Education
- Submit a report on Problems of Vocational Education of rural students
- Document a report on policies and programmes of secondary education
- Organise a Group discussions on Issues and Challenges of secondary education
- Prepare a seminar on teacher education in India at secondary level.

Text Books

Gupta, V.K And Gupta, Ankur. (2005). Development of Education System in India. Vinod Publication

S.K. (2000), Secondary School Administration. Sterling Publishers.

References

Chopra, R.K. (1993). Status of Teachers in India. NCERT.

Day, C. & J. Sachs, J. (2004). International Handbook on the Continuing Professional.

Gaind and Sharma. (1971). Educational Secondary School Administration. Ram Prasad and Sons. Govt. of India.

Govt. of India (2005). Universalisation of Secondary Education. New Delhi Report of the CAGE Committee.

Govt. of India. (1986). National Policy on Education. MHRD

Indian education commission (1964-66). MHRD. Govt. of India. (2005).

Jayapalan, N. (2005). Problems of Indian Education. Atlantic.MHRD

Govt. of India (2010). Govt. of India (2005). Framework for Implementation of Rashtriya Madhyamik Shiksha Abhiyan. MHRD.

Mukhopadhyay, S. and Anil Kumar, K. (2001). Quality Profiles of Secondary Schools. NIEPA. Report of Secondary Education Commission. MHRD. Govt. of India. (1996).

Web Resources

NUEPA

<https://bit.ly/31lJggt>

NCERT

<https://bit.ly/3JvqF2C>

National policy on Education 1986

<https://bit.ly/3JBmfr2>

Different Boards of Education in India

<https://bit.ly/3ERyGvo>

RMSA

<https://bit.ly/31jLvRg>

**EDUCATION FOR ECOLOGICAL SENSITIVITY
M253OEEES**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i conceptualize the vital significance of the concept, importance, scope and aims of environmental education
- ii familiarize terminologies and concepts in the field of environmental education as an academic discipline.
- iii acquaint with the need for addressing environmental ethics.
- iv develop various strategies for sustainable development with special emphasis at local level.
- v formulate strategies for preservation of environmental heritages

UNIT I: Elements of Environmental Education [12 hrs]

Introduction: Concepts, Importance and Scope, Aims and Objectives, Guiding Principles and foundations - Relationship between man and Environment, Ecological and Psychological Perspectives - Eco pedagogy: Meaning and Importance-Ecological Sensitivity - Drivers of Ecological changes and its implication for society.

UNIT II: Social Perspectives in Environment [12 hrs]

Population and Resources - Relationship between Population Pressures, Resource Consumption and Sustainability - Urbanization and Environment-Science Technology, Society and Environment Consumption of Resources; Environmental Consequences of Urban Transformation, Waste Disposal and Pollution - Environment, technology and society - interface between specific technologies, including electrification, transport technologies, energy generation - rural and urban environments - ecological modernization and environmental risk.

UNIT III: Pedagogical Basis for Environmental Education [12 hrs]

Environmental Ethics and Philosophy -Environmental Consequences - Responsibility for Environmental Degradation- Environmental Education and Environmental Literacy: Need for public awareness, Need for a "Green Curriculum" - Methods and Strategies for Environmental Education at Elementary, Secondary and Higher Education-Public Participation in Conservation of Nature and Natural Resources - Environmental Management: Role of Individual and Institution in Environmental management.

UNIT IV: Education for Sustainable Development [12 hrs]

Education for Sustainable Development - Integrated approach in formulation and transaction - Environmental Citizenship as the ultimate goal of Education - Need for cultivating Environmental attitude among teachers and teacher educators.

UNIT V: Preservation and Conservation of Environmental Heritages [12 hrs]

Need for conservation, preservation and protection of rich environmental Heritage, traditional knowledge and environmental resources and pollution. Need and Significance to regain the Indian tradition - Natural resources and its vital role - UNESCO world heritage site

with special reference to India - Relevance of Bio diversity - its ecological and economic significance. Global environmental issues: International Conventions and Protocols - Regulations and environment - law and policies to protect forests, wildlife, water.

