DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu
M.Ed. Programme | Semester-II
Course Title: SOCIOLOGICAL PERSPECTIVES IN EDUCATION
Course Code: MEDU1C004T

Total Credits: 4 (Four)
Lecture/Tutorial/Practical: 3:1:0

Maximum Marks:100
Examination: 3 hrs.

Course Outcomes (COs)

CO1: To acquaint the students with education as a social process.

CO2: To inculcate the knowledge of Education from the social perspective.

CO3: To understand education as a determinant of social change and development.
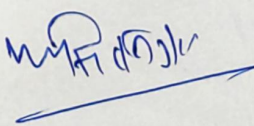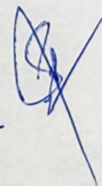
CO4: To develop social habits and attitudes in the students and to make them socially adjustable.

Teaching and Examination Scheme:

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	56	04	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Attendance Requirements:

Students are expected to attend all lectures to be able to fully benefit from the course. *A minimum of 75% attendance is a must failing which a student may not be permitted to appear in an examination.*

Course Contents

Unit-I: Concept and Scope of Educational Sociology

- Relationship between Sociology and Education; Meaning and Nature of Educational Sociology and Sociology of Education ;
- Schools of Sociological thought –
  - Structural Functionalism
  - Conflict perspective
  - Symbolic Interactionism
- Social organizations and its concepts, Factors influencing Social organizations – Folkways, Mores, Institutions, Values, and its educational implications.

Unit- II : Social Change and Social Interactions

- Education and social change – its meaning and concept, Theories of Social Change; Agencies of social change; Education as a factor of social change with special reference to India, Constraints in social change in India (with special reference to Caste, Class, Language, Religion and Regionalism).
- Socialization of the Child; Theories of Socialisation: Psychodynamic theory, Attachment theory, Behavioural Theories, Family Systems theory, Biological theory, Developmental theory.
- Social Stratification and Social Mobility; types and characteristics.
- Culture – Meaning, definition, nature and importance; Education and cultural change; Cultural diffusion and integration; Role of Education in Cultural Change

Unit III: Education and Sociological Variables

- The interrelationship between Education and Social Variables
  - Education and Family
  - Education and Schooling
  - Education and Peer group
  - Education and caste, gender, class
  - Education and Globalization.
- Complementarity in the participation of different stakeholders in school education, the role of media, use of technology, NGOs, Civil society groups, Teacher organizations, and local community
- Group Dynamics; Stages and Types of Group Dynamics.
- Leadership; Types of Leadership styles; Leadership qualities and role of Education

Unit IV: Socio-cultural Context of Education.

- Understanding Indian society- concerning multilingual and multicultural and other diversity, appropriate approaches for teaching young children in the context of diversity.
- Equality in educational opportunity-critical analysis of how schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.
- Constitutional provisions for education; Nationalism and Education; Education for national integration and international understanding.

Unit- V: Social Problems Relating to Education in India

- Delinquency – Meaning – Types – Causes – Characteristics – Factors Involved – Methods of treating delinquents.
- Child Abuse and Child Labour – Child Population and working children – Concept and types of child abuse – Causes of child abuse – Effects of abuse on Children – The problem of child labour.
- Issue of equality of educational opportunity and excellence in education.; Qualitative vs Quantitative Expansion of Education
- Empowerment of Women: Concept of Empowerment – Indicators of Empowerment – Facilitating and constraining factors of Empowerment and role of education.

Transaction Mode
(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers, etc; (2) Seminar reading-presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected themes followed by group discussions ;(4) Study of documents & references and reflective interaction with the peer group.

Sessional Work: The students have to undertake the following activities:
- Visits to nearby places of the university to understand the ways, folklore, and culture of the area and prepare a report.
- Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, the vision of school education in India, process of socialization of the child, critical analysis of how schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy, etc and presentation in a seminar.

References:

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

Chanda S. S. & Sharma R.K.(2002). Sociology of Education, New Delhi, Atlantic Publishers.

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MacIver, R.M. and Page, Thomas (1948), Society, New York: Rinehart & Co. Inc.

