ST. IGNATIUS COLLEGE OF EDUCATION (AUTONOMOUS)

(Re-accredited with 'A' Grade by NAAC)

Palayamkottai - 627 002.

Affiliated to

TAMILNADU TEACHERS EDUCATION UNIVERSITY

CHENNAI - 600 097.

Regulations and Syllabus for

Degree of

Master of Education (M.Ed.)

for the Academic Year

2018- 2020

M.Ed. Syllabus

General Objectives:

1. To set high standard of professional competence.

2. To produce dedicated teacher educators.

3. To prepare scholars who could be equipped with the knowledge of research process and would be familiar with the important techniques of Educational Research.

4. To promote innovative teaching methodology and practices.

5. To mould the prospective teacher educators for the mission of social change and social justice.

6. To train the scholars to be inspiring and motivating leaders in the educational institutions and the community.

7. To give training in undertaking research relating to a particular field in Education.

ELIGIBILITY FOR ADMISSION TO THE COURSE

Any woman candidate who has taken the Degree of Bachelor of Education of this University or any other University recognized as equivalent there to with 50% of marks may be admitted to the course for the Degree of Master of Education, after having fulfilled the requirements as laid down by the University and NCTE.

RESERVATION OF SEATS

Reservation stipulated by the Government of Tamil Nadu is followed. One seat is reserved under the ex-service men quota and one more for the differently abled.

DURATION

The M.Ed. Programme shall be of a duration of 2 years comprising of four semesters including field attachment for minimum of 4 weeks and a research dissertation. There shall be atleast 100 working days for each semester exclusive of the period of admission and inclusive of classroom of classroom transaction, practical, field activity and conduct of examination. The minimum attendance of students shall be 80% for theory courses and practicum, 90% for field attachment.

M.Ed. - Distribution of Credits (18-20)

I - Semester					
Courses	**Credit**	**Lecture**	**Tutorial**	**Practical**	**Total**
Psychological Perspectives of Education	4	60	20	20	100
Philosophical Perspectives of Education	4	60	20	20	100
Guidance and Counselling	4	60	20	20	100
Introduction to Educational Research and Statistics	4	60	20	20	100
Yoga and Holistic Education	4	60	20	20	100
Dissertation (Topic selection and Review)	2	20	-	30	50
Field Visit				50	50
Total	22	320	100	150	600
II – Semester					
Social Perspectives and Economics of Education	4	60	20	20	100
Developments in Indian Education	4	60	20	20	100
Advanced Educational Research Methodology and Statistics	4	60	20	20	100
Curriculum, Pedagogy and Assessment	4	60	20	20	100
Dissertation (Tool Preparation)	2	20	-	30	50
Intern ship	2	25		25	50
Net Coaching	-	-	-	100	100
Total	20	310	80	210	600

III - Semester					
Sl.No	Subject	Credit	Lecture	Tutorial	Practical	Total
	Advanced Educational Technology	4	60	20	20	100
	Gender and inclusive Education	4	60	20	20	100
	Human Rights and Value Education	4	60	20	20	100
	Perspectives and Issues in Teacher Education	4	60	20	20	100
	Dissertation (Data Collection)	2	30		20	50
	Intern ship	2	50		50	100
	NET Coaching	-				50
	Total	20	320	80	150	600
IV– Semester					
	Educational perspectives of Environmental of Education	4	60	20	20	100
	Educational Administration and Leadership	4	60	20	20	100
	Status and issues of Secondary Education	4	60	20	20	100
	Dissertation (Thesis Drafting)	2	30		20	50
	Intern ship	4	50		50	100
	Field Visit					50
	NET Coaching					100
	Total	18	260	60	140	600
	Total Credits	**80**				**2400**

Dissertation

The Dissertation should be completed and 2 copies of the reports shall be submitted to the office two weeks ahead of the IV Semester Theory Examination, along with the C.D. copy. The Board appointed by the Controller of Examinations in consultation with the Principal will evaluate the Dissertation and the Board members will conduct Viva-Voce for individual candidates one week ahead of the Fourth Semester Theory Examinations

Scheme of Examination

First Semester

Sl.No	Theory Courses	Marks		
		Internal Marks	External Marks	Total Marks
SEMESTER I				
PERSPECTIVE COURSES				
1	Psychological Perspective of Education	30	70	100
2	Philosophical Perspectives of Education	30	70	100
TOOL COURSE				
1	Introduction to Educational Research and Statistics	30	70	100
2	Yoga and Holistic Education	30	70	100
SPECIALIZATION				
1	Guidance and Counselling	30	70	100
Total		**150**	**350**	**500**

Second Semester

Sl.No	Theory Courses	Marks		
		Internal Marks	External Marks	Total Marks
SEMESTER II				
PERSPECTIVE COURSES				
1	Social Perspectives and Economics of Education	30	70	100
2	Developments in Indian Education	30	70	100
TOOL COURSE				
1	Advanced Educational Research Methodology and Statistics	30	70	100
SPECIALIZATION				
1	Curriculum, Pedagogy and Assessment	30	70	100
Total		**120**	**280**	**400**

Third Semester

Sl.No	Theory Courses	Marks		
		Internal Marks	External Marks	Total Marks
SEMESTER III				
TOOL COURSE				
1	Advanced Educational Technology	30	70	100
2	Gender and Inclusive Education	30	70	100
3	Human rights and Value Education	30	70	100
TEACHER EDUCATION COURSE				
1	Perspectives and Issues in Teacher Education	30	70	100
Total		120	280	400

Fourth Semester

Sl.No	Theory Courses	Internal Marks	External Marks	Total Marks
SEMESTER IV				
PERSPECTIVE COURSE				
1	Educational perspectives of Environmental Education	30	70	100
SPECIALIZATION COURSE				
1	Educational Administration and Leadership	30	70	100
2	Status and Issues of Secondary Education	30	70	100
Total		90	210	300

Internal Assessment Practical

Sl. No.	Research	Internal Marks	External Marks	Viva-Voce	Total Marks
1	Dissertation	**100**	**100**	**50**	**250**
	Practical Components				
1	Preparation of Reflective Reports	**60**	-	-	**60**
2	Field Activity - Practice teaching at B.Ed. level (12 lessons)	**60**	-	-	**60**
3	Participation in seminar and Presentation of papers (minimum 2)	**50**	-	-	**50**
4	Research Colloquium Presentation of Research Proposal	**30**	-	-	**30**
5	Course Work	**30**	-	-	**30**
6	Yoga Record	**20**	-	-	**20**
Total for Practical					**500**

Field Activity: M.Ed. students should observe the classes taken by the B.Ed. teacher trainees during their internship in the cooperative schools. They should take 12 classes for B.Ed. students - six in their respective optional subjects and six in any one of the core papers under the guidance of their supervisors. Further they should maintain a record for Research Colloquium. In addition M.Ed. students are expected to prepare a reflective report on scholastic and non scholastic activities of the co-operative schools.

any one of the Teacher Education Institutions, Special School and Diet that are engaged in developing innovative curriculum and pedagogic practice, educational policy planning, educational management and administration.

Yoga :

M.Ed. Students should conduct five sessions of yoga to the students of the

co-operative schools.

