ಬಾಗಲಕೋಟ ವಿಶ್ವವಿದ್ಯಾಲಯ

(ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ವಿಶ್ವವಿದ್ಯಾಲಯ)

Bagalkot University

(A State Public University of Govt.of Karnataka)

SCHOOL OF EDUCATION

P. G. DEPARTMENT OF STUDIES & RESEARCH IN EDUCATION (M.Ed.)

TWO YEARS MASTER OF EDUCATION (M.Ed.) PROGRAMME

3rd & 4th Semester

PROGRAMME OF BAGALKOT UNIVERSITY JAMKHANDI.
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

The Syllabus Effect from 2024-25 Onwards

Semester-III
Specialization in any ONE level: Elementary/Secondary and Senior Secondary

Course	Course Code	Subject Name & Code	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-9 (d):	126MED03XXXHCC09T	Guidance and Counselling * Guidance and Counselling at Elementary Level * Guidance and Counselling at Secondary Level *	Theory	75	25	100	4
Course-10 (d):	126MED03XXXHCC10T	* Administration, Management and Leadership of Elementary Education * Administration, Management and Leadership of Secondary/Senior Secondary Level	Theory	75	25	100	4
Course-11 (a):	126MED03XXXHCC11T	* Professional Ethics and Human Values of Teacher Educators	Theory	75	25	100	4
Course-12 (c):	126MED03XXXHCC12T	* Perspectives of Teacher Education	Theory	75	25	100	4
Course-11 :	126MED03XXXHCC01I	* Internship in Specialization (Elementary or Secondary/Senior Secondary)	Practical		100	100	4
Course (OEC):	126MED03XXXOEC02T	* Personality Development and Communication Skills	Theory	80	20	100	4
			Theory ISB				

Activity III (a)	126MED03XXXHCC05L	Dissertation	Practical		50	50	2
Activity III (b)	126MED03XXXHCC06L	Academic Writing	Practical		50	50	2
		Total		**380**	**320**	**700**	**28**

Course		Subject Name & Code	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-12 (d):	126MED03XXXHCC13T	* Educational Technology at Elementary Level * Educational Technology at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course-13 (d) :	126MED03XXXHCC14T	* Inclusive Education at Elementary Level * Inclusive Education at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course-15 :	126MED03XXXHCC15T	* Curriculum Studies at Elementary Level * Curriculum Studies at Secondary Level	Theory	75	25	100	4
Course-16 :	126MED03XXXHCC07L	Dissertation	Practical		100	100	4
		Total		**225**	**175**	**400**	**16**
		GRAND TOTAL		**1285**	**965**	**2250**	**90**

List of Open Elective Courses offered by the Department

1. Strategies of Teaching (Second Semester)
2. Personality Development and Communication Skills (Third Semester)

Scheme of Examination

(Semester end Theory Examination Question Paper Pattern) Hard core, Soft core (Specialization) papers for M.Ed Students and Open Elective Papers for Students from other departments

Duration: 03 Hours

Section	Type of Questions	Marks	Total
A	Four essay type questions in Section A with internal choice out of 5	3 X 15	45
B	There will be short answer questions in Section B with internal choice out of 8	5 X 6	30
Total			**75**

Scheme of Evaluation (Internal Assessment)

Sl. No.	Continuous Assessment Programme	Maximum Marks
1	Two Session tests in each course (5 marks first test and 10 marks second test)	15
2	Seminar/Group Discussion/Assignment (to be assessed on the basis of writing, comprehension, communication, articulation and presentation skills)	07
4	Regularity and Attendance	03
Total		**25**

Three marks in each course are marked for regularity in attending the classes shall be awarded as follows:

Percentage of Class Attended	Marks to be awarded
	Hard core, Soft core and Open Elective Courses
< 75	00
75 < 80	01
80 < 90	02
90	03

1. **Examination**

1.1 There shall be an examination at the end of each semester.

1.2 There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 80 marks and examination duration of 3 hours.

1.3 Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the Chairman of Department of Education and shall also pay the fees prescribed.

1.4 The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1st semester-end examination. That will be the Register Number of the candidate for all subsequent appearances and semester-end examinations. The Answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.

1.5 The M.Ed programme under CBCS is a fully carry-over system. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (even semester examination in even semester and odd semester examination in odd semester).

1.6 Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher.

1.7 Candidates who desire to challenge the marks awarded to them, in the semester - end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation), within 15 days from the announcement of results.

13 Evaluation

13.1 M.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.

13.2 The IA component in a course shall carry 25 marks (including 03 marks for attendance) and the Semester End Examination shall carry 75 marks However, dissertation will carry 200 marks, in which 50 marks is allotted to the presentation of the research proposal and 50 marks for research progress.

13.3 The IA marks list shall be notified on the Department Notice Board as Marks and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the University.

13.4 There is no provision for seeking improvement of Internal Assessment marks.

13.5 The IA records of each semester end examination should be submitted to the department of education in duplicate, at least 8 days prior to the commencement each semester end examination and the dissertation thesis should also be submitted to the department of education in duplicate before the end of IV semester end examination.