Total credits: 04
L:T:P: = 3:1:0

Examination Duration: 3 hours
Maximum Marks: 100

Course Outcomes (COs): On completion of this course, the students will be able to:

CO1: gain insights and reflect on the concept, nature and types of Teacher Education

CO2: understand the roles and responsibilities of teachers and teacher educators
CO3: use various methods of teaching for transacting the curriculum in schools

CO4: understand the models of teaching and the need for reflective teaching and its strategies
CO5: critically examine the role and contribution of various regulating bodies and support institutions for improving the quality of teacher education,

CO6: Reflect on the issues and problems related to teacher education in the country.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total Marks
I	11	1	0	12				
II	11	1	0	12	20 Marks	30Marks	50 Marks	100 Marks
III	12	0	0	12				
IV	12	0	0	12				
V	11	1	0	12				
TOTAL	57	03	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Course Content
Unit-I

- Teacher Education: Concept, Nature, and Scope
- Historical Background of Teacher Education in India: An overview of Policy Perspective (National Commission on Teachers (1983-85), Kothari Commission and National Policy on Education 1986 Revised (1992), NCF-2005, NKC-2007, Yashpal Committee Reprot-2009, JVC Report -2012 and New Education Policy-2020).

Unit-II

- Understanding Knowledge Base of Teacher Education: Schulman, Deng, and Luke &

- Habermas
- Reflective Teaching: Concept and Strategies
- Teaching Competencies for the 21ˢᵗ Century and Linking learning styles & teaching styles
- Teacher Education for Diversity, and Reflective Practice

Unit-III

- Pre-service teacher Education: Concept, Need & Scope, Objectives
- In-service Teacher Education: Concept, Need and Scope, Objectives and Modes of In-service Teacher Education
- Agencies & Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, NCTE, UGC)

Unit-IV

- Concept of Profession, Teaching as a Profession, Professional Ethics, Personal and Contextual Factors affecting teacher development, ICT integration
- Teaching about teaching: Principles & Practices, Effective Qualities of Teachers
- Teacher Education as a Process of Developing Teacher Knowledge
- Innovations in teacher education

Unit-V

- Recent Trends & Research in Teacher Education and Teacher Educators as Researchers
- Evaluation Practices and School Internship
- Recognition, Assessment and Accreditation
- Preparing student teachers for teaching practicum & Community engagement program

Transactional Mode

The course would be transacted through a participatory approach, including group discussion; self-study, seminars/presentations by students etc.

Sessional work: The students may undertake any one of the following activities:
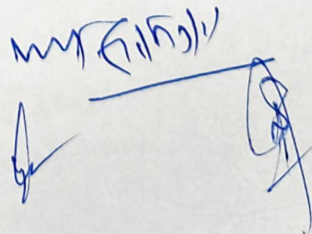
- ✓ Group discussion on the role of various agencies
- ✓ Assignments & Presentation on selected topics.

- ✓ Identify and justify various research gaps in teacher education followed by a presentation

References

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.

- Lampert, M. (2001). *Teaching problems and the problems of teaching.* New Haven: Yale University Press.
- NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation.* NCTE New Delhi.
- Loughran, J., and Russell, T. (1997). *Teaching about Teaching: Purpose, Passion and Pedagogy in Teacher Education.* Washington: The Falmer Press.
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- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature.* UNESCO: IIEP, Paris.
- Schon, D. (1987): *Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions.* New York, Basic Books.
- Siddiqui, M.A. (1993). *In-Service Education of Teachers.* NCERT. New Delhi.
- Sharma S.P. (2012). *Teacher Education: Principles, Theories and Practices.* New Delhi: Kanishka Publishers, Distributors.
- Stronze, J. H., Ducker, P., D., and Hindman, J., L., (2004). *Handbook for Qualities of Effective Teachers.* Virginia: Association for Supervision and Curriculum Development
- Swennen, A., & Klink, M.E.D. (2009). *Becoming a Teacher Educator: Theory and Practice for Teacher Educators.* The Netherlands: Springer Publications.