Internal Assessment (Theory) for 30 marks:-

The student teachers are evaluated according to their performance in

Internal test	: 10 Marks
Seminar	: 5 Marks
Assignment	: 5 Marks
Task Assessment	: 10 Marks
	30 Marks

External Evaluation (Theory) :

Scheme of External Examination (70 Marks) Maximum Time Duration : 3 Hours				
S.No	Type of Questions	No.of Questions	Marks	Total Marks
1	Short Answer (Maximum of 200 Words for each question)	6 out of 8 (Compulsory)	5	30
2	Essay (Maximum of 750 Words for each question)	4 (internal Choice)	10	30
	Total Marks			70

Details of Passing minimum and Award of Class:

For each theory paper the minimum marks required for a pass is 50%. of the aggregate o internal and external marks. (For each paper the minimum marks for pass in the externa examinations is 45%). For field activities also the required minimum for pass is 50%.The pass mark in dissertation is 50%.

Class is awarded separately for theory and practical.

75% and above	-	Distinction
60% and above but less than 75%	-	First Class
50% and above but less than 60%	-	Second Class
Less than 50%	-	Reappear

M.Ed., Core Course Code

First Semester

Sl.No	Courses	Course Code
1	Psychological Perspectives of Education	FMPCPY
2	Philosophical Perspectives of Education	FMPCPE
3	Guidance and Counselling	FMPCGC
4	Introduction to Educational Research and Statistics	FMTIER
5	Yoga and Holistic Education	EMTYHE

Second Semester

Sl.No	Courses	Course Code
1	Social perspectives and Economics of Education	SMPSPE
2	Developments in Indian Education	SMPDIC
3	Advanced Educational Research Methodology and Statistics	SMTAER
4	Curriculum, Pedagogy and Assessment	SMSCPA

III Semester		
Sl.No	**Course**	**Course Code**
1	Advanced Educational Technology	TMTAET
2	Gender and inclusive Education	TMTGIE
3	Human Rights and Value Education	TMTHRE
4	Perspectives and Issues in Teacher Education	TMTPTE

IV– Semester		
Sl.No	**Course**	**Course Code**
1	Educational perspectives of Environmental Education	LMPEPE
2	Educational Administration and Leadership	LMSEAL
3	Status and issues of Secondary Education	LMSSSE
4	**Dissertation**	
	Internal	MDI
	External	MDE
	Viva-Voce	MDV
	Practicum	MDP

CONTENTS

SEMESTER -I

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION [SEMESTER – I]

Course Code: FMPCUPY

Credits : 4

Total Number of Hours: 100 (L- 60; T- 20; P/PW- 20)

Objectives

The Prospective teacher educator is enabled to

- *recapitulate the knowledge of educational psychology and its principles*
- *acquire an understanding of the determinants of growth and development*
- *analyze and comprehend the process of learning and the factors influencing learning*
- *identify the ways and means of promoting emotional intelligence.*
- *discern the concept of mental health and adjustment in critically acclaiming our well-being.*

Unit I - Nature of Psychology (L-12; T-3; P/PW-3)

Psychology: Definitions, Branches of Psychology - Educational Psychology – Concept, Nature and scope of Educational Psychology, New trends and Methods of Educational Psychology - Introspection, Observation, Case – Study, Experimental Method - Schools of Educational Psychology – Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Cognitive Psychology, Humanism and Trans -Personal Psychology – Classroom implications of Educational Psychology.

Unit II - Human Development (L-12; T-3; P/PW-3)

Concept, Principles and stages of development - General characteristics and problems of adolescence- Theories of Cognitive Development (Piaget, Bruner), Theory of Social Development (Erickson) and Stages of Moral development (Kohlberg).

Unit III – Learning (L-12; T-3; P/PW-3)

Concept, nature and characteristics of learning, Curves of learning - Types of Learning – Gagne's Types of Learning – S.R. Theories (Skinner, Hull, and Bandura)– Cognitive Theories (Kohler, Lewin and Ausubel) - Constructivism in learning – Learning Disabilities – Educational needs of Exceptional Children.

Unit IV - Intelligence (L-12; T-3; P/PW-3)

Definitions of Intelligence, Theories of Intelligence: Unifactor, Two factor, Group factor theories and structure of intellect - Multiple Intelligence, Emotional Intelligence, Social Intelligence and Meta-cognition – Assessment of Intelligence and uses of Intelligence Tests.

Unit V - Mental Health and Well-being   **(L-12; T-3; P/PW-3)**

           Integrated Personality - Concept of mental health, Causes of maladjustment –Stress management, techniques with special reference to yoga & meditation - Defense mechanisms: Simple denial, Identification, Projection, Aggression, Regression, Rationalization, Reaction formation, Sublimation - principles of mental hygiene – Yoga and mental health - Effects of yoga in enhancing psychological and physical well being.

Task Assessment: (Any Three)   **(T-5; P/PW-5)**

1. Conduct a study on a high school student using any one method of psychology and submit a report.
2. Discuss on the challenges and chances available for the adolescents of Gen-Next.
3. Prepare a plan of action for an academic year to satisfy the need of an exceptional child of your choice.
4. Assess the intelligence of an individual using a standardized tool.
5. Prepare a powerpoint presentation to explain the effects of yoga in enhancing psychological and physical well being.

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PHILOSOPHICAL PERSPECTIVES OF EDUCATION
[SEMESTER - I]

Course Code : FMPCPE
Credits : 4

Total Number of Hours: 100 (L- 60; T- 20; P/PW- 20)
Objectives
The Prospective teacher educator is enabled to
- *acquire the Knowledge of the concepts and Principles of Philosophy.*
- *develop understanding of the concepts and its implications to education.*
- *analyse the contributions made to education by prominent educational thinkers– Indian and Western.*
- *understand the importance and role of education in the Indian Society.*
- *explain the relationship between education and philosophy.*

Unit 1 – Basics of Philosophy   **(L-12; T-3; P/PW-3)**

Meaning, Nature and Characteristics of Philosophy - Concept of philosophy and philosophical minded person - Philosophy and other branch of studies – Philosophy and Arts - Philosophy and Science – Philosophy and Religion - The branches of Philosophy– Metaphysics, Epistemology and Axiology - Logical Positivistic view of Philosophy

Unit II – Philosophy and Education   **(L-12; T-3; P/PW-3)**

Philosophy and Education – Relationship between Philosophy and Education – transfer between Theory and Practice - Meaning of Philosophy of Education - Nature of Educational theory – Descriptive and Prescriptive - Place of Philosophy in determining Educational Aims.

Unit III – Indian Schools of Philosophy   **(L-12; T-3; P/PW-3)**

Nyaya, Vyseshika, Sankiya, Yoga, Buddha, Jaina. Philosophical Ideas of Vedic and Upanishadic thought –– Metaphysics, Epistemology and Axiology - Educational Ideas of Vedic and Upanishadic thought - Aims of Education, curriculum, Methods of Education, Guru & Gurukula - Buddhist school of thought – Philosophical Ideas of Buddhism : Metaphysics, Epistemology and Axiology - Educational ideas of Buddhism: – Aims of Education, curriculum, methods and processes of Education

Unit IV – Western Schools of Philosophy   **(L-12; T-3; P/PW-3)**

Educational implications of Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, Existentialism, logical positivism, Eclectism, Reconstructionism and Progressivism – Philosophical concepts: Metaphysics, Epistemology and Axiology– Educational implication: Aims of Education, Curriculum, Methods of Teaching, Teacher and Child.