13.6 Maximum duration for completion of the Programme

13.7 A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.

13.8 Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

14.0 Declaration of Results:

14.1 Minimum for a pass in each paper shall be 40% of the total marks including the IA / viva and the semester end examinations marks. However, candidate shall obtain at least 40% of the marks in the Semester End Examination (ex. 30/75). There is no minimum in the IA / viva marks.

14.2 Candidates shall secure a minimum of 50% in aggregate in all semesters to complete the programme successfully. A candidate who passes individually with 40% score but fails to secure 50% in aggregate shall be declared to have failed. Such candidate shall at his option appear for any one or all papers for improvement.

14.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree in Education.

14.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt.

14.5 The candidates, seeking improvement of their results shall submit an application along with a prescribed fee to the Registrar (evaluation) and surrender the degree certificate / provisional pass certificate/original marks cards of that semester before15 days from the date of exam application submission as per the prevailing rules of University from time to time.

First class with Distinction	70% and above	(A)
First Class	60% and above but less than 70%	(B)
Second Class	50% and above but less than 60%	(C)
Fail	Less than 50%	(F)

15.0 Marks, Credit Points, Grade Points, Grade and Grade Point Average:

15.1   The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	F

15.2   Credit Point (CP): The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit the course.

15.3   The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is   calculated by dividing   the total credit points   earned by the student in all the courses by the total number of credits of those courses of the semester.

15.4   The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number   of credit points   in all the semesters   by the total number   of   credits in all the semester. The CGPA to date shall be calculated by dividing the total number of credit points in all the semesters to date by the total number of credits in all the semesters to date.

CGPA for the   Sum of the CP of the I semester

I semester   =   Sum of the credits of the I semester

CGPA for the   Sum of the CP of the I sem + Sum of the CP of the I sem

II semester   =   Sum of the credits of I sem + Sum of the credits of II sem

CGPA for the III and IV Semester shall be computed accordingly.

15.5   The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for   the course chosen by   the student, the credit points   obtained in each course, the grade letter and grade points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

15.6   Class   shall be   awarded to the successful candidates   based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average(CGPA)	Class to be awarded
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

Evaluation Rules & Regulations

☞ The. Degree   will be   awarded to a student who completes   a total of 90 Credits in a minimum of two years taking four courses per Semester.

☞ Each paper (expect ECP) will be of 4 credits, the evaluation of which will be decided by the teacher educator. Each 4 credit course will have 100 marks.

☞ Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits

☞ Tutorial per week: 2 (one hour each) = 1 credit

☞ Field work/practicum per week: 4 (one hour each) = 2 credits

☞ While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts will have grade points average and total percentage of marks (up to two decimal points).

☞ A student obtaining Grade F will be considered as failed and is required to reappear in the examination.

☞ The formula for conversion of Grade Point Average (GPA) into the Final Grade:

☞ Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).

☞ The SGPA is the ratio of sum of the product of the number of credits with the grade points   scored by a student in all the courses   taken by a   student and the sum of the number of credits of all the courses undergone by a student, i.e., SGPA (Si) = $\sum(C_i \times G_i)$

/ $\sum Ci$ Where Ci is the number of credits of the ith course and Gi is the grade point scored by the student in the ith course.

- ☞ The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e., SGPA (Si) = $\sum(Ci \times Gi) / \sum Ci$

- ☞ The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 50 % of the total credits.

- ☞ There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.

- ☞ For grade improvement a student must reappear for semester-end examination for a minimum 50% of the total credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

Special Instructions

- ☞ There will be a university examination at the end of each semester as per details of the scheme of examination."

- ☞ Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.

- ☞ The minimum pass marks in each year or semester examination will be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.

- ☞ A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which they fail along with the next semester.

- ☞ A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.

- ☞ In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.

- ☞ A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.

- ☞ Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for M.Ed. degree.

- ☞ Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate will, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

- ☞ In matter governing the above programme, the decision of the honourable Vice Chancellor is final.

BAGALKOT UNIVERSITY, JAMKHANDI
JAMKHANDISYLLABUS FOR TWO YEAR M.Ed
PROGRAMME CHOICE BASED CREDIT
SYSTEM (CBCS) SEMESTER - III
SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND
SENIOR SECONDARY
SPECIALIZATION PAPER- GUIDANCE AND COUNSELING
COURSE 9 (d) : GUIDANCE AND COUNSELING AT ELEMENTARY LEVEL

Objectives: After completion of the course the students will be able to:

- Understand the meaning, nature and scope of guidance,

- Understand the meaning of and the need for group guidance ,

- Recognize the role of guidance in attaining the goals of education,

- Appreciate the need for guidance,

- Develop acquaintance with various techniques of group guidance ,

- Understand the meaning, nature and scope of counseling,

- Appreciate the need for and goals of counseling,

- Analyze the relationship between guidance and counseling,

- Understand the concept and process of counseling in group situation,

- Recognize the different areas of counseling,

- Understand the various stages involved in the process of counseling,

- Appreciate the importance of counseling relationship,

- Become acquainted with the skills and qualities of an effective counselor.