DEPARTMENT OF EDUCATIONAL STUDIES

CENTRAL UNIVERSITY OF JAMMU
M.Ed. (Two-Year Programme) | Semester-II

Course Title-Research Methods and Data Analysis | Course Code: MEDU1C006T

Total Credit- 04
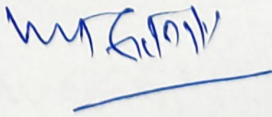
Max. Marks-100

L:T: P::3:1:0

Course Outcomes (COs): After the completion of the course the learner will be able to:

CO 1: describe different types of research methods in education.
CO 2: explain the characteristics of quantitative, qualitative, and mixed research.
CO 3: select and explain the methods appropriate for a research study.
CO 4: conduct a literature search and develop a research report.
CO 5: explain tool design approaches and procedures for collection of data.
CO 6: explain the importance of documentation and dissemination of education research.

Unit	Teaching Scheme			Total(L+T+P)	Examination Scheme			
	L	T	P	C	CIA	MSE	ESE	Total Marks
I	8	3	0	11				
II	10	3	0	13				
III	9	3	0	12	20 Marks	30 Marks	50 Marks	100 Marks
IV	10	3	0	13				
V	8	3	0	11				
Total	45	15	00	60				

Attendance Requirement

Students are expected to attend all the lectures to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in the examination.

COURSE CONTENT

UNIT 1 Unit 1- Methods of Research

- Historical Research, Significance, Steps, Primary and Secondary Sources of Information, External and Internal Criticism of the Sources.
- Descriptive Research Meaning. Significance, Types (Survey Studies, Correlational Studies & Developmental Studies)
- Experimental Research, Significance, Variables in Experimental Research- Independent, Dependent and Confounding Variables, Ways to Manipulate an Independent Variable, purpose and Methods of Control of confounding Variables, Experimental Designs, threats to experimental validity-internal & external.
- Qualitative approaches of Research: Meaning, nature, Brief description of approaches, Ethnography, Case studies, Grounded theory.

Unit II-Data Collection and Report Writing

- Meaning, types, characteristics, and uses of the following data gathering tools:
  - Questionnaires:
  - Interview;
  - Observation;
  - Rating Scale
  - Socio-metric techniques.
- Research report writing: concept, significance, various approaches in research report writing, characteristics of a good research report, steps, and layout of a research report.
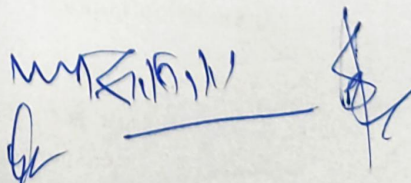
Unit III- Descriptive Analysis of Quantitative Data

- Raw scores and frequency distribution, graphical representation of frequency distribution Polygon and Differences between the two, cumulative frequency curve, - Ogive and smoothed frequency curve.
- Description and comparison of groups: measures of central tendencies and dispersion, assumptions, use and interpretation
- Relative positions: Concept and computation of Standard Deviation Percentile Point, Percentile Rank, and Z-scores.

Unit IV- Descriptive Analysis of Quantitative Data

Normal Distribution: Theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of Normal Probability Curve and its applications:

- ❖ Determination of the percentage /number of cases falling above and below the given scores,
- ❖ Determination of the percentage /number of cases falling between the given scores,
- ❖ Determination of the limits, which include a given percentage of cases,
- ❖ Determination of raw scores from the given percent of cases; To determine the relative difficulty of test questions;

Unit V Correlation and Inferential Statistics

- Correlation and its Estimate of Relationship Examining Relationships: Scatter plots, Pearson Product Moment (Raw scores), Spearman Rank Correlation
- Parametric and non-parametric tests; Concept, uses, and the difference between Parametric and Non-parametric tests.
- Analysis of variance (ANOVA)-Concept, assumptions and uses, Computation of One-Way ANOVA

Sessional work: the students may undertake any one of the following activities:

- ❖ Identification of variables of a research study and classification of them in terms of functions and levels of measurement
- ❖ Preparation of a sampling design given the objectives and research Questions/Hypotheses of a research study
- ❖ development of a research proposal on an identified research problem
- ❖ preparation, try and finalization of a tool

Transaction mode

Lecture-cum-discussion, brainstorming, group discussion, presentations, panel discussions; seminar presentations, and research exercises.

References

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- Christensen, L. (2007). Experimental Methodology, Boston: Allyn & Bacon.
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- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition: Thousand Oaks, CA: Sage
- Scon, David & Usher, Robin (1996). Understanding Educational Research. New York: Rout ledge
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- Sharma, S.R. (2003). Problems of Educational Research. New Delhi:

Credits: 02 (Practical)

Max. Marks: 50
Exam duration: 02 hours

Course Outcomes (COs): After the completion of the course the learners will be able to:

CO1: Understand meaning, forms, and approaches to educational technology.