Tasks and Assignments

- Conduct a field trip to an area as an outdoor lesson to identify and appraise the Environmental hazards in terms of habitat destruction caused by human interference and as a follow up conduct class room discussion on the remedies.
- Conduct the classroom seminar on environmental pollution and submit a report
- Conduct a debate for the teachers of the neighbouring schools on how to propagate values of education for sustainable development.
- Lecture on system of waste management at house hold level

Text Books

Arulsamy, S. and Jeyadevi, J. (2012). Disaster Management. Hyderabad: Neelkamal Publications Private Ltd.

Aruljothy, Balaji.D.L. & Rajesh Verma. (2009). Environmental Education. New Delhi: Centrum Press.

Bhall, S.C. &Khanna, H. (2007), Environmental Education, New Delhi: Regal Publication. Bharucha E (2005), Text Book of Environmental Studies, University Press.

References

Brown, Lester R (2002) Eco Economy: Building an Economy for Earth, Orient Longmann Capra, F. (1999). Eco-Literacy: The Challenge for Next Century. Liver Pool Schumacher Lectures.

Catherine, Joseph. (2011). Environmental Education. Hyderabad: Neelkamal Publications.

Chanda, S.K. (1992) Conserving Indian Environment, Aavishar Publisher,Jaipur. Choudhuri.

S.K. (1996). Environmental Legislation in India, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi

Dani, H.M. (1986). Environmental Education, Chandigarh: Publication Bureau, Panjab University

De A.K. N.C. Datta, A.K. Mitra and T.R. Sinha (Ed) (1998) Sustainable Development of Environment, Cosmo Publications, New Delhi.

Gupta, Das N (1997), Environmental Accounting, Wheeler Publishing, New Delhi

Gupta Sunit and Mukta Gupta, (1997). Environment, Population And resources, Critical Challenges, Anmol Publications Pvt, Ltd, Lucknow

Nagarajan,K.(2009). Environmental Education. Chennai: Ram Publishers.

Kumar, Pradeep. (2009). Environmental Education. New Delhi: APH Publishing Corporation.

Rao,V.K., R.S.Reddy.(2005). Environmental Education. New Delhi: Common Wealth Publishers.

Speth&James,G. (2006). Global Environmental Challenges: Transition to a Sustainable World, Orient Longmann.

Web Resources

<https://www.ceeindia.org/>

[https://www.conserve-energy-future.com/environmental-education-and-its-components'](https://www.conserve-energy-future.com/environmental-education-and-its-components/)

<https://eecom.org/eecom>

**STRESS MANAGEMENT AND ASSERTIVENESS TRAINING
M253OSMT**

**Marks: 100
Credit: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) interpret the impact of Stress on behaviour
- ii) examine the factors associated with nervous system and stress
- iii) create awareness on stress related diseases
- iv) implement various stress management techniques
- v) apply coping mechanisms to promote holistic well-being of oneself

UNIT I: Introduction to Stress Management [13 hrs]

Meaning and Definition - Nature of Stress - Symptoms of Stress: Biological, Psychological, Spiritual and Sociological - Sources of Stress - Types of Stress - Stages of Stress - Components of Stress Process - Effect of Stress on Behaviour.

UNIT II: Stress Physiology [10 hrs]

Nervous system - Human Brain: Vegetative, Limbic, Neo Cortical level, Autonomic Nervous System - Parasympathetic Nervous System - Gastrointestinal System - Endocrine System - Hypothalamus, Cerebral Cortex - Effect of Stress on Immune System.

UNIT III: Stress and Health [10 hrs]

Health Illness Related to Stress - General Adaptive Syndrome (GAD), Quality of Sleep, Diet and Health Effects - Psychological Impact of Stress: Impaired Mental Functions, Poor Memory - Social Impact of Stress.