Unit -1: Understanding Guidance

1.1. Meaning and Definitions

1.2. Misconceptions about guidance

1.3. Need for guidance

1.4. Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization

1.5. Scope of guidance programme

Unit -2: Types of Guidance and Group Guidance

2.1   Types of Guidance: Educational, Vocational/Career and Personal

2.2   Individual guidance and group guidance; advantages of group guidance

2.3   Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit -3: Understanding Counseling

1.1   Meaning and nature of counseling

1.2   Misconceptions about counseling

1.3   Scope of counseling

1.4   Goals of counseling: resolution of problems, modification of behavior, promotion of mental health

1.5   Relationship between guidance and counseling: place of counseling in the total guidance programme

Unit -4: Counseling Process & Counseling Relationship, Types & Areas of Counseling

4.1   Stages of the counseling process

4.2   Counseling Techniques-person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies.

4.3   Skills and qualities of an effective counselor

4.4   Professional ethics

4.5   Uses of group process in counseling

4.6   Process of group counseling

4.7   Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups

4.8   Peer counseling: Its concept and the relevance to the Indian situation.

4.9   Steps and skills in group counseling process.

Mode of   Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Sessional Work: The students may undertake any one of the following activities:

- Identification of the cases for counseling
- Exploring the possibilities for peer counseling in the institutions
- Having with the counselor related to the process of counseling, clients and writing a report on this.

References

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

Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.

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Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.

Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.

Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.

Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.

Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Saraswat, R.K. & Gaur, J.S.(1994). Manual for Guidance Counselors. New Delhi" NCERT.

SEMESTER- III

SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY & SENIOR SECONDARY

SPECIALIZATION PAPER- GUIDANCE AND COUNSELING

COURSE 9 (d): GUIDANCE AND COUNSELING AT SECONDARY LEVEL

Objectives: After completion of the course the students will be able to:

- Understand the essential services involved in the guidance programme,
- Understand the resources required and their optimum use in managing a school guidance programme,
- Aware of the constitution, role and function of the school guidance committee,
- Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

Unit -1: Guidance and Education

1.1   Relation of Guidance with Education

1.2   Needs for Guidance at various levels of education/schooling

1.3   School Guidance: a collaborative effort of school and community

1.4   Organization of Guidance programmes in schools, planning of Guidance programme.

Unit -2: Essential Services in Guidance Programme

2.1   Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation

2.2   Resources required for organizing guidance services

2.3   School guidance committee: constitution, roles and functions

2.4   Placement services

2.5   Research and evaluation services

Unit -3: Guidance and Curriculum, Guidance of Students with Special Problems

3.1   Integration of guidance and curriculum-need and importance

3.2   Guidance based curriculum.

3.3   Role of teachers and other personnel"s in the construction of guidance based

curriculum.

3.4   Role of principal and teachers in guidance programmes.

3.5   Nature and causes of behavioral problems

3.6   Underachievement

3.7   School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.

3.8   Guidance of students with behavioral problems

3.9   Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,

3.10   Promoting psychological well-being and peace through school based programmes.

Unit -4: Guidance of students with special abilities and Needs

4.1   Students with special abilities and needs-concept and identification process.

4.2   Guidance for gifted and creative students.

4.3   Guidance for socially and economically disadvantaged students.

4.4   Guidance for physically and intellectually challenged students.

4.5   Delinquency among students-causes, identification, and guidance for Delinquent students.

4.6   Follow-up guidance.

Mode of   Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Sessional Work: The students may undertake any one of the following activities:

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

References

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
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- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
- Various Books on Self Development.

SEMESTER – III

SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND SENIOR SECONDARY

COURSE – 10 (d) : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF ELEMENTARY EDUCATION

Objectives: After completion of the course, the students will be able:

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- Understand various policies, planning and initiation taken by Govt. at Elementary level.
- Reflect on planning, management, policies and operational strategies at Elementary level.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Unit – 1:   Educational Administration at National Level

1.1   Meaning concept, nature and types of structure of educational administration at national level.

1.2   Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes

1.3   National grants, to state Govt.

1.4   Bureaus/ divisions of the ministry of HRD, Department of Education.

1.5   Major activities and organization of Department of Education of MHRD.

1.6   NCERT - organization, structure objectives Role and function.

1.7   NUEPA – NCTE, *Kendriya Vidyalaya Sangathan*,

Unit – 2: Educational Administration at State Level

2.1 State level administration: - Need importance and limitations

2.2 Recommendations of committees on role of state and local bodies.

2.3 Local bodies:- District boards and Municipalities. Present position of local administration in Elementary education.

2.4 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit – 3 : Management of Elementary Education

3.1 Meaning, concept, need and nature of management & management of education.

3.2 Present policies and operational strategies of central & state Govt. for Elementary Education.

3.3 Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.

3.4 District-Planning and management of Education.

3.5 Machinery of Local management DISE (District Information system for Education)

Unit – 4: School Leadership

4.1 Curriculum framework, outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managers to school leaders)

4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.

4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.

