COURSE P35 : SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES
To help the prospective teacher:
- To understand the reason of Sociology
- To develop competency Society teaching among them self.
- To understand the process of different types of Society and Culture
- To understand the process Modernization
- To understand Social Pattern in Education of Society

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

UNIT- I- SOCIOLOGY OF EDUCATION
- Origin and Development of Sociology of Education
- Nature and Scope of Sociology of Education
- Methods of Study in Sociology of Education

UNIT- II- EDUCATION AND SOCIAL SYSTEM
- Social System: Concept and Element of Social System
- Education as a Social subsystem
- Role of Family, Community, Economy, Political system and religion as a social subsystem
- Education of the socially and economically disadvantaged section of society with special reference to Scheduled caste, Scheduled tribe, Women and rural population.

UNIT- III- EDUCATION AND CULTURE
- Culture: Functional characteristics, Cross cultural transmission
- Characteristics of Indian Culture
- Role of Education in the process of assimilation of Indian tradition and development of new cultural pattern
- Urbanization and social mobility

UNIT- IV- EDUCATION SOCIAL CONTROL, SOCIAL CHANGE AND MODERNIZATION
- Social Change: Concept of Social change and modernization, factors promoting social change and modernization in India.
- Constraints on Social Change and Modernization in India.
- Social Stratification, Social equity and equalization of educational opportunities.

PRACTICUM:
1- Sociometric analysis of their class.
2- Preparation of evaluation sheet for socio-economic status.
3- Understanding of Cultural diversity and report
4- Students will be preparing an assignment on the above mentioned issues and make a presentation

Suggested Readings
Cook, L.A. & E.F. Cook   A Sociological Approach to Education
Rugg& Wither   Social Foundation of Education
Ashley, B.S. et al.   An Introduction of the sociology of Education
Musgrave, P.W   The Sociology of Education
Merrill, F.E.   Society and Culture
Brown, FJ.   Education Sociology
Morrish, Ivor   The Sociology of Education- An Introduction
Ruhela, S.P. & K.S. Vyas   Sociological Foundation of Education in Contemporary India
Brenback, Cole. S.   Sociological Foundation of Education
Prelins, A.P. & Parellins R.J.   The Sociology of Education
Stalcup, R.J.   Sociology and Education
Ottaway, A.K.C.   Education and Society
Mishra, U.   Shiksha Ka Samaj Shastra
Arkara Jacob   Education in Sociological perspective, Rawat Publication, New Delhi.
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher, Location</th>
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<tbody>
<tr>
<td>Chanda S.S. &amp; Sharma R.K.</td>
<td>Sociology of Education</td>
<td>New Delhi, Atlantic publishers</td>
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<tr>
<td>Chandra S.S.</td>
<td>Sociology of Education</td>
<td>Guwahati, Eastern Book House</td>
</tr>
<tr>
<td>Durkheim, E.</td>
<td>Education and Sociology</td>
<td>New York, The free press</td>
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<tr>
<td>Hemlata, T.</td>
<td>Sociological Foundations of Education</td>
<td>New Delhi, Kanishka Publishers</td>
</tr>
<tr>
<td>Jayaram,</td>
<td>Sociology of Education</td>
<td>New Delhi, Rawat, 1990</td>
</tr>
<tr>
<td>Luther, M.N.</td>
<td>Values and Ethics in School Education</td>
<td>New Delhi, Tata McGraw Hill</td>
</tr>
<tr>
<td>Pandey R.S.</td>
<td>Development of Indian System of Education</td>
<td>Vinod Pustak Mandir: Agra</td>
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<td>Shah BV &amp; Shah KV</td>
<td>Sociology of Education</td>
<td>Rawat Publications, Jaipur</td>
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<tr>
<td>Shukla, S &amp; K. Kumar</td>
<td>Sociological perspective in Education</td>
<td>New Delhi, Chanakya Publication</td>
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COURSE P36: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES

To help the prospective teacher educators to:
- understand and analyze the policies of teacher education
- understand and analyze the role and functions of teacher education organization/agencies
- Appreciate the role and functions of teacher education organization/agencies
- understand the structure and management of teacher education
- Understand the importance of universalisation of secondary education
- identify the various areas of research in teacher education
- identify the trends of research in teacher education
- identify and reflect on the problems and issues of teacher education
- analyse the role of agencies in quality assurance

UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National policy on Teacher Education: Concern and vision
- Teacher Expertise – Berliner’s stages of development of a teacher
- Approaches to teacher development: Self directed development, cooperative development and change-oriented staff development

UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

- Organization and agencies of teacher education: Roles, Functions and Networking of –
  - DIET
  - CTE
  - IASE
  - NCERT
  - NUEPA

UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION

- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- NAAC & their criteria for quality assessment of Higher Education Institutions
- Criteria of quality assurance in context of Internal Quality Assurance Cell (IQAC)

UNIT IV: RESEARCH IN TEACHER EDUCATION

- Research in teacher education: Concept, Areas/Scope
- Problems of research in teacher education
- Trends of research: Past trends, Emerging trend, areas and variable of research in teacher education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- Visit to teacher education organizations like DIET, CTE, IASE etc., and preparing report on it
- Identify and reflect on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Analyze the survey of education and preparing report on trends of research in teacher education
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

Suggested Readings:

COURSE T33: INFORMATION AND COMMUNICATION TECHNOLOGY

COURSE OBJECTIVES
To help the prospective teachers to:
- develop the understanding of Information and Communication Technology
- understand the use of internet in education
- use various application softwares like MSWord, Excel and Powerpoint
- understand the utility of e-learning, m-learning and social online media in education
- be able to understand the changing scenario of ICT through virtual classroom in teaching learning process

UNIT I: ICT AND EDUCATION
- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

UNIT II: MS OFFICE
- **MS Word**: Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- **Power Point**: Different Menus and ribbons, making slides. Custom Slide Show.
- **MS-Excel**: Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT III: INTERNET AND EDUCATION
- Online Aspects: Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines, Use of Cloud Computing, Utility of Different Topologies in the field of Education
- Use of Internet in Education

UNIT IV: VIRTUAL CLASSROOM AND EDUCATION
- Virtual Classroom: concept, uses in schools and universities
- Modes of Virtual Classroom: Synchronous, Asynchronous & Self-paced instruction
- Virtual Classroom for teaching learning process; video conferencing
- Advantages of Virtual Classroom for teachers & students

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:
- Workshop on E-learning
- Prepare presentation on various theme of education using application software
- Prepare a data sheet containing various dimensions of students and using functions key
- Prepare a report/draft on 'Use of Virtual Classroom in teaching learning process: challenges and achievements' in any school/college/university
- Prepare a Note/Draft on the Advantages of Social media in Education with reference to National and International context
- Visit to schools using video conferencing for teaching learning
- Visit to SCERT and participating on video conferencing programme
- Arrange Lecture on ICT in Education via video conferencing

MODE OF TRANSACTION: Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience

Suggested Readings:
- Chandrakar, M. (2011) ICT in Education (Based on UNESCO ICT Initiative), Authors Pressa, New Delhi

COURSE S331: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES
To help the prospective teacher educators to:
- Understand the concept of educational technology
- Categories the subject according to the form of ET
- Mediate between content and resources of presentation.
- Evaluate the learner’s performance in terms of achieving educational objectives.
- Will be able to maintained the standard of education but also improved the ways of teaching by giving teaching aids and programmed instructional material
- Explain the meaning and nature of educational technology
- Differentiate various approaches of educational technology
- Evaluate software and hard ware resources appropriate for teaching in range of curriculum areas
- Display an understanding of the nature and purpose of education al technology.

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY
- Origin and development of educational technology
- Meaning, Scope, and role of Educational Technology
- Need and importance of Educational Technology
- Concept of technology in education and technology of education

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY
- Concept and role of Hardware Software & System Approach Approach
- Forms of Educational technology: Teaching Technology - Meaning, definition and concept
- Need and importance of Teaching Technology in Education

UNIT III: INSTRUCTIONAL TECHNOLOGY
- Meaning and concept of Instructional Technology
- Need, importance and writing of Instructional Objectives
- Uses of Instructional Technology for Education

UNIT IV: BEHAVIOUR TECHNOLOGY
- Meaning, definition and concept of Behaviour Technology
- Technology and change in behaviour
- Shaping of Behaviour
- Need and importance of Behavioural Technology in Education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:
- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- Writing instructional objectives in specific
- Critical observation of teaching skills of your subjective teaching
- Listing of use of technology in your institution

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students, constructivism approach

Suggested Readings:
Alberto, P.A. & Tontman, A.C. Applied Behavior Analysis for Teachers
Mangal S. K. Teaching of science, New Delhi:
Ludhiana: Prakash Brothers
Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
COURSE S332: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OBJECTIVES

To enable the teacher educators -
• To acquire knowledge and understanding of Inclusive education.
• To acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
• To acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
• To acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
• To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

• Concept of Children with diverse/special needs
• Impairment, disability and handicap
• Concept, need & objectives of Special/inclusive Education
• segregated, integrated and inclusive education
• Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