UNIT IV: Assertiveness Training Techniques [15 hrs]

Relaxation Techniques - Role of Meditation - Physiological Aspect of Meditation - Cognitive Behaviour Therapy - Mindfulness Based Stress Reduction - REBT- Role of Exercise in Stress - Yoga - Coping Mechanisms - Life situation Intrapersonal: Assertiveness, Time Management.

Unit V: Assessment of Stress [12 hrs]

Assessment of Stress: Stress Diary, Becoming Skilled, Adapting a Healthy Life Style, Right Attitude, Self - Awareness - Value and Goal Planning - Stress Response: Fight or Flight Response, Stress Warning Signals.

Tasks and Assignments

- Analyse the difference between the types of Stress
- Prepare a seminar on Nervous system
- Organise a group discussion on health illness related to stress
- Organise yoga and meditation session
- Prepare a healthy life style chart

Text Books

- Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength.UK: Routledge. DiMatteo
Weller S. (2000) The Breath Book: 20 Ways to Breathe Away Stress, Anxiety and Fatigue, Thorsons.
Davis M. (2000) The Relaxation and Stress Reduction Work Book, New Harbinger

References

- Cooper C.L., Cooper R.D., Eaker L.H. (1987) Living with Stress, Penguin
Lehrer P.M., Woolfolk R.L. (1993) Principles and Practices of Stress Management. The Guildford Press.
M.R. & Martin, L.R. (2002). Health Psychology.New Delhi: Pearson Neiten,
Neiten,W. & Lloyd, M.A (2007). Psychology Applied to Modern Life. Thomson Detmar Learning.
Palmer S., Dryden W. (1995) Counselling for Stress Problems, Sage.
Seaward B.L. (1999) Managing Stress: Principles and Strategies for Health and Wellbeing, 2nd Edition, Jones and Bartlett Publishers.

Web Resources

- Stress Management techniques
<https://bit.ly/34ugJ9P>
Assertiveness training Techniques
<https://bit.ly/3pZpPD>

SEMESTER - IV

**EDUCATIONAL MANAGEMENT
M254CEMT**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) identify the principles and approaches of educational management
- ii) analyse the trends in educational administration
- iii) accustom with leadership behaviours to be maintained by the administrators
- iv) familiarize with the methods and strategies of quality management in education
- v) acquaint with the modern trends in educational management and administration

UNIT I: Educational Management [12 hrs]

Educational Management: Concept, Principles, Importance, Functions: POSDCORB and Types – Institution Building – Project Evaluation and Review Technique (PERT) – Critical Path Method (CPM) – Management as a System – Taylorism (Scientific Management Theory).

UNIT II: Educational Administration [10 hrs]

Educational Administration: Concept, Need and Functions – Difference between Management and Administration – Administration as a Process – Administration as a Bureaucracy – Human Relations Approach to Administration – Organisational Compliance – Organisational Development – Organisational Climate - SWOC Analysis.

UNIT III: Leadership in Educational Management [14 hrs]

Leadership: Concept, Functions and Characteristics– Approaches to Leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic - Models of leadership: Blake and Mouton’s Managerial Grid, Fiedler’s Contingency Model, Tri-dimensional Model, Hersey and Blanchard’s Situational Leadership Theory, Leader-Member Exchange Theory.

UNIT IV: Quality Management in Education [14 hrs]

Concept of Quality in Education - Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM) - Six Sigma - Academic Audit - National Assessment Accreditation Council [NAAC] - Quality Council of India [QCI] - International Network for Quality Assurance Agencies in Higher Education [INQAAHE] - Cost of Quality: Appraisal, Failure and Preventable - Cost Benefit Analysis - Cost Effectiveness Analysis.