4.4 School & Community: - Inter-linkage, Role and responsibilities.

4.5 School as a learning organization

4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Government school.
- Interview some school administrative staff and local authorities to find out the status of local administration in Elementary school.
- What special obstacles did they encounter, and how were they overcome?
- Write a report on the best theory of leadership in the light of RTE act 2009,

References

- Sindhu, I.S.(2008), " Educational Administration and management International Publishing House, Meerut
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BAGALKOT UNIVERSITY, JAMKHANDI
JAMKHANDI JAMKHANDISYLLABUS FOR
TWO YEAR M.Ed PROGRAMME CHOICE BASED
CREDIT SYSTEM (CBCS) SEMESTER – III

COURSE–10 (d) : ADMINISTRATION,   MANAGEMENT AND LEADERSHIP OF SECONDARY /SENIOR SECONDARY LEVEL

Objectives :   After completion of the course, the students will be able to:

- To handle or   solve problems   and issues   related to educational administration   at Elementary level.

- Understand types of educational administration.

- Select/practice/and suggest appropriate types of educational administration according to situations.

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.

- To help them determine and implement objectives   of planning   on the basis   of individual needs of the students.

- To critically examine the core and   contemporary leadership theories   relevant to educational practice and settings.

- To sensitize   the students about new   changes   and challenges   in leadership of institutions.

Unit – 1: Educational Administration at National Level–Secondary/ Senior Secondary Level

1.1 Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes

1.2 National grants to state Govt.

1.3 Bureaus/ divisions of the ministry of HRD, department of education.

1.4 Major activities and organization of department of education of MHRD.

1.5 NCERT - organization, structure objectives Role and function.

1.6 NUEPA – NCTE, Kendriya Vidyalaya Sangathan,

1.7 Suggestions regarding administrative reforms at the central level.

Unit–2: Role of State Governments in Secondary/Senior Secondary Level

    2.1   State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.

    2.2   Local bodies:- Distract boards and municipalities. Present position of local administration in Elementary education.

    2.3   Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit–3: Performance and Resource Management in Educational Institutions

    3.1   Monitoring of school performance.

    3.2   Performance appraisal of the teachers.

    3.3   Scientific principles of management-PERT, CPM, PPBS system approach.

    3.4   Financial and administrative management of educational institutions.

    3.5   Nature and characteristics of resource available in education.   - need for resource management in education.   - Material resources.   - human resource   - financial resource   - procurement, utilization and maintenance of resources   - Roles of state, central and local governments in resource mobilization

    3.6   Quality assurance in material and human resources.

Unit – 4: School Leadership at Secondary/Senior Secondary Level

    4.1   Curriculum framework outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managerial level to school leaders)

    4.2   Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.

    4.3   School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.

    4.4   School & Community: - Inter linkage, Role and responsibilities.

    4.5   School as a learning organization

    4.6   Developing a vision for school: - vision for school transformation, assessing context and constraints.

Mode of   Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
- Interview some school administrative, staff and local authorities to find out the status of local administration in Elementary school.
- What special obstacles did they encounter, and how were they overcome?
- Examine the effectiveness of any one programme run by central Govt.for senior Secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

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SEMESTER - III
COURSE 11 (a) : PROFESSIONAL ETHICS AND HUMAN VALUES OF TEACHER EDUCATORS

OBJECTIVES: After completion of the course the students will be able to:

- To create an awareness on Engineering Ethics and Human Values.

- To understand social responsibility of an engineer.

- To appreciate ethical dilemma while discharging duties in professional life.

- To lay a strong foundation in value based living

- To create awareness in students towards realizing self and the effect of right understanding

- To inculcate in students, a sense of respect towards harnessing values of life and spirit of fulfilling social responsibilities.

- To enable students to lead a practical life adding value to human relations.

Unit 1- Professional Ethics

1.1   Concept, Need and Importance. The Ethics of teaching, Moral teachers.

1.2   Teaching as a profession: Principles of Professional Ethics.

1.3   Recommendations of NCF-2009, UGC, CBSE about teachers code of conduct.

1.4   Role of teachers, organizations in promoting professional ethics among teachers.

1.5   Professional ethics of teachers- International perspectives.

Unit 2- UNDERSTANDING THE HARMONY AT VARIOUS LEVELS

2.1 Understanding the Human Being as co-existence of self and body

2.2 Harmony in Self

2.3 Harmony with the body

2.4 Harmony in the Family

Unit 3- INTRODUCTION TO VALUE EDUCATION

3.1 Understanding Value Education

3.2 Self Exploration as the Process for Value Education

3.3 The Basic Human Aspirations-Continuous Happiness and prosperity

3.4 The program to Fulfill Basic Human Aspirations

Unit 4- Implications of the Holistic Understanding of Harmony on Professional Ethics

4.1 Natural acceptance of human values

4.2 Definitiveness of Ethical Human Conduct

4.3 Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

4.4 Competence in professional ethics:

a. Ability to utilize the professional competence for augmenting universal human order,

b. Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems,

c. Ability to identify and develop appropriate technologies and management patterns for above production systems.

Practicum:

- Case studies on violation of professional ethics among teacher educators.
- Institutional studies about creating a conducive environment in teacher education instructions/schools/colleges.
- Conducting interviews of award winning teachers about inculcation of values systems in educational institutions.
- Identifying and reporting national values prevailing in the primary/secondary text books.
- Any other activities relevant to the subject.