CO2: Know and understand the role of ICT in teaching learning & research.

CO3: Understand the use of ICT in research & professional development.

CO4: Aware of different research databases and publications

CO5: Understand the ethical issues related to research

COURSE CONTENT

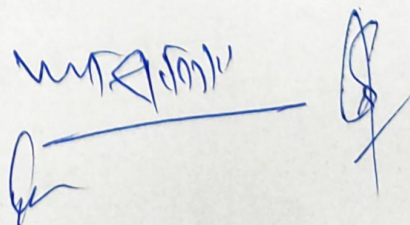### UNIT 1: Information and Communication Technology in Education

- Concept of Information, Communication and Educational Technology
- Role of ICT in Teaching- Learning and Research
- ICT enabled environment: Characteristics of e-learner and e-learning environment

UNIT 2: Latest trends of ICT in Education

- Online resources: Web 2.0 tools, Open Educational Resources, Digital evaluation tools,
- E-Learning Portals: e-Pathshala, SWAYAM, MOOCs, LMS-Moodle.
- Ethical Practices in Using ICT for Research Process
- Plagiarism: Concept & Types of Plagiarism in Research, Plagiarism Detection Tools - iThenticate, Grammarly, Turnitin,

UNIT : 3 Applications of ICT in Research

- Application of ICT in literature search: Introduction to Database, Literature search, Scopus / Web of Science, Science Research, Use of Google Scholar, Shodhganga, Jstore, OATD, ProQuest.
- Data processing Tools: Spreadsheet, SPSS,
- Citation Analysis Tools and Citation Data Bases: Mendeley Reference Manager, Reference Manager in MS Word.

PRACTICUM

The students may undertake any one of the following activities:

- Participation in seminars/webinars organised by agencies likeTurnitin, Adobe, Mendeley followed by report submission.
- Analysis of the different application software packages with reference to its use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.
- Hands on experiences on the preparation of data-base using spread sheet and other statistical software like SPSS.
- Hands-on-practice on any plagiarism detection tools and submission of report.

REFERENCES

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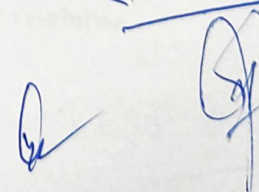Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation.

Department of Educational Studies
Central University of Jammu
M.Ed. Programme (Semester-II)
Research-Based Activity–II: *Developing Research Proposal*
Course Code: MEDU1C004P

Total credits: 02
Maximum Marks: 50

In this course, the target group shall be provided some inputs by the concerned faculty teacher in developing a research problem and continuing it in the second year of the program. The target group and faculty teacher shall work together to develop ideas and understand the notion of the research problem to execute it.

- The target group shall be given a brief orientation on the preparation of research proposals.
- The concerned teacher discusses the research proposal format and quoting/citing sources, reviews, text size, references and also restrictions on the length of the research proposal.
- The target group will be facilitated on 'writing research proposal' and also doubts will be clarified at the same time.
- The target group will also be presenting the research proposal through the PowerPoint presentation in the classroom wherein all students, including research scholars and all the faculty teachers, attend the same.
- The target group will modify/strengthen the research proposal by considering the inputs given during the presentation and also final proposal copy should be submitted in the office.
- Internal assessment will be carried out in this course.

Total Credits: 04

Examination Duration: 3 Hours

L: T: P = 3:1:0

Maximum Marks: 100

Course Outcome (COs):
After completion of this course, the students will become able to:
CO1: explain mental health and related concepts.
CO2: elaborate upon the factors and forces affecting mental health.
CO3: acquaint with the mechanisms available to facilitate mental health.
CO4: apply the knowledge acquired in actual educational practice.