Unit V - Contributions of Educational Thinkers   **(L-12; T-3; P/PW-3)**

Indian Thinkers: - Rabindranath Tagore - Swami Vivekananda - M. K. Gandhi- Jiddu Krishnamurthy - Aurobindo - Western Thinkers: Rousseau, John Dewey, Bertrand Russell, Paulo Freire, Ivan D. Illich.

Task Assessment: (Any Three)   **(T-5; P/PW-5)**
   1. Compare and contrast the basic philosophical ideology of any four schools of philosophy and present a report.
   2. "The doctrines of Swami Vivekananda are to be instilled among school children to create a better tomorrow"-Comment on this statement and present an essay.
   3. Critically appraise Mahatma Gandhi in terms of Philosophy of life, values and education and submit a report.
   4. Group discussion on "The Philosophical vacuum in the society and the ways to fill it" and sumbit a consolidated report.
   5. Conduct a case study of a school with respect to the philosophical aspects of learning.

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GUIDANCE AND COUNSELLING
[SEMESTER – I]

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Course Code : FMPCGC
Credits : 4

Total Number of Hours: 100   (L- 60; T- 20; P/PW- 20)

The Prospective teacher educator

- *understand the need, principles, and Basis of guidance*
- *understand the concept, process Techniques counselling and organization of guidance service.*
- *develop an understanding of various general aspects of Testing Programme*
- *get acquainted with the aims and principles of various types guidance of programme.*
- *acquire the knowledge of mental health and Research in guidance.*

Unit I Introduction to Guidance and Counselling   (L-12; T-3; P/PW-3)

Foundation of Basis of Guidance: Philosophical – Psychological – Educational and Socio-political Basis of Guidance – Organization of Guidance Services in Schools - Guidance and Counselling – Concept, Definition Characteristics, Principles, need for guidance and History of the Guidance Movement – Characteristics of a good counsellor.

Unit II Techniques of Counselling   (L-12; T-3; P/PW-3)

Directive or Counsellor Centred, Non Directive or Client Centred, Eclectic Counselling - Basic Assumptions, Characteristics, Advantages and disadvantages of Directive, Non-directive and Eclectic Counselling – The elements in the counselling process – Different roles of teachers in counselling situations – Organization of guidance service –Orientation service - Information service – Counselling service – Placement service – Follow –up service – Guidance and Counselling Centres.

Unit III General aspects of Testing Programme   (L-12; T-3; P/PW-3)

General aspects of testing programme in the school- Test of intelligence, Academic achievement, Aptitude, Interest, Attitude, Personality assessment-Projective techniques - Techniques of Data Collection – Interview - Types of interview - Purpose of counseling interviews – Techniques of counselling interviewing - Questionnaires, Observation, Rating scale, Auto biography, Sociometry, Cumulative record and Case study.

Unit IV Types of Guidance   (L-12; T-3; P/PW-3)

Educational Guidance: meaning, need, objectives, nature and characteristics of educational guidance - functions of educational guidance - curricula of educational guidance - Recommendations for developing study habits among children - procedure for educational guidance - Teacher as a guide in the learning process.

Vocational guidance: meaning, need, objectives and nature - Stages of vocational guidance - Procedure for organizing Placement service - common mistakes in choosing a career - Responsibility of the school for vocational guidance.

Personal Guidance: meaning, nature, objectives, Strategies, process and methods of follow up studies.

Social Guidance: meaning, objectives, functions and strategies of social guidance.

Unit V Mental Health and Research in Guidance   (L-12; T-3; P/PW-3)

Psychology of Adjustment - Role of Emotion in Personality Development - Mental Health and Development of Integrated Personality - Role of teacher in promoting mental health among the students - Methods of developing mental health among students - Defense mechanism – Alcoholism and Drug abuse and learning problems – Conflict and Frustration – Approaches to Evaluation Research in guidance – Guidance for Problematic Children.

Task Assessment (Any three)   (T – 5; P/PW – 5)
1. Write a report on organization of Guidance Services in School.
2. Write a detailed report on counseling services offered in a school in a local area.
3. Prepare and submit a case study of a student with personal problem.
4. Write a report on common mistakes in choosing a career.
5. Write a report of a visit to the local employment exchange.

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INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS [SEMESTER – I]

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Course Code: FMTIER
Credits : 4

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Total Number of Hours: 100   (L- 60; T- 20; P/PW- 20)
Course Learning Outcomes

The prospective teacher educator

- *Identifies the problems of researcher and research*
- *Develops the sources of review of literature.*
- *Familiarizes with various types of research methods*
- *analyses the application of statistics in Research Process.*
- *acquires competency in applying statistical techniques in different phases of Research.*

Unit I Scope and need for Educational Research   (L-10; T-2; P/PW- 2)

Research : Meaning, definitions - Educational Research- need and scope, Areas of Educational Research, Types of research – fundamental, applied and action research - Problems faced in educational research - Qualities of Research worker – Ethics in Research.

Unit II Review of related Literature   (L-10; T-3; P/PW- 3)

Related literature- meaning, need, scope, sources - Difference between related literature and studies - Procedure to organize related literature systematically highlighting the gaps in previous researches - identifying the need and scope of the current study - relating the current study to other studies-sources.

Unit III Major Steps in Research   (L-10; T-3; P/PW- 3)

Steps in the identification of research problems - criteria for selection, sources, need and significance, Statement of the problem, defining concepts in operational terms, delimitations and limitations of the study - Formulation of research question - Objectives of the study – Hypothesis: definition, need, nature, functions and importance - Research proposal – format, need and importance.

Unit IV Introduction to Statistics & Graphical Representation

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(L-15; T-5; P/PW- 5)

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Statistics – Meaning – three kinds of statistical data – Nature and type of data – primary and secondary - Steps in Statistical Method – Application of Statistics – Scales of Measurement – Nominal, Ordinal, Interval and Ratio – Forming frequency distribution table. Graphical Representation of data – Histogram, Frequency Polygon, Frequency Curve, Cumulative Frequency Curve – Uses of graphs.

Unit V Descriptive Statistics & Correlation   (L-15; T-5; P/PW- 5)

Measures of Central Tendency – Mean, Median, Mode – their Calculation– Merits and demerits. Measures of Variability - Range, Mean Deviation, Quartile Deviation and Standard Deviation, their Calculation, Merits and demerits.

Correlation – Types of Correlation – Positive Negative, Simple, Partial and Multiple Correlation – Linear and Curve Linear Correlation – Coefficient of Correlation– Product moment Correlation – Rank difference Correlation.