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SEMESTER - III

COURSE 12 (C) : PERSPECTIVES OF TEACHER EDUCATION

Objectives: After completion of the course, the student-teachers will be able to:-

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education
- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

Unit – 1 : Perspective and Policies of Teacher Education

- Concept of   Teacher Development

- Factors Influencing Teacher Development

- Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, NCTE - 2014)

Unit – 2 : Management of Teacher Education

- Administrative Structure in Teacher Education at State and National Level Structure

- Management Issues in Teacher Education

  – Planning and Designing

  – Executing the Instruction

  – Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)

  – Monitoring the Programme

  – Management of Demand and Supply of Teacher

Unit – 3: Research in Teacher Education

- Reviews of Studies in Teacher Education

- Research Trends in Teacher Education

- Innovations in Teacher Education

- Researches in Teacher Education- Methodological Issues and Challenges

Unit – 4: Problems and Issues in Teacher Education

- Admission Criteria

- Assessment of Teacher Effectiveness

- Competencies of Teacher

- Curriculum Concerns in Teacher Education

- Establishing Theory Practice Nexus

Mode of Transaction : Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.

- Case study on innovative Institutions in teacher education

- Review of research studies/literature in the area of teacher education

- Development of tools for evaluation of practice teaching programme

- Visit to different teacher education institution with a view to review institutional research studies.

- Studying the opinions of the in-service teachers for strengthening teacher education

- Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.

- To study the challenges faced by administrators at various levels.

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COURSE – 11 : INTERNSHIP IN SPECIALIZATION
(Elementary or Secondary / Senior Secondary Level)

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one‟s experiences, observations, and reflections during internship.
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher will also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the

Constitution of India and the National Policy on Education   have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with   disabilities/ Link school knowledge in different subjects and children"s everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research   Advisory Committee   (RAC) at national level   to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

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SEMESTER -III
OPEN ELECTIVE COURSE: PERSONALITY DEVELOPMENT AND COMMUNICATION
SKILLS

Objectives: After completion of the course students will be able to:

- develop an awareness of the concept and dimensions of personality.

- understand the relationship between education and personality development.

- understand the factors of mental health and the role of education in its development.

- analyze the components of effective classroom communication.

- develop insight into the skills of effective classroom communication.

Unit 1: Personality Development and Education

1.1 Education: Analysis of the concept of Education, Process and Product, Aims of Education

1.2 Role of different agencies in Personality Development: Home, School, Society and Media.

1.3 Personality: Concept, Nature, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership.

Unit 2: Mental Health and Adjustment

2.1 Adjustment: Concept; Mechanisms of Adjustment: Direct, Indirect: Defense Mechanisms – Rationalization, Displacement, Reaction formation, Projection, Sublimation.

2.2 Mental Health: Concept, importance, Factors affecting Mental Health: Anxiety, Frustration and Conflict: Role of education in promoting mental health.

2.3 An analysis of the characteristics of Mentally Healthy Person

Unit 3: Communication and Education

3.1 Communication: Concept, Nature and significance

3.2 Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication.

3.3 Concept of Effective   Communication; Barriers of Communication – Physical, Social,

Unit 4: Communication in Classroom

4.1 Teaching as a communication process: Analysis of classroom communication in terms of its components – Teacher, Student, Curriculum and Methods of Teaching.

4.2 Concept and criteria of effectiveness of classroom communication: presage, process and product.

4.3 Role of devices (teaching learning material) and technology (computer and internet) in effective classroom communication

4.4 Communication and Teaching Technology: Principles and methods of Teaching. Training in Teaching - Micro Teaching: Meaning, importance and Micro Teaching Cycle

4.5 Instructional Skills – Micro Teaching – Skill of Introducing, Skill of Questioning, Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation and

Mode of Transaction: Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

Practicum:

- Practice and feedback on specific skills of teaching (Microteaching)
- Visit to RIMSE for personality development sessions
- Practice and feedback on communication skills

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SEMESTER – III

INTER-SEMESTER BREAK (ISB) – III

Activity – 1 : Dissertation

- State the background of the problem
- Review of the Related Literature
- Plan a research design
- Selection of Tool, Collecting and Quantifying of data
- Tabulation of data

SEMESTER – III

INTER-SEMESTER BREAK (ISB) – IIIB   ACADEMIC WRITING

Objectives: After completion of the course the students will be able to:

- Sensitize to their communicative behavior.

- Enable to reject and improve their communicative behavior performance

- Build capacities for self criticism and facilitate growth.

- Enhance their listening & writing skill.

- Present effective lecture after enhancing their listening skills.

- Write or draft professional letters and mail etc.

Activity – 1

Preparation of Report on –

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.

- Write a paragraph on any topic of your interest, then acknowledge the source & edit one‟s own writing. Prepare a report on the entire programmme.

Activity – 2

- Writing Skills: Essential components of writing skills, writing standard, business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

Activity – 3

- Prepare a Programme on SMS case writing and documentation.

- Attend a seminar/workshop or conference and write a report on entire programme.

- Workshop on e-mail drafting.