UNIT V: Trends in Educational Management [10 hrs]

Stress Management: Definition, Causes, Types, Coping Stress - Time Management - Conflict Management: Types, Causes and Consequences of Conflict - Conflict Resolution - Change Management: Meaning, Need for Planned Change, Three Step Model of Change (Unfreezing, Moving, Re-freezing) - The Japanese Models of Change: Just-in-Time, Poka Yoke.

Tasks and Assignments

- Assess the functions of management (POSDCORB) of the school in which you perform field internship.
- Conduct SWOC analysis on the administration aspect of your institution and report.

- Write a case study report on the impact of leadership on the performance of any one institution.
- Analyse the institutional climate of any school and submit report.
- Prepare a checklist of documents based on any one of the seven NAAC performance indicators.

Textbooks

Chauhan, S. (2012). Educational Management. Dorling Kindersley.

Dash, B.N. (2004). School Organisation, Administration and Management. Neelkamal Publications.

References

Anamika. (2009). Primary and Secondary Education. Centrum Press.

Bhatnagar, & Agarwal, V. (2001). Educational Administration. Surya Publications.

Bush, T., & Les, B. (2002). The Principles and Practices of Educational Management. Paul Chapman Publishing.

Bush, T. (2008). Leadership and Management Development in Education. Sage Publications.

Decenzo, D.A. (2015). Human Resource Management (11th Ed.).

John Wiley. Gupta, B.L. (2011). Academic Audit. Concept Publishing Company.

Kalaivani, M., & Krithika. (2018). Planning and Administration of Secondary Education. Samyukdha Publications.

Krishnaiah, R. (2017). School Organisation and Management. Neelkamal Publications.

Mahajan, Baldev & Khullar, K.K. (2002). Educational Administration in Central Government: Structures, Processes, and Future Prospects. Vikas Publication House.

Mishra, R.C. (2009). School Administration and Organisation. APH Publishing Corporation.

Mukhopadhyay, M. (2005). Total Quality Management in Education. Sage Publications.

Muthuja, B. (2009). Educational Innovations and Management. Centrum Press.

Nelson, D.L., Campbell, J.Q., & Khandelwal, P. (2016). ORGB: A south Asian perspective (2nd ed.). Cengage Learning.

Web Resources

PERT Analysis

<https://bit.ly/3HECFgF>

Leadership Models: Theory and Practice

<https://bit.ly/3mUXUCV>

Quality management in Education

<https://bit.ly/3eRI9Ik>

SPECIAL AND INCLUSIVE EDUCATION
M254CSIE

Marks: 100
Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i familiarize the concept of special and Inclusive Education.
- ii understand the policies and legislations related to inclusive education.
- iii acquaint with the educational approaches to address diverse learner needs.
- iv explore the inclusive curriculum, pedagogy, and assessment strategies.
- v analyze the various support services in inclusive education.

UNIT I: Introduction to Special and Inclusive Education [10 hrs]

Inclusive Education: Meaning, Principles and Significance - Difference between Special Education, Integrated Education and Inclusive Education - Beneficiaries of Inclusive Education: Students with Disabilities, Students Without Disabilities, Teachers, Parents, Educational Systems and Society – Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.

UNIT II: Covenants and Policies Promoting Special and Inclusive Education [13 hrs]

International Declarations: Salamanca Framework (1994), Dakar Framework for Action (2000), Convention on the Rights of Persons with Disabilities (CRPD) – UN (2006), Incheon Declaration for Education 2030 (2015) - National Commissions & Policies on Special and Inclusive Education: National Policy for Persons with Disabilities (2006), National Curriculum Framework (NCF), 2005, Samagra Shiksha Abhiyan (2018), National Education Policy (NEP), 2020 - National Acts on Special and Inclusive Education: Rehabilitation Council of India (RCI) Act, 1992 , The National Trust Act, 1999, The Rights of Persons with Disabilities (RPwD) Act, 2016.