Task Assessment   (T - 2; P/PW - 2)
1. Select a research problem and write a proposal
2. Formulate hypotheses for a research question
3. Critically analyse the major steps in research and submit a report
4. Represent graphically the given data using frequency curve
5. Analyse the type of correlation for the given data

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YOGA AND HOLISTIC EDUCATION
[SEMESTER – I]

Total Number of Hours: 100   (L- 60; T- 20; P/PW- 20)
Objectives
The prospective teacher educator is enabled to
- *understand the concept of yoga and its significance.*
- *Understand the need of yoga in the present life situation.*
- *Integrate yoga and meditation in school Education*
- *Understand the role of yoga in Holistic Health Education*
- *Perform various Asanas correctly and to know their benefits*

Unit – I :   Perspectives of Yoga   (L -8; T – 3; P/PW – 3)

Meaning, Aim and objectives, Need and Significance, Historical Development of Yoga – Pre classical period – Classical period - Post classical period, and in Modern period, Difference between Physical Exercise and yogic practices, Eight Limbs of Yoga.

Unit – II :   Yoga Therapy for physical and Psychological Disorders
(L -12; T – 5; P/PW – 5)

Common Physical Disorders – Obesity, Cervical spondylosis, Arthritis, Asthma, Constipation, Acidity, Hyper Tension, Diabetics, Common cold, Back ache: Their meaning, causes, symptoms, and yoga therapy management.

Common Psychological Disorders – Stress, Anxiety, Depression, Suicidal tendencies: Their meaning, causes, symptoms, and yoga therapy management.

Drugs , Alcohol and smoking : Awareness towards their adverse effects, Youth drug mania, their yogic management – Preventive and Curative.

Unit III: Yoga in Holistic Health Education   (L -8; T – 4; P/PW – 4)

Holistic Health – concept – importance and ways to attain it, Role of yoga in maintaining Holistic Health, Yogic concept of Diet.

Yoga for Emotional Health – Controlling Emotions by Yama and Niyama- Anger and Greed, Pride – Arrogance – Vanity – Jealousy. Yoga as key to health and happiness.

Unit IV: Meditation and Types of Asanas   (L -12; T – 4; P/PW – 4)

Meditation – Meaning – Concept – Types of mediation, yoga and meditation in life situation.

Different position of Asanas – Long sitting – Prone position – Supine position – Standing position and Kneeling position Asanas, Pranayama, Bandhas, Mudras and Mediation

Unit – V   Yoga and Curriculum planning   (L -10; T – 4; P/PW –4)

Curriculum – Concept of curriculam construction - Yoga curriculum for secondary school – Need essential and planning for teaching of Yoga.

Yoga classroom problems – Types and solutions, Characteristics and importance of good Yoga teaching, Preparation of Yoga lesson plan.

Task Assessment (Any Three)   (T – 5; P/PW – 5)
1. Visit any recognized/reputed Yoga institute and prepare a report for the same.
2. Prepare three Yoga lesson plans in teaching Asanas, Pranayama and Meditation.
3. Prepare a booklet to depict various positions of Asanas.
4. Interview a person who has undergone Yoga therapy for physical or psychological disorder and submit a report of the positive changes.
5. Express your personal views and experiences on the role of Yoga and meditation in promoting Holistic Health.

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SEMESTER -II

SOCIAL PERSPECTIVES AND ECONOMICS OF EDUCATION
[SEMESTER – II]

Course Code : SMPSPE

Credits : 4

Total Number of hours:100 (L – 60; T – 20; P/PW – 20)
Objectives
The Prospective teacher educator is enabled to
- *understand the basic principles of sociology and the relationship between education and society.*
- *understand the process of social change, social progress and social groups.*
- *acquire the knowledge of socialization process and the role of different social groups and culture towards socialization.*
- *acquire the knowledge about the interrelationship between the teachers and the various social agencies.*
- *understand and appreciate the role of education in social and national reconstruction.*

Unit I - Sociology and education   **(L-12; T-3; P/PW-3)**

Meaning and nature of educational sociology - Inter relationship between education and society - Sociology of education and educational sociology - Process of socialization –Role of family, school, peer group in socialization process – Social Interactions – Group dynamics – Education in relation to social stratification and social mobility. Concept of social system and education as a social system its characteristics.

Unit II - Education and Social Change   **(L-12; T-3; P/PW-3)**

Social change; its meaning and concept with special reference to India - Concept of sanskritisation, westernization, modernization and urbanization with special reference to Indian society and its educational implications. Culture – Meaning, Nature, Cultural lag, Role of education in Conservation, Development and Transmission of culture.

Unit III - Educational Problems of Indian Society and Educational Innovations
                                       (L-12; T-3; P/PW-3)

PROBLEMS OF INDIAN SOCIETY: Poverty, Illiteracy & Inequalities – Digital Divide – Under employment and unemployment – Brain Drain – wastage & stagnation –Terrorism and Need for Peace Education – Quantity versus Quality in Education – EDUCATIONAL INNOVATIONS: Delinking degrees from job – Distance & open education - Operational Black Board – Navodaya Vidhyalaya – DTERT – Integrated scheme of School Education (2018) – Rashtriya Uchchatar Shiksha Abiyan (RUSA) - Change in the role of teachers and students.

Unit IV – Economic aspects of Education   **(L-12; T-3; P/PW-3)**

Introduction – Concept – Need – Importance of Economic aspects of

Education. Relationship between education and economics – Education as knowledge economy, concepts of components of human capital Vs physical capital. Taxonomy of costs of education, cost – Benefit and cost - effectiveness analysis.

Unit V – Education as consumption or Investment   **(L-12;T-3; P/PW-3)**

Education as a economic good -Education as a consumption-Education as a Investment. Difficulties in treating education as consumption/ Investment– Impact of LPG on education – Role of PPP in Indian Education.

Task Assessment (Any Three)   **(T-5; P/PW – 5)**

1. Prepare and submit a biography of a person whose life is an example for vertical social mobility.
2. Trend analysis on shift in value pattern of Indian youth due to Urbanization and Westernization and preset a report.
3. Present a report on a procedures adopted by a school in your locality for the preservation and transmission of culture.
4. Critically analyze the impact of LPG on the cost and effectiveness of education and submit a report..
5. Prepare an issue chart on Integrated Scheme of Education(2018).

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DEVELOPMENTS IN INDIAN EDUCATION

[SEMESTER – II]

Course Code : SMPDIC
Credits : 4

Total Number of hours:100 (L – 60; T – 20; P/PW – 20)
Objectives
The Prospective teacher educator is enabled to
- understand the evolution of the present system of Education
- study the developments in Indian Education after independence.
- enable the students analyse various issues related to the development of education in India
- understand the observations and contributions of major committees and commissions on education from time to time
- realize the importance of expansion, equity and excellence in stages and sectors of Education

Unit I - History of Indian Education   (L – 10; T – 3; P/PW – 2)

Vedic system of Education-Buddhist system of Education-Muslim System of Education-Education during British period – East Indian company. The Charter Act of 1813 and 1833 between the orientalists –and Anglicist –Macauley Minute(1835) – Wood's Despatch(1854), Hunter's Commission(1882), Lord Curzon's Contribution to Indian education, Calcutta University commission (1919), Hartog Committee(1929), Basic Education(1937) – Development of Indian education after independence.