Activity – 4

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

Mode of   Transaction: workshop sessions, assignments, presentations by students Activities and Firsthand experience.

Practicum

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one‟s own writing. Prepare a report on the entire programmme.

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- www.ngu.ac.in
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- HNGU Handbook-I
- HNGU Handbook-II

COURSE 12 (d) : EDUCTIONAL TECHNOLOGY AT ELEMENTARY LEVEL

Objectives: After completion of the course the students will be able to:

- Enable the students as future educators

- Understand the complexity of teaching.

- Develop communication skills.

- Develop sufficient understanding to all as resource persons in their own institutes.

- Take up research in this area.

Unit-1: Classroom Communication

1.1 Definitions, Types of communication, conceptual model of classroom communication process, noise and its reduction.

1.2 Teaching-learning as a communication process. Introduction processing and concept attainment, Factors affecting on information processing.

1.3 Non- verbal communication in the classroom, Teacher expectancy.

1.4 Enhancing communication effectiveness-communicator-communicate relationship, Role of media.

Unit-2: Managing the Classroom

2.1 Classroom as a social system, Role conflict and their resolution, Teacher power.

2.2 Classroom management- Control and discipline.

2.3 The Behavior modification approach- Gordon‟s Teacher Effectiveness Training.

2.4 Strategies of classroom management-Kounin‟s study.

Unit-3: Instructional Strategies

3.1 Team Teaching, Team Learning and Brain-storming

3.2 Simulation and Gaming, Concept Mapping.

3.3 Mastery learning and Direct Instruction.

3.4 Role Playing, Synectics and Inquiry Training.

Unit-4: Differentiated Instruction

4.1 Meaning, definitions and concept

4.2 Principles of differentiation

4.3 Content, Process, Product, Affect and Learning Environment

4.4   Challenges in differentiated classroom

Mode of   Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

1. Practicum:-
- Conduct seminar on the role of media in present communication system.
- Conversation on a topic to know the communication ability among the students

2. Practicum:-
- Depute the students to schools for observation of the classroom management by the teachers.
- Enable the students to use power in the classroom for maintaining discipline and controlling.

3. Practicum:-
- Conduct seminar on how to use innovative methods and strategies in the classroom.

4. Practicum:-
- Conduct   seminar on principles, strategies and challenges of differentiated instruction

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SEMESTER – IV

COURSE-12 (d) : EDUCATIONAL TECHNOLOGY AT SECONDARY/SENIOR SECONDARY LEVEL

Objectives: After completion of the course the students will:

- Grasp the concept   of educational technology as   systems   approach to education, enlist its foundations and   view education at all levels as processes designed and monitored towards improving the process of human learning; and

- Identify the stages of educational technology process and cast instructional technology into a flowchart of management of learning by objectives.

- Trace the instructional theory building approaches from behavior modification, cognitive construct, cognitive development, task analysis and synthesis of learning principles.

- Use taxonomy of cognitive domain to state objectives, select and analyze content, build learning interaction sequence, write frames to form a programme of learning,, test, evaluate, and monitor the programme to better effectiveness.

- Survey the world of traditional, new and digital media, and understand media as extensions adding to and extending our senses, and make applications of selected media devices and innovations in instruction using media such as radio vision, interactive video, teleconferencing and the like.

Unit –1: Concept of Educational Technology

1.1 Meaning and Definitions

1.2 Foundations of Educational Technology

    (a) Psychology of Learning (b) Communication Theory

    (c) Media Technology (d) Scientific Method (e) Systems Approach

1.3 Educational Technology as Systems Approach to Education.

1.4 Scope of   Educational   Technology: Instructional, Institutional, Administration, Textual, Material and Media Systems.

1.5 Stages of   Educational   Technology Process: Instructional Technology (Conceptual Differentiation).   Instructional Technology as Management of Learning by Objective – A Flow Chart Based Description.

1.6 Educational Technology in the NCFTE Perspective (2009). Review of the following:

- Educational Technology work at National and State level institutions.
- Educational Technology Teaching and Research in the Universities.
- Educational Technology work at EMRC's and AVRC's.
- Educational Technology through computing institutions and internet.

Unit –2:   Planning and Managing Objectives Based Instruction

2.1   **Taxonomy of Educational Objectives**: Bloom, Krathwhol and Harrow. NCERT‟s Version of Instructional Objectives and Specification.

2.2   **Content Analysis for Teaching**: Content Analysis, Concept Mapping and Task Analysis as Aids to Identify Categories of Content.

2.3   **Planning of Instruction**: - Setting Instructional Goals, Writing, Instructional Objectives, Using Mager‟s Conditions, Entering Behavior, Terminal Behavior and Task Description.

2.4   **Programming Instruction**

2.4.1   Terms, Concept and Definitions, Programming, Principles Steps, Rules and Styles, Linear, Branching and Mathematical Styles,

2.4.2   Programme Development Selection of the Topic, Stating Assumptions about the learner, Writing Objectives in Behavioral Terms, Frame Techniques, Prompting Characteristics and Types, Editing and Review of the Programmes.