UNIT III: Children with Diverse Needs [13 hrs]

Concept of Diverse needs: Definition, Causes and Characteristics - Children with Disabilities: Physical, Intellectual, Learning disabilities, Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Cerebral palsy and multiple disabilities - Children from Marginalized Communities: Scheduled Castes (SC) and Scheduled Tribes (ST), Other socio-economically disadvantaged groups and Migrant and street children.

UNIT IV: Inclusive Curriculum, Pedagogy and Assessment [12 hrs]

Inclusive Curriculum Planning: Principles of curriculum adaptation and flexibility, Universal Design for Learning (UDL), Individualized Education Plans (IEPs), Life skills and functional curriculum for CwDs - Inclusive Pedagogical Practices: Differentiated Instruction, Universal Design for Learning (UDL), Assistive and Inclusive Technologies, Collaborative and Peer-Assisted Learning, Role of Teacher – Inclusive Assessment and Evaluation: Principles, Types of Assessment, Assessment Tools and Techniques, Adaptations and Accommodations.

UNIT V: Holistic Support Services for Inclusiveness [12 hrs]

Support Services: Concept and Importance – Types of Supportive Services: Physical and Infrastructural Support, Human Resources and Professional Support, Medical and

Psychological Support, Academic and Instructional Support, Transportation, Mobility Services and Parental and Community Involvement and Feedback and Follow up Services.

Tasks and Assignments

- Visit a nearby inclusive school and make a report of the measures taken by the authority for inclusive education and comment
- Prepare a summary of the National initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE
- Prepare a table and compare the various approaches to learners with diverse needs
- Prepare an album on the various assistive technologies for inclusive setting
- Interview a parent or teacher of any one category of children with diverse needs and make a report on the perceived causes, difficulties developmental patterns and strategies for enabling the learner

Text Books

Aslam, K. (2018). Creating an Inclusive School. Everest Publishers.

Dash Neena. (2006) Inclusive Education for Children with Special Needs. Atlantic Publishers. ISBN:9788126906871, 8126906871.

Govinda Rao, L. (2010). Perspectives on Special Education Volume-2, Neelkamal Publications.

References

Barki, B.G., & Mukhopadhyay, B. (2008). Guidance and Counselling a Manual. Sterling Publishers.

Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House.

Evans, P., & Verma, V. (1990). Special Education: Past, Present and Future. The Falmer Press.

Hockings, C. (2010) Inclusive Learning and Teaching in Higher Education: A Synthesis of Research. York: Higher Education Academy.

Kumari, Meena. (2009). Education for the Children with Special Needs. Centrum Press.

Lindsay Peer, & Govind Reid, (2012), Special Educational Needs. Sage Publications

Mani, M. N. G. (2000). Inclusive Education in Indian Context. A Publication of Sri Ramakrishna Mission Vidyalaya International Resource Development Centre (IHRDC) For the Disabled, Coimbatore.

Pankajam, G. (2009). Care and Education of Differently Abled. Concept Publishing Company.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for Mainstreaming). Vinay Rakheja.

Singh, Bharat. (2004). Modern Special Education. Anmol Publication.

Stefani, L., & Blessinger, P. (Eds.). (2017). Inclusive Leadership in Higher Education: International Perspectives and Approaches. Routledge.

Toby J. Karten, (2011). Inclusive Practices, Corwin USA.

Web Resources

Difference Between Special Education Integrated Education and Inclusive Education

<https://bit.ly/3zrlqwu>.

Teachers' Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership

<https://bit.ly/3pPvlsf>

**INSTRUCTIONAL TECHNOLOGY
M254CIST**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) recognize the nature and scope of Instructional Technology
- ii) effectively use technology in the teaching learning process
- iii) Identify the types of educational television in India
- iv) comprehend the need and importance of researches in Instructional Technology
- v) explore new trends in Instructional Technology.