Unit II - Educational Problems at primary stage   (L – 10; T – 3; P/PW – 2)

Primary Education – Objectives of Primary Education – Problems – Wastage and Stagnation Universalisation of Primary Education – Remedies for wastages and stagnation problems - New Initiatives in universalization of Elementary Education – District Primary Education programme (DPEP) – Non- Formal Education (NFE) – Operational Blackboard (OBB).

Unit III - Educational Problems at Secondary and Tertiary stage
                                                        (L – 15; T – 3; P/PW – 2)

Secondary education: Objectives of Secondary Education – Problems – Vocationalization of Secondary Education – Diversification of Courses –Student Unrest and Indiscipline – Quantity versus Quality Digital divide, Language problem in India – Problems related to Educational finance , planning and Administration - Expansion of Multipurpose schools in Secondary Education – RMSA (Rashtriya Madhyamik Shiksha Abhiyan).

Unit IV - Problems of Higher Education   (L – 15; T – 3; P/PW – 2)

Higher Education – Types of Universities – Functions of Universities – Administrative and Academic related issues   - Problems related to expansions, equity, excellence and privatization – Study on the report of Rashtrya Uchchtar Shiksha

Abhiyan (RUSA) - Students fees and cost recovery, regulatory aspects of Higher Education, linkages of Academia with Industry.

Unit V - Education for National Development (L – 10; T – 3; P/PW – 2)

Democracy and Education - Development of Nationalism and Inter – Nationalism- Population Education – Education for peace and harmony – Media Education – Education and Economic Development in India.

Task Assessment (Any three) (T – 5; P/PW –10)

1. Prepare a diary of events on the development of Indian education
2. Prepare a ppt on the Educational Problems at primary stage
3. Debate on the problems of secondary education
4. Submit a report by discussing with your peers the solutions for the problems of higher education
5. Prepare a booklet on Education and Economic Development in India.

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ADVANCED EDUCATIONAL RESEARCH METHODOLOGY AND STATISTICS [SEMESTER – II]

Course Code : SMTAER

Credits : 4

Total Number of hours:100 (L – 60; T – 20; P/PW – 20)

Objectives

The Prospective teacher educator is enabled to

- *understand the sampling procedure*
- *understand the steps in tool development*
- *develop the skill of preparing research report*
- *analyze the data using suitable statistical tests.*
- *draw interpretations on the basis of the analysis of data.*

Unit I - Methods of Educational Research   (L-13; T-2; P/PW- 2)

Research methods- descriptive, Historical, Normative, Survey, Case Study, Ethnographic and Observation research - Experimentation- designs- pre-experimental , true and quasi experimental - Population, sample, sampling procedure, criteria for selecting sampling technique- probability and non - probability sampling

Unit II - Tools of research   (L-13; T-2; P/PW-2)

Tools of research- Characteristics of research tools - Types of tools- Observation, interview, questionnaire, check list, rating scale, scales of attitude and social scales- Psychological tests - Criteria for selection of tools - Errors in collection of data - Construction and standardization of tools.

Unit III - Reporting Research   (L-15; T-3; P/PW- 5)

Types of research reports - Steps in research report- chapterization, style and format - Bibliography- APA format for books, journals, newspapers, websites, Footnote, citations and quotations - Language and Typing style.

Unit IV - Regression & Normal Probability   (L-9; T-5; P/PW- 3)

Definition of an event – Operation of events, mutually exclusive and exhaustive events- Independence of events - Regression equations –Normal Probability distribution – its properties, applications, meaning, usefulness. Measures of skewness and kurtosis.

Unit V - Testing of Hypothesis   (L-10; T-5; P/PW- 3)

Testing of significance of difference between two means – large and small samples. Elementary ideas about F-test - one way analysis of variance – steps and calculation- Post ANOVA – Non parametric tests – Chi–Square test - its computation and uses. SPSS – its uses.

Task Assessment(Any three)   **(T-2; P/Pw- 2)**
1. Develop and validate a tool
2. List the standardized tools of research in Psychology.
3. Write Bibliography in APA format for a research problem
4. Prepare a powerpoint presentation on skewness and kurtosis.
5. Report the results of chi-square test using SPSS for a given data.

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CURRICULUM, PEDAGOGY AND ASSESSMENT
[SEMESTER – II]

Course Code : SMSCPA

Credits : 4

Total Number of hours:100 (L – 60; T – 20; P/PW – 20)

Objectives

The Prospective teacher educator is enabled to
- *understand the concept of curriculum development*
- *discuss the factors of curriculum planning and designing*
- *achieve mastery in transacting effective curriculum*
- *evaluate the effectiveness of curriculum*
- *promote curriculum change for future*

Unit I - Concepts and Definitions of Curriculum   (L-12; T-3; P/PW-3)

Concepts of curriculum – Meaning and Definitions of curriculum – Characteristics of Curriculum – Curriculum as a Process – Curriculum and Syllabus – Curriculum and Instruction – Need for curriculum Development – Principles of Curriculum Construction – Curriculum determinants.

Unit II - Curriculum Planning and Designing   (L-12; T-3; P/PW-3)

Curriculum planning – Need – Pre requisites of effective Curriculum Planning - Curriculum Designing – Attributes of Curriculum Design – Steps in Curriculum design – Strategies of Curriculum Designing – Types of Curriculum Design– Considering selecting and Alternating Designs – Criteria for selecting the Curriculum Design- Models of curriculum Development: Taba's Model and Tyler's Model.

Unit III – Learning Assessment   (L-12;   T-3;   P/PW-3)

Meaning of assessment in Behaviouristic and constructivist context : Assessment for learning, of learning, as learning – Concept of authentic assessment – Alternative assessment, modes – Trends in learning assessment – Relationship between curriculum, pedagogy and assessment – role of assessment in realizing the curricularobjectivies : use of assessment results as feedback – in improving learners performance, teaching performance, redesigning the instructional inputs, resources and learning environment : as a feedback to curriculum improvement/ revision

Unit IV – Qualitative techniques for assessment   (L-12;   T-3;   P/PW-3)

Need & importance of qualitative assessment – Tools for qualitative assessment : observation, interview, anecdotal records, case study, auto-biography, rating scale sociometry – Procedure of development, a demonstration, scoring and interpretation through qualitative assessment.

Unit V – Issues in curriculum development- Pedagogy and Assessment

(L-12; T-3; P/PW-3)

Centralized Vs decentralized curriculum – common curriculum – issues involved – curriculum for disadvantaged groups(tribal children, disabled etc) concern and issues – Problems related to curriculum load – issues involved in addressing the multicultural context of children through curriculum – Need for active role of stakeholders in the process of curriculum development – Pedagogical issues in multicultural classrooms: in addressing different levels of learning abilities, bilingual and multilingual classrooms – Problems related to lack of infrastructure resources and pedagogical competencies of teachers.