Unit-3: Contemporary Models of Instruction:

3.1 Performance Based Models of Teaching -- Basic Teaching Models. Norm Referenced Teaching Model and Criterion Referenced Teaching Model

3.2 Theory Based Models of Teaching -- Nature and Components of Models of Teaching, Syntax of Model of Teaching - Information Processing Model - Concept Attainment and Advanced Organizer Model of Teaching.

3.3 Personal Development Model -- Awareness Training Model and Synectics Model.

3.4 Behavior Modification Model -- Contingency Management.

3.5 Social Interaction Model -- Group Investigation and Social Inquiry Model (Theoretical, Rationale, Objectives, Syntax and Exemplars for the above said Models of Teaching).

Unit-4: Media Use in Education

   4.1 Media Devices - Typical Attributes and Applications, Classification of Media According to Sensory Channel and Teacher-Student Control. Media Selection Process – A Flowchart. Developing a Multimedia Package.

   4.2 Traditional Media Devices - Slide Projector. Overhead Projector. Automatic Slide Projector.

   4.3 New Media Devices

     a) Radio, Television, AVR and VCR, Video Camera, Camcorder and Handicam.

     b) Radio Lesson, Radio Vision, Teleconferencing

     c) Television Lesson, Video Conference, Video Lesson Interactive Video Lesson.

     d) Gyan Darshan, EduSat, Country Wide Classroom, IGNOU Distance Education Courses and Lessons.

     e) Activities and Programmes of NCERT, CIET, SCERT, UGC, IGNOU and EMRC/ AVRC

   4.4 Digital Recorders, Projectors and Devices- LCD Projectors, Visualiser, Digital Cameras, Digital Board, Mobile with internet and Web Camera, Pocket Recorder or Voice Recorder.

   4.5 Cyberspace use in Education – The Internet – Internet Explorer, Website, Email, Search, Chat and Live Web Cam. Creating Email Address, Sending and Receiving Email. Cam Applications. Web Publishing. Creating a Web Page. Educational Websites. Online Courses and Testing. Virtual Classroom. Using a Search Engine. Searching, Selecting and Editing Specific Information. Conducting Live Chat and Live Web Cam Interaction. Computer used in Instruction – Question Bank.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum: The Department is free to introduce and identify the Practicum Activities relating to the above said units.

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COURSE – 13 (d) : INCLUSIVE EDUCATION AT ELEMENTARY LEVEL

Objectives : After completion of the course the students will be able to:

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of   the   teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Unit- 1: Introduction to Inclusive Education (IE)

1.1 Conceptual Clarification and Definition

1.2 Prevalence, Myths & Facts

1.3 Types of inclusion

1.4 Historical perspective of Inclusive education in India & world

1.5 Advantages of inclusive education for education for all children in the context of right to education

Unit -2 : Factors Related to Inclusion

2.1 Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.

2.2 Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.

2.3 Enrolment – Reasons for non-enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment.   Role of Community / Parents / Teachers in achieving 100% achievement.

2.4 Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

Unit -3: Education for All

3.1 Constitutional Provisions, important Articles and their educational implications for General and disabled population.

3.2 Right to Education (RTE)

3.3 Educational Placements for Children With Special Needs (CWSN)

3.4 Universalization of Elementary Education

3.5 Acts on Child Rights

Unit – 4:   Planning for Inclusive Education

4.1 Meaning, concept and need of planning of Inclusive Education

4.2 Models of IE, Components of IE ;

4.3 Planning – Onsite assessment of   resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

Mode of   Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Make a critical appreciation of right to education act in the context of inclusive education.

- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

- Study & review any two national policies in the light of inclusive education.

- Make a critical analysis of NCF-2005 for planning quality teacher preparation programme

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COURSE – 13 (d) : INCLUSIVE EDUCATION AT SECONDARY/SENIOR SECONDARY LEVEL

Objectives : After completion of the course the students will be able to:

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education

1.1 Definition, concept and importance of inclusive education.

1.2 Historical perspectives of inclusive education for children with diverse needs.

1.3 Difference between special education, integrated education and inclusive education.

1.4 Advantages of inclusive education for education for all children in the context of Right to Education.

1.5 N.C.F and adaptation of teaching learning material

Unit – 2 : Policy Perspective

2.1 Recommendations of Indian Education Commission (1964-66).

2.2 Scheme of Integrated Education for Disabled Children

2.3 National Policy on Education (NPE, 1986-92).

2.4 National Curriculum Framework, 2005 NCERT

2.5 The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

2.6 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

2.7 Promoting Inclusion Preventing Exclusion

2.8 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental

retardation and Multiple Disabilities Act 1999.

UNIT – 3 : Diversity in the Classroom

3.1 Diversity- Meaning and definition.

3.2 Disability – Legal definition, discrimination.

3.3 Giftedness.

3.4 Concept, Nature, and Characteristics of Multiple Disabilities.

3.5 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.

3.6 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.

3.7 Techniques and methods used for adaptation of content , laboratory skills and play material

Unit – 4 : Teacher Preparation and Inclusive Education

4.1 Review existing educational programmes offered in Secondary school (general, special education).

4.2 Skills and competencies of teachers and teacher educators for Secondary Education in inclusive settings.

4.3 N.C.F 2005 and curriculum for teacher preparation and transaction modes.

4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.