UNIT I: Instructional Technology [10 hrs]

Concept, Meaning and Scope of Instructional Technology - Difference Between Technology of Education and Technology in Education – Approaches to Instructional Technology: Hardware Approach, Software Approach and System Approach - Teleconferencing and its Types - Models and Principles of Instructional Design: ADDIE, Morrison and Kemp, Dick and Carey, Moore's Transactional Distance Model.

UNIT II: Integrating Technology in Curriculum Transaction [13 hrs]

Transactional Usage of Instructional Technology: Integrated, Complementary, Supplementary, Standalone - Technology Integrated Instructional Design - Instructional Technologies Used in Class Room: Use of Documentaries, Animation Films and CCTV in Instruction and Training - Satellite Instruction and Multimedia Approach.

UNIT III: e-learning and Instructional Process in Teacher Education [13 hrs]

Concept of e-learning: Definition, Objectives and Need for e-Learning - Approaches to e-Learning: Offline, Online, Synchronous and Asynchronous - Ethical Issues for e-Learner and e-Teacher - Factors Influencing e-Learning Practices: Gilly Salmon's Five Stage Models - e-Inclusions: Concept of e-Inclusion, Application of Assistive Technology in e-Learning

UNIT IV: Research in Instructional Technology [12 hrs]

Relationship Between Research in Education and Instructional Technology - Application of Research in Instructional Technology - Areas of Research in Instructional Technology - Relevance and Feasibility of Research in Instructional Technology - Educational Resources for Research: e-content, e-book, e-tutoring, e-journal, e-paper, e-library - Virtual University

UNIT V: Emerging Trends in Instructional Technology [12 hrs]

Social Networking: Sites, Blogs, Chats, Discussion Forum - Recent Trends in Instructional Technology: Flipped Classroom, Virtual Classrooms and Virtual Laboratories - Open Educational Resources: Swayam - MOOC and its types – Modular Object-Oriented Dynamic Learning Environment (MOODLE) – Learning Management System - Cloud Computing - Blended Learning - Mobile Learning – Web 2.0 Technology and its Applications.

Tasks and Assignments

- Write a detailed case study report (5–7 pages) on the application of ADDIE / Dick & Carey Model in designing a lesson for secondary school students.
- Design a multimedia presentation for a selected school subject and explain how it supports curriculum transaction.
- Identify and document ethical challenges faced by e-learners and e-teachers during online learning.
- Develop a mini research proposal (2–3 pages) on an area of instructional technology (e.g., effectiveness of MOOCs, use of AR/VR in classrooms, impact of LMS on teacher education).
- Write a critical review of one MOOC platform (SWAYAM / Coursera / edX) highlighting strengths, challenges, and future prospects.

Text Books

Bhatnagar, A.B., & Anurag, B. (2016). *Teacher, Teaching and Technology*. R. Lall Educational Publisher.

Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Vikas Publication.

References

Das, R. C. (1993). *Educational Technology – A Basic Text*. Sterling Publishers.

Kumar, K.L. (1996). *Educational Technology*. New Age International Publishers.

Ledford, B.R., & Sleeman, P.J. (2001). *Instructional Design: A Primer*. Information Age Publishing.

Mangal, S.K., & Mangal, V. (2009). *Essentials of Educational Technology*. Prentice Hall Of India.

Rao, V. K. (2008). *Instructional Technology*. APH Publishing Corporation.

Singh, Y.K. (2008). *Instructional Technology in Education*. APH Publishing Corporation.

Vanaja, M. (2014). *Educational Technology and Computer Education*. Neelkamal Publications.

Web Resources

Educational and instructional technology – meaning, nature, scope, definition, objectives and significance.

<https://specialeducationnotes.co.in/C15unit1.htm?i=1>

ICT in Education.

http://woulibrary.wou.edu.my/weko/eed502/course_guide.html

Integrating technology into the curriculum. Slide

<https://www.slideshare.net/HinaKaynat/integrating-technology-into-the-curriculum-69929434>

E-Learning in Teacher Education. Pedagogy of Learning

<http://pedagogyoflearning.com/wp-content/uploads/2015/06/3-Oct-2013-Merged-Journal-Oct-2013.17-22.pdf>

E-learning: an approach.