• National institutes related to disabilities
• landmark contribution in special/inclusive education
• Historical and legal development of special/inclusive education with special reference to Indian context

UNIT III: LEGAL AND POLICY PERSPECTIVES

• Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
• Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

• School’s readiness for addressing learner’s difficulties.
• Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
• Classroom management and organisation.
• Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
• Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
• Supportive services required for meeting special needs in the classroom — special/resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM
• To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
• To develop teaching learning material to teach any one type of differently able child.
• To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

Suggested readings:
Agrawal, J.C. *VisistaBalakhetuShiskhanAdhigamPrakriya*
Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn& Bacon, 1975
Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
Kirk, S. &Gallagaher*Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
Martens, D.M. &Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education*
Corwin Press, Sage Publication 5305
Mishra, R.C. *Guidance&Counselling (2 Vols) Eastern Book House, Guwahati,
Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi
Perter, L *Educating Young Children with Special Needs*, New Delhi, Sage Publication,
Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
Sarsani, M.R. *Creativity in Education, New Delhi, Sarup Publication, 5305*
Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
Torrance & Myers *Creative Learning and Teaching, New York, Dodd Meadow Publications, 1950*
Torrance, E. P. *Guiding Creative Talent, New Delhi, Prentice Hall, 1950*

Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305

Wall, K. *Special Needs and Early Years-A Practioners Guide*, New Delhi, Paul Chapman Publishing, 5303

Wards, V.S. *Educating the Gifted, Ohio, Merrill Book Company, 1961*


Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors
COURSE S333: SECONDARY EDUCATION: UNDERSTANDING THE GUIDANCE PROGRAMME

COURSE OBJECTIVES
Students will be able to –
• understand the theoretical background of guidance and counseling
• understand the services as an essential dimension of guidance.
• understand the need of educational guidance.
• understand the significance the vocational guidance

UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES
• Meaning, nature and principals of guidance and counseling.
• Areas of guidance- Educational, Vocational and Personal.
• Need of guidance and counseling in education.
• Agencies of guidance- National and State level.

UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE
• Concept of services in guidance
• Individual inventory services- meaning and its need.
• Information services- need, type and maintenance.
• Counseling services- concept and nature of counseling
• Placement services- educational and vocational.
• Follow-up services- concept and need.

UNIT - III: EDUCATIONAL GUIDANCE
• Concept and need of educational guidance.
• Identifying and dealing with disarming students need and problem.
• Organization of guidance services at secondary level.
• Role of teacher and other personal (parents and psychologist) in guidance programme.
• Group guidance- need and process in educational guidance.

UNIT - IV: VOCATIONAL GUIDANCE
• Concept and significance of vocational guidance.
• Psychology of careers and dynamics of vocational development with reference to – Supper’s and Ginzeberg Theory.
• Process of job analysis, job description and job satisfaction.

PRACTICUM
Prepare the information about any educational institute.
Identify the need of guidance of secondary students.

Suggested Reading
COURSE F35: ACADEMIC WRITING

COURSE OBJECTIVES

This course aims to develop familiarity with academic writing and its styles and structure. The course will help students
– understand the norms of academic writing.
– develop and improve academic writing skills
– evaluate academic writing critically

THEMES OF WORKSHOPS:

1. Understanding academic writing: Various types and their characteristics
2. Various Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.)
3. Essentials of good academic writing
4. Paraphrasing and acknowledging
5. Editing and Proof reading
6. Referencing as per an accepted referencing style guide (particularly, APA)

MODES OF TRANSACTION

• Practical course with self learning
• Exposure to academic writing like journals, books, etc.
• Critical Review and Editing

Mode of Evaluation: Evaluation will be based on performance on Practicals on given scripts, ability to critically appreciate a given document and gradual improvement in academic writing capacity in given assignments.

Suggested Readings

• APA (2012) style Manual USA, American Psychological Association
COURSE F36: PRACTICUM ON RESEARCH

The course will help prospective teacher educators
to develop and improve research skills by developing skill of critical reviewing, and/or, skill of presentation and defending research and/or equipping them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators with hands-on-experience to a group of areas among the following as per requirement and students’ choice:

1. Statistical data analysis using MS-EXCEL
2. Using SPSS for data analysis
3. Qualitative Research Techniques
4. Advanced statistics for data analysis
5. Seminar presentation of research papers
6. Writing Review of research papers on some given area
7. Critical Review of Dissertations
8. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per given rubric.
COURSE F37: DISSERTATION (PROPOSAL OF SCHEME OF STUDY & TOOL PREPARATION)

Under this course, the prospective teacher educators are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester. The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The prospective teacher educators are expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.