Task Assessment (Any three)   **(T-5; P/PW-5)**
1. Comparative study of different models of curriculum development and presentation as a seminar.
2. Preparation of lesson plan based on constructivists learning designs in different school subjects – Science, Social Science, Mathematics, Language.
3. Develop a study material for an unit in IX standard text book.
4. Prepare any one of alternative assessment tools to assess learners performance in any of school subjects or in any one of co-curricular areas.
5. Discuss on centraised Vs decentraised curriculum and submit a report

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SEMESTER -III

ADVANCED EDUCATIONAL TECHNOLOGY
[SEMESTER – III]

Course Code : TMTAET
Credits : 4

Total Number of hours:100 (L – 60; T – 20; P/PW – 20)

Objectives

The Prospective teacher educator is enabled to

- *understand the meaning, nature and scope of Educational Technology and its Components in terms of Hardware and Software.*
- *acquaint the basic developments in Educational Technology.*
- *understand the new innovations in teaching and learning.*
- *acquire knowledge about Wireless Communication Technologies.*
- *acquire knowledge about Major Institutions of Educational Technology in India.*

Unit I - Educational Technology   **(L-12; T-3; P/PW-3)**

Meaning and Definition of Educational Technology – objectives of Educational Technology – scope of Educational Technology – Approaches of Educational Technology – Difference between hardware and software approaches – Significance of Educational Technology – Difference between technology of Education and Technology in Education – Types of Approach to Educational Technology: Teaching Technology, Instructional Technology, Behavioural Technology.

Unit II - New Horizons of Educational Technology and their Application
                                          (L-12; T-3; P/PW-3)

Digital Video Interactive (DVL), Artificial Intelligence (AI)- Electronic mail - Interactive Video - Teleconferencing- Tele lecture - Tele tutorial - Educational Television – Internet – EDUSAT - Virtual Class Room - Cloud Computing: Models of Cloud, Categories of Cloud Computing, E-Learning Using Cloud Computing, Benefits of Using Cloud Computing in E-Learning , Key Benefits of Cloud Based E-Learning – flipped class room.

Unit III - Innovations in Teaching – Learning   **(L-12; T-3; P/PW-3)**

SystemS Approach: – steps involved in system Approach – Learner Controlled Instruction (LCI): Steps for LCI, Advantages of LCI, Limitations of LCI - Computer Assisted Instruction – Computer Managed Instruction - Stages of Teaching: Pre-active, Interactive and Post active - Models of teaching: Glaser's, Bruner's concept Attainment model.

Unit IV - Wireless technologies with Applications   **(L-12; T-3; P/PW-3)**

Wireless technologies: Meaning, Types of wireless communication technologies: Satellite - Wireless Networking: Wimax and Wi-Fi - Bluetooth Technology - ZigBee - Wireless Router - Wireless Adapters - Wireless Repeater –

Microwave - Infrared (IR), Radio - Wireless Phones and its advantages and disadvantages.

Unit V - Major Institutions of Educational Technology in India and their role in Education.   **(L-12; T-3; P/PW-3)**

CIET (Central Institute Of Educational Technology) - EMMRC (The Educational Multimedia Research Centre) - IGNOU - SIET(State Institute of Educational Technology) - Consortium for Educational Communication (CEC) - UGC .

Task Assessment (Any three)   **(T – 5; P/PW – 5)**
1. Prepare and submit a E-content for 9 standard students
2. Elucidate and submit the report on cloud computing.
3. Analyze and submit a documentary for Innovations in Teaching –Learning.
4. Discuss about CIET and SIET and submit the summary.
5. Evaluative report on Wireless technology.

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GENDER AND INCLUSIVE EDUCATION
[SEMESTER – III]

<div align="right">
Course Code : TMTGIE

Credits : 4
</div>

Total Number of Hours: 100   (L- 60; T- 20; P/PW- 20)

Objectives

The student teacher is enabled to

- *develop an understanding of meaning, nature and scope of gender studies,*
- *understand how gender issues are related to education,*
- *apply concepts of education to act as a catalyst for women empowerment*
- *understand concept and nature of inclusive education,*
- *develop an awareness towards inclusive education and its practices and organize inclusive education.*

Unit I Introduction to Gender Studies   (L- 12 ; T-3 ; P/PW- 3)

Meaning, nature and scope of Gender studies - Gender: Types of Gender (Male, Female & Trasnsgender) - Culture and the formation of Gender Identities - Process of socialization and gender disparity in family, school, community, religion and media, Social Exclusion based on gender - Gender rules and Policies of Gender and Social Inclusion - Role of gender studies in the 21st Century.

Unit II Gender Studies and Education   (L- 12 ; T-3 ; P/PW- 3)

Gender differences and Gender discrimination, Causes of discrimination, measures to eradicate discrimination - Gender based curriculum, hidden curriculum - teachers and educational institutions – Gender issues and role of teachers: Counseling and Guidance – Sex education – Life skill education – Gender inclusive classroom. Gender Issues and Role of mass media: Gender roles in mass media – Gender stereotypes in mass media – Gender identity roles – Positive notions of body and self – Gender in movies and advertisements – Gender equality and language use.

Unit III – Women Empowerment through Education   (L- 12 ; T-3 ; P/PW- 3)

Meaning, Need and significance of Women Empowerment – Hurdles in the path of Women Empowerment – Issues related to female children : Foeticide, infanticide, child marriage – Issues related to Women : Dowry, Widowhood , Domestic violence, sexual harassment.

Economic and Political Issues – Constitutional rights – remedial measures through education for effective participation of Women in governance.

Unit IV – Introduction to Inclusive Education   (L- 12 ; T-3 ; P/PW- 3)

Meaning, Concept and importance of inclusive education – Difference between special education, integrated education and inclusive education – Advantages of inclusive education - Barriers of Inclusive Education: Quantitative Barriers-

Qualitative Barriers (Educational, Social and Economic) - Overcoming the barriers in inclusive Education. Perspectives of Inclusive Education: Educational, Sociological, Economic, Humanistic and Democratic.

Children with Diverse needs : Concept and meaning of diverse needs - Characteristics of children with diverse needs – Importance of early detection – Functional assessment for development of compensatory skills - Role of Government and Non Government Organisations in Inclusive Education- General Concessions, facilities and allowances and schemes for Disabled Children.

Unit V – Preparation for Inclusive Education   (L- 12 ; T-3 ; P/PW- 3)

Creating and sustaining inclusive practices – Role of technology for meeting diverse needs of learners – Role of teachers, Parents and other community members for supporting inclusion of children with diverse needs - Working models in the Inclusive Education: Shikshit Yuva Sawa Samiti (SYSS), Basti, Uttar Pradesh- Sir Shaburji Billimora Foundation, Mumbai, Maharastra- Joyful Inclusion Pack, CBR Network, Bangalore, Karnataka.

Task Assessment (Any three)   (T-5 ; P/PW- 5)
1. Collecting views from different news papers on atrocities against girl student and prepare a report.
2. Prepare power point slide on the projection of gender biased roles in media.
3. Brainstorming session on safety of girls at school, home and work place.
4. Visit a school promoting inclusive practices and submit a report
5. Interact with teachers in inclusive schools and identify the barriers they encounter with it.

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HUMAN RIGHTS AND VALUE EDUCATION
[SEMESTER – III]

Course Code: TMTHRE
Credits : 4

Total number of hours: 100(L-60; T-20; P/PW-20)

Objectives:

The prospective teacher educator is enabled to

- sensitize and realize the norms and values of human rights
- study the relationship between Human Rights and Education
- develop interest and extend guidance to the community on Human Rights and Value Education.
- create awareness and conviction to values for improving the quality of life through education for social and human well being.
- develop a comprehensive view on strategies and approaches to inculcate values.