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

4.6 Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum

- Make a critical appreciation of Right to Education Act in the context of inclusive education.

- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

- Study & review any two national policies in the light of inclusive education.

- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

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SEMESTER –IV

COURSE 15 : CURRICULUM STUDIES AT ELEMENTARY LEVEL

Objectives:

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

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

Unit 1 Nature of Curriculum

1.1 Meaning and concept of curriculum.

1.2 Nature of Curriculum in India – A Historical Perspective

1.3 Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation
System.

1.4 Foundations of Curriculum

1.4.1 Philosophical

1.4.2 Social

1.4.3 Psychological

Unit 2 Principles of Curriculum Construction

2.1 Formulation and Validation of Educational Objectives

2.2 Deduction of Curriculum from aims & objectives of Education
Blooms & other Taxonomies of Educational Objectives, Instructional

Objectives – Function of Objectives in the determination of Curriculum

2.3 Articulation, Balance and Continuity (ABC) in Curriculum

2.4 Selection of content

2.5 Distribution of Instructional time

Unit 3 Patterns of Curriculum

3.1 Traditional:

3.1.1 Subject-Centered Curriculum

3.1.2 Experience (Activity) Curriculum

3.1.3 Core Curriculum

3.2 Innovative:

3.2.1 Basic Curriculum

3.2.2 Dalton Curriculum

3.2.3 Shary Plan Curriculum

3.2.4 Eight Year Study Plan Curriculum

Unit 4 Curriculum Research and Renewal

4.1 Need for Curriculum renewal

4.2 Approaches to Curriculum renewal

4.3 Role of Research in Curriculum renewal

4.4 Curriculum renewal in India

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

The students may undertake any one of the following activities:

• Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

• Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.

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COURSE 15 : CURRICULUM STUDIES AT SECONDARY LEVEL

Objectives:

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

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

Unit 1 Curriculum:

1.1 Concept, factors affecting Curriculum development

1.2 Models of Curriculum development: Administrative, Grass root,

Demonstration and System Analysis

1.3 Curriculum Objectives: Meaning, General and Specific Instructional

Objectives and Behavioral Outcomes; Meaning and Importance of stating as

Behavioral Objectives; Bloom"s Taxonomy of Educational Objectives –

Guidelines and criteria for writing Objectives in clear statements

1.4 Curriculum Organizational Patterns - Meaning and nature of Linear, Spiral,

Concentric and Pyramidal Approaches

1.5 Educational Technology – Meaning, Objectives, Scope and Characteristics;

Approaches to Educational Technology – Hardware Approach, Software

Approach and Systems Approach; Importance of Educational Technology

Unit 2 Teaching and Instructional Technology

2.1 Teaching – Meaning, Teaching as a process, General and Psychological Principles of Teaching; Qualities of Good Teaching, Maxims of Teaching

2.2 Instructional Technology – Concept, Importance, Distinction between methods and strategies of Teaching; Teacher – Centered and Learner – Centered Approaches – Meanings and Techniques

2.3 Teaching Devices and Strategies – Meaning and Significance, Objectives, Characteristics features, Principles and Applications to Classroom Teaching

2.3.1 Teaching Devices – Questioning, Narration, Recitation and Assignments

2.3.2 Teaching Strategies – Inductive Strategies. Deductive Strategies, Concept Attainment Strategy, Advance Organizer Strategy

2.4 Teaching Methods - Demonstration, Problem Solving, Direct Discovery: Meaning, Steps, Merits and Demerits

2.5 Models of Teaching – Definition, Meaning, Types and Characteristics of Teaching Model; Families of Models; Applications to Classroom Teaching

2.6 Communication Skills – Meaning, Types, Communication Cycle, Barriers of Communication, Strategies of Effective Communication, Teaching as Communication.

Unit 3: Curriculum Development

3.1 Stages and Strategies: Role of the Community, Administrator, Curriculum consultants, Subject Specialists, Teachers; Evaluation of Curriculum Plans; Detailed planning at Institutional and Teacher levels.

3.2 Set–up and Agencies in India: NCERT, DSERT, University bodies etc.; Roles and process

3.3 Instructional materials: Syllabus, textbooks, supplementary reading materials, teacher hand books, student workbook, test materials, etc; resource units, unit plans, unit tests and lesson plans.

3.4 Co-curriculum (non-academic components): Overview of Areas and Dimensions, Variety of Activities, and Basic Principles of Organization.

Unit 4: Current Patterns of Curriculum Organization

4.1 The problems of Organizing Curriculum

4.2 Establishment sequence in Curriculum

4.3 Providing for Cumulative Learning

4.4 Typical attempts to clarify the Curriculum

4.5 Providing variety in Models of Learning

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students.

Practicum:

Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.

• Evolving criteria for development of syllabi and textbooks Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.

• Evaluation of a primary class text book.

References

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COURSE – 16 : DISSERTATION

Activities

- Analysis and Interpretation of Data
- Result, Conclusion and findings
- Summary of the Research Study
- Educational Implications
- References
- Write a research report