<http://www.upct.es/~erasmus-gio/weberasmus/archivospdf/E-Learning.ing.pdf>

Moodle Learning Management System

https://onlinecourses.swayam2.ac.in/aic20_sp27/preview

<http://www.egyankosh.ac.in/handle/123456789/884>

<http://www.egyankosh.ac.in/handle/123456789/885>

<http://www.egyankosh.ac.in/handle/123456789/>

**GUIDANCE AND COUNSELLING
M254OGAC**

**Marks: 100
Credits: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i acquaint the meaning, nature, principles and scope of guidance
- ii familiarise the concept and importance of educational and vocational guidance
- iii analyse the need of guidance for the special children
- iv comprehend the nature of counselling & the relationship between guidance and counselling
- v recognize the stages of counselling and become acquainted with the skills of counselling.

UNIT I: Nature and Scope of Guidance [10 hrs]

Concept, Need and Significance of Guidance – Basic Principles of Guidance: Physiological, Sociological and Educational – Scope, Aims and Objectives of Guidance -Functions of Guidance Services -Orientation, Information, Counselling, Placement, Follow-up, Research and Evaluation.

UNIT II: Educational and Vocational Guidance [14 hrs]

Types of Guidance: Individual and Group Guidance, Advantages of Group Guidance – Basic Principles of Educational Guidance - School Guidance Committee: Constitution, Roles and Functions - Placement Services - Research and Evaluation Services - Place of Guidance in School Curriculum - Role of Principal and Teachers in School Guidance Programmes – Vocational Guidance: Concept and Importance - Process of Vocational Guidance - Fantasy Stage, Tentative Stage and Realistic Stage - Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Corner, Career Conference, Bulletin Board and Role Play.

UNIT III: Guidance to Special Children [12 hrs]

Guidance: Special Learners, Gifted Learner, Creative Learner, Slow Learners and Learners with Difficulty for Learning - Psychological Guidance for Problematic Students, Backward Children, Dull or Deficient Children, Delinquent Children and Obstinate Children - Enrichment Programme for the Gifted, Slow Learner and Exceptional Children.

UNIT IV: Understanding Counselling [12 hrs]

Counselling: Nature, Scope and Objectives - Resolution of Problems - Modification of Behaviour - Promotion of Mental Health – Relationship between Guidance and Counselling - Skills and Qualities of an Effective Counsellor – Professional Ethics of a Counsellor - Teacher as a Counsellor, Approaches in Counselling: Characteristics, Steps, Advantages and Limitations of Directive, Non-directive, Eclectic Counselling and Group Counselling. Counselling Theories – Person - Centred Therapy (Carl Rogers), Rational - Emotive Behaviour Therapy, Cognitive - Behavioural Therapy (Albert Ellis) and Reality Therapy (William Glasser)

UNIT V: Skills of Counselling [12 hrs]

Rapport Building - Goal Setting - Assessment and Diagnosing - Selection of Intervention Strategy - Planning and Conducting Sessions – Termination - Developing Counselling Goals -

Functions of Counselling Goals - Obstacles in Developing Specific Goals - Skills Associated with Goal Setting - Peer Counselling: Concept and the relevance to the Indian situation - Steps and Skills in Group Counselling Process.

Tasks and Assignments

- Write any two guidance service activities to be conducted at the higher secondary level.
- Perform group discussion for any one issue and report
- Conduct a survey of the problems that are most prevalent among students in your class, which need immediate attention of a guidance counsellor and prepare a brief report
- List ten behaviour patterns that can be modified through counselling
- Identify the problems faced by the students that can be solved through peer counselling.