Unit – I: **Human Rights**   **(L-12; T-3; P/PW-3)**

Meaning, Need and Importance of Human Rights – Right to Education – Education for Human Rights.

Advocacy and enforcement of rights: Role of government, civil society and other stakeholders- Constitutional provisions for Human Rights.

UNIT - II Historical Perspective of Human Rights in India

(L-12; T-3; P/PW-3)

Human Rights in Ancient and Medieval India -Human Rights in Islamic Era - Human Rights in British India - Human Rights in Contemporary India.

Agencies promoting Human Rights in India – Media, NGO's, National Human Rights Commission (NHRC)

Unit – III Human Rights Education   **(L-12; T-3; P/PW-3)**

Strategies of teaching Human Rights- Role play, Brain storming, Forming pairs and groups, Discussion, Questioning, Buzz session- Activities based on: picture, drawings, cartoons and comics- Cooperative learning.

Human Rights education and co-curricular activities-Training teachers for Human Rights Education

Unit IV: Concept of Values in the Indian Context   **(L-12; T-3; P/PW-3)**

Education and Values: Need and Importance of Values in Education -Indian Culture and Human Values- Recommendations in NPE-1986 for inculcation of values at school level.

Nature and Sources of Values-Biological, Psychological, Social and Ecological- Difference between Values, Religious Education and Moral Judgement.

Classification of Values - Material, Social, Moral and Spiritual-Constitutional values

Unit- V: Perspectives on Value Education   **(L-12; T-3; P/PW-3)**

Perspectives on Value Education: Islam -Sikhism - Christianity - Hinduism – Jainism.

Inculcation of Human values- Approaches and strategies.

Present status of value education in schools.

Task Assessment: (Any Three)   **(T-5; P/PW-5)**

1. Write a report on implementation of Human Rights in a school of your choice
2. Conduct a programme on awareness of Human Rights among people in your locality and submit their feedback.
3. Conduct a programme on awareness of social values in your community and submit a report.
4. Conduct a field study on issues related to violation of social values and submit your report.
5. Discuss about the similarities in the value concept of different religions.

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PERSPECTIVES AND ISSUES IN TEACHER EDUCATION
[SEMESTER – III]

<div align="right">

Course Code: TMTPTE
Credits : 4

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Total number of hours : 100 (L- 60 ; T-20 ; P/PW- 20)

Objectives

The Prospective teacher educator is enabled to
- Perceive the intended meaning of teaching as a professions
- Internalize the role and responsibilities of teacher educators
- make classroom teaching more interactive through various techniques and technology
- develop an understanding of agencies of teacher education
- analyze the issues and innovative practices in teacher education

Unit I- Teachers and Teaching Profession   (L- 12; T-3; P/PW- 3)

Teachers in India: The changing profile; changing roles and responsibilities of teachers. - Concept of Profession: Teaching as a profession. - Service conditions of school teachers - Professional ethics for teachers. - Social status of teachers: International Labour Organization (ILO) version of the status of teachers- Teacher Appraisal and accountability.

Unit II-   Teacher Educators   (L- 12 ; T-3 ; P/PW- 3)

Teacher educator: Roles and responsibilities of teacher educators- Preparation of teacher educators - Continuing education of teacher educators: Institutional mechanism and provisions for the continuing education of teacher educators.

Unit III –Techniques and Technology in Teacher Education

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(L- 12 ; T-3 ; P/PW- 3)

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Discussion, Panel discussion, seminar, symposium,Team teaching, Individualized instruction, Programmed instruction

Concept of pedagogy and andragogy - Principles and techniques of andragogy - Simulated Teaching, CAI,E-Learning and innovative technology.

Unit IV- Teacher Education system in India   (L- 12 ; T-3 ; P/PW- 3)

Types of Teacher Education Institutions - Levels of teacher preparation: ECE, Elementary and Secondary -   Preparation of Teachers for specific areas: work education and Vocational education, HPE, Art education - Recognition, assessment and accreditation of Teacher education Institutions: Role of MHRD, UGC, NCTE & NAAC,QCI -TQM in Teacher Education: concept - Research and innovations in

Teacher education: Present status, Research trends & graphs; Experiments in Research. Teacher education system in India : NCERT, SCERT, TNTEU

Unit V –Current issues and Problems in Teacher Education
                                                        (L- 12 ; T-3 ; P/PW- 3)
            Lack of Standards, Licensing and Accreditation, Improving Access, Organizing Practice Teaching, Research and Development, Inclusive Education, ICT in schools and E-learning, Role of Community Knowledge in Education - Enhancing the status of Educational studies and Professional Development of Teacher Educators - Future Directions And Possibilities.

Task Assessment: (Any Three)   **(T-5; P/PW- 5)**
1. Group discussion on norms developed by NCTE for recognition of teacher education Institutions.
2. Interviewing two student teachers who have completed Two year B.Ed. course, about the issues of teacher education, in their perspective.
3. Interaction with the faculty of Teacher education Institutions to ascertain their roles and responsibilities.
4. Observation of Secondary school teachers to analyze the use of strategies they had studied during pre-service for their professional development, in their daily classes.
5. Preparation of a plan based on any model of teaching for any topic/concept included in the curriculum.

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SEMESTER -IV

EDUCATIONAL PERSPECTIVES OF ENVIRONMENTAL EDUCATION [SEMESTER-IV]

Course Code: LMPEPE
Credits : 4

Total number of hours: 100 (L-60; T-20; P/PW-20)
Objectives
The Prospective teacher educator is enabled to
- develop the ability to evaluate measures for the improvement and protection of environment,
- acquire knowledge and skills necessary to develop environmental awareness,
- familiarize about the International efforts for environmental protection,
- understand the role of mass media, governmental and non-governmental agencies in imparting environmental education,
- aware about the global environmental problems.

Unit I – Environmental Education- Transaction and evaluation

(L-12; T-3; P/PW-3)

Teaching- Learning strategies for Environmental Education: Field visits, Experimentation, Demonstration, Observation and Games. Evaluation in environmental education use of observation. Self reporting techniques (attitude scale, interview and questionnaire) and projective techniques in Environmental Education. Training for environmental education- major components of the training programme, Role of Central and State Government in Environmental Education.

Unit II- Basic concepts & issues of Environmental Education

(L-12; T-3; P/PW-3)

Concepts of environmental Education: Definition, nature, scope, objectives and limitations of Environmental Education. Features of curriculum for environmental education at primary and secondary school levels. Need for developing environmental awareness or consciousness. Relationship between man and environment; Ecological and psychological perspective. Effect of man-made and natural disaster management - Role of education institutions in disaster management. Concept and importance of sustainable development.

Unit III-International efforts for environmental protection

(L-12; T-3; P/PW-3)

Environmental issues and global community: Stockholm conference (1972)- Nairobi conference (1982)-Brundtland commission (1983) – The Earth Summit or Rio conference (1992) – Rio declaration or The Earth charter– Kyoto conference (1997) – Doha climate change conference (2002).

Unit IV- Strategies and Approaches, Methods of Teaching Environmental Education

(L-12; T-3; P/PW-3)

Teaching environment education as a separate subject. Interdisciplinary and integrated approaches for teaching environmental education. Role of mass media- Newspaper, Radio, Electronic media and others in imparting environmental education. Principles and content of Environmental Education. Methods of teaching environmental education: Discussion , seminar, workshop , problem solving, field survey, projects and exhibition. Role of governmental and non-governmental agencies. Evaluation of student's learning in EVS programme.

Unit V-Global environmental problems **(L-12; T-3; P/PW-3)**

Environmental pollution: physical, air, water, noise, chemical. Extinction of flora and fauna, deforestation, soil erosion. Need and efforts for conservation, preservation and protection of rich environmental heritage. Global warming, ozone depletion, soil erosion. Need and efforts for conservation, preservation and protection of rich heritage. Global warming, ozone depletion, resource degeneration and population explosion its effect on environmental resources.

Task Assessment (Any three) **(T- 5; P/ PW -5)**
1. Prepare a powerpoint on Stockholm conference (1972)/ Rio conference (1992)
2. Prepare a assignment on Recent environmental issues.
3. Present a seminar on Evaluation in environmental education.
4. Write a report on Effect of man-made and natural disaster management.
5. Prepare a debate report on Biowar.

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EDUCATIONAL ADMINISTRATION AND LEADERSHIP
[SEMESTER – IV]

Course Code : LMSEAL
Credit : 4

Total number of hours: 100(L-60; T-20; P/PW-20)
Objectives
The Prospective teacher educator is enabled to
- *develop an understanding and appreciation of the different approaches to educational administration.*
- *develop competency in educational administration.*
- *acquaint with the broad problems in the field of educational administration and supervision.*
- *understand the type of leadership required for an effective teacher and an administrator.*
- *get familiar with basic concepts, principles and process of educational planning.*

Unit I - Development of Modern Concept of Educational Administration
(L-12; T-3; P/PW-3)

Meaning and Scope of Educational Administration – Development of modern concept of Educational Administration - Administration vs Management – Taylorism – Administration as a process – Administration as a bureaucracy – Human relations approach to Administration – system approach.

Unit II - Specific Trends in Educational Administration   (L-12; T-3; P/PW-3)

Decision Making – Types – Characteristics – Elements and special problems in decision making. Organizational compliance – Meaning and nature – Factors linked with compliance structures. Organizational Development – Strategies of organizational development. Modern trends in educational management – PERT and SWOT analysis.

Unit III - Educational Planning   (L-12; T-3; P/PW-3)

Meaning and Nature of Educational Planning – Approaches to Educational Planning – Intra educational extrapolation model – Demographic projection model – School mapping – Man power approach – Social demand approach – The rate of return approach – Social justice approach. Perspective Planning – Institutional Planning.

Unit IV - Educational Supervision   (L-12; T-3; P/PW-3)

Meaning of Supervision – Modern Supervision – Functions of Supervision– Types of Supervision - Planning the Supervisory Programme – Organising the Supervisory Programme – Implementing the Supervisory Programme.

Unit V - Leadership in Educational Administration   (L-12; T-3; P/PW-3)

Leadership in Educational Administration. Meaning and Nature of Leadership – Theories of Leadership – Trait theory – Type theory – Behavioural theory – Situational theory – Group theory – Path Goal – Styles of Leadership – Grid and Management Grid Concept – Tridimensional Grid of Educational Management – Role and qualities of an effective administrator.

Task Assessment: (Any Three)   **(T- 5; P/ PW -5)**

1. Observe and measure the leadership style of the Head of any one Institution in your locality and submit a report.
2. Critically analyze the statement and present a report : On " Supervision primarily deals with guiding and inspiring human beings towards greater level of performance."
3. "Decision Making is the primary task of Management"- Discuss the statement and enumerate the steps you would adopt to develop the decision making skills among your students.
4. Dialogue and prepare a report on, "Planning is an organized foresight and a corrective hind sight". How as a teacher you will use planning as both a foresight and hindsight to improve your teaching and learning?
5. Conduct a self analysis report using SWOT Analysis procedure and prepare a powerpoint presentation.

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STATUS AND ISSUES OF SECONDARY EDUCATION
[SEMESTER-IV]

Total Number of Hours: 100 **(L- 60; T- 20; P/PW- 20)**

Objectives

The Prospective teacher educator is enabled to

- trace out the historical perspectives of secondary education in India
- know the various boards of Secondary and Higher Secondary education
- analyse the different types of secondary education
- analyse the quality aspects secondary education in India
- get familiarized with the issues related to vocational education
-

Unit I : Historical perspectives of Secondary Education in India

(L-12; T-3; P/PW-3)

Need, scope and objectives of secondary education – development of secondary and higher secondary education in India : Pre –Independence and post - independence periods – achievements and failures.

Unit II : Structure of Secondary Education (L-12; T-3; P/PW-3)

The changing patterns – articulation with other stages of education and with other channels – Secondary Education of different school boards at Secondary level: Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), Indian Certificate of Secondary Education (ICSE) and State Board- Types of Secondary Education : Government, Government Aided and Private – Inservice and preservice Teacher education Institutions of Secondary level.

Unit III Experiments in Secondary Education (L-12; T-3; P/PW-3)

Public schools, Multipurpose schools, Junior Technical schools, Post basic schools, Kendriya Vidyalaya Schools (KVS), Navodaya Vidayalaya Schools (NVS) and Sainik School, New Policy and Programmes in Secondary Education.

Unit IV – Quality Issues in Secondary Education (L-12; T-3; P/PW3)

Quality: Meaning and Definitions – Enrollment, Dropout and Achievement at Secondary and Higher Secondary level – Universalization of Secondary Education – Rashtriya Madhyamik Shiksha Abhiyan (RMSA) – Equalities of Educational Opportunities – Education for Girls, Disadvantaged, Differently abled children and slow learners – Global monitoring Report (2000-2015) – NGOs Pratham Report (2014) and UNESCO Report – Strategies for promoting Access and Achievement at Secondary level.

Unit V – Vocationalisation of Education at Secondary Level (L-12; T-3; P/PW-3)

Vocationalisation of Education: Meaning, Need and Objectives – Vocationalisation of Secondary Education: Management Structure – Organizations for

Vocational Education (JCVE), Bureau of Vocational Education(BE), Central Institute of Vocational Education (CIVE) and State Institute of Vocational Education (SIVE) – Centrally sponsored scheme of Vocationalisation of Secondary Education – Challenges in Vocationalisation of Education – Studies and finding on Vocational Education – Strategies for furthering Vocationalisation.

Task Assessment (Any three)   **(T-5; P/PW-5)**

1. Visit a Government a Private School in your locality and prepare a profile of these schools.
2. Prepare a report on the functioning of any two Teacher Education Colleges of your locality.
3. Interact with anyone RMSA co-ordinator in your educational District and find out the impact of RMSA on Secondary Education.
4. Interview the students in the vocational group to find out the possibilities and feasibilities of studying Vocational Education courses at Higher Secondary level.
5. Compare the syllabus of your optional subject in the CBSE and State board pattern for 9th standard.

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