Text Books

ArulJothi, Balaji,D.L., &Jurgan,P. (2011). Guidance and Counselling. Centrum Press.
Bala, R. (2006). Guidance and Counseling:Modern Review. Alfa Publications.
Barki,B.G., &Mukhopadhyay,B.(2008). Guidance and Counseling: A Manual. Sterling Publishers.
Chauhan, S. S. (2008). Principles and Techniques of Guidance. Vikas Publishing House.
Sharma, R. A. (2007). Career Information in Career Guidance. Raj Printers.

References

Charles, K., &Jyothsna, N. G. (2011). Guidance and Counselling. Neelkamal Publications
Chaturvedi, R.(2008).Guidance and Counselling Techniques. Cresnet Publishing Corporation.
Jones, A. J. (2008). Principles of Guidance (5th ed.). Surjeet Publications.
Rajendran, E. K. (2008). Guidance and Counselling. Shantha Publishers.
Rao, N.S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company.
Sharf, R. S. (2005). Applying Career Development Theory to Counselling.
Wads Worth Publishing Company.
Sharma, R. N. (2008). Vocational Guidance and Counselling. Surjeet Publications.
Vashist, S. R. (2008). Principles of Guidance. Anmol Publications.

Web Resources

Principles of Guidance
<https://bit.ly/3zvs3xT>
Functions of Guidance Service
<https://bit.ly/3JwRm73>
Guidance to Special Children
<https://bit.ly/3mMR0PS>
Stages of Counselling
<https://bit.ly/3pLX3WZ>
Types of Counselling
<https://bit.ly/3qzkr9m>

**POSITIVE PSYCHOLOGY
M254OPPY**

**Marks: 100
Credit: 4**

Course Objectives

At the end of the course, the prospective teacher educator will be able to

- i) become holistic thinkers and lifelong learners
- ii) apply skills, critical thinking to solve problems in life
- iii) enhance positive experiences and emotions to live a quality of life
- iv) maintain and exercise lifelong happiness in all situation
- v) reconcile with oneself and with others exhibiting trust

UNIT I: Introduction to Positive Psychology [12 hrs]

Concept, History, Nature, Dimension and Scope of Positive Psychology - Seligman's PERM - Positive Leadership - Creativity and Problem Solving.

UNIT II: Positive Emotional States and Processes [12 hrs]

Positive Emotions and Wellbeing: Hope & Optimism, Love - The Positive Psychology of Emotional Intelligence - Influence of Positive Emotions - Positive Thinking and Living.

UNIT III: Strengths and Virtues [12 hrs]

Character Strengths and Virtues - Resilience in the Phase of Challenge & Loss - Empathy and Altruism - Optimism and Success Resilience - Well Being: Quality of Health & Life.

UNIT IV: Happiness [12 hrs]

Introduction to Psychology of Happiness: Wellbeing and Scope - Types of Happiness: Eudemonic and Hedonic - History of Happiness - Theories, Measures and Positive Correlates of Happiness - Traits Associated with Happiness - Setting Goals for Life and Happiness - The Science of Happiness.

UNIT V: Forgiveness and Gratitude [12 hrs]

Forgiveness and Gratitude - Personal Transformation - Role of suffering - Trust and Compassion - Competency Development for Life.

Task and Assignments

- Share in the group on your experience of being the happiest
- Write a personal diary on your forgiveness towards someone who hurt you
- Debate on “the happiness is an inside job” and submit the record
- Write an essay on the significance tolerance and submit a record
- Discuss on being gratitude brings happiness and submit a record

Text Books

Baumgardner, S. R. & Crothers, M. K. (2009). Positive Psychology. New Delhi: Pearson Education

Snyder, C.R.& Lopez. S. (2007). Positive Psychology. The Scientific and Practical Explorations of Human Strengths. Sage Publications

References

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Web Resources

Introduction to Positive Psychology

<https://bit.ly/3EUXQt8>

Positive Emotional States and Processes

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Strengths and Virtues

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Forgiveness and Gratitude

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