Teaching Scheme (Unit-wise Division of Teaching Sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MSE	ESE	Total
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	56	04	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Unit – I: Concept of mental health
- Historical Evolution of the Concept of Mental Health (from Normality to Self Actualization)
- concept of mental health and its process
- concept of normality: Statistical and Ideal

Unit – II: Adjustment and Factors Affecting Mental Health
- Concept of Adjustment concerning the group and self,
- criteria for a healthy personality
- Factors affecting mental health: Home, School, Societal factors

Unit – III: Reflection on problem behaviors in children and their resolution

- Truancy, Aggression, Delinquency, Addiction etc.
- Guidance and counselling: group and individual

- mental health programmes: Preventive, maintenance, promotive programmes

Unit – IV: Theories and Therapies of Mental Health
- Psychoanalytic theories: Freud, Jung, Fromme
- Behaviouristic Theories: Skinner, Wolpe, Dollard, Miller
- Theories of Self: Rogers
- Humanistic-Existentialistic theories: Maslow, Rollo May
- Transactional analysis: Eric Berne

Unit – V: Other significant therapies for mental health
- play therapy,
- group therapy,
- family therapy
- sensitivity training programmes

References:

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- Zubrick SR, Silburn SR, Garton A, Burton P, Dalby R, Carlton J, et al. Western Australian Child Health Survey. Developing Health and Well-being in the Nineties. Institute for Child Health Research. 1995 ABS Catalogue no. 4303.5.

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DEPARTMENT OF EDUCATIONAL STUDIES
Central University of Jammu
Course Title: Guidance and Counselling | Course Code: UEDU0O004T
M.Ed. Programme | Semester - II

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

Course Outcomes (COs): On completion of this course the students will be able to:

CO1: Understand the meaning, nature, and scope of guidance.
CO2: Understand the meaning of and the need for group guidance.
CO3: Recognize the role of guidance in attaining the goals of education.
CO4: Appreciate the need for guidance.
CO5: Develop acquaintance with various techniques of group guidance.
CO6: Understand the meaning, nature and scope of counseling.
CO7: Appreciate the need for and goals of counselling.
CO8: Analyze the relationship between guidance and counselling.
CO9: Understand the concept and process of counselling in a group situation.
CO10: Recognize the different areas of counselling.
CO11: Understand the various stages involved in the process of counselling.

Teaching Scheme					Examination Scheme			
(Unit-wise Division of Teaching Sessions)					CIA	MSE	ESE	Total
Unit No.	L	T	P	C				
I	11	1	0	12	20 Marks	30 Marks	50 Marks	100 Marks
II	11	1	0	12				
III	11	1	0	12				
IV	11	1	0	12				
V	12	0	0	12				
TOTAL	56	04	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Attendance Requirement

Students are expected to attend all the lectures to be able to fully benefit from the course. A minimum of 75% attendance is a must, failing which a student may not be permitted to appear in the examination.

Unit I- Understanding Guidance

- Meaning, definition and need of guidance programme.
- Objectives and Principles of Guidance.
- Types of guidance: Personal, Educational, Career, Social, Health& Moral.

Unit II- UnderstandingCounselling

- Meaning, nature and scope of counselling.
- Stages of the counselling process; Professional ethics and qualities of Counsellor
- Approaches to counseling: Directive, Non-Directive and Eclectic

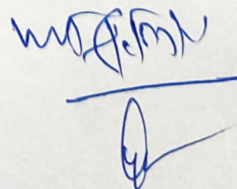## Unit III- Counselling therapies

- Client-Centered Therapy (Carl Rogers)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

Unit IV – Guidance and Counselling Techniques

- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques:
- ❖ class talk, career talk, orientation talk,
- ❖ group discussion, career conference,
- ❖ career corner, bulletin board, role play
- Steps and skills in group counseling process.

Unit V- Tools of Counselling

- Tools and Techniques of Guidance and Counselling
- ➤ Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories, Attitude Scale.

> Non-testing devices- Cumulative record Card, techniques, Projective techniques, Rating Scale, Case Study.

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits, etc.

Sessional Work: The students may do the following activities:

Group discussion on counseling techniques.
Powerpoint presentation on the topic assigned.
Assignment submission.

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.

Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belment: Calif-Brooks Cole.

Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.

Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.

Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.

Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.

Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

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.

Course Title: Pedagogy of English Language
Code: UEDU0O005T

Total Credits: 04

L:T:P: = 3:1:0

Examination Duration: 3 hours

Maximum Marks: 100

Course Outcomes (COs)

CO1: The students will be able to understand the nature and resources of language and issues related to language acquisition and language learning.

CO2: They will also acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.

CO3: Students will gain insights about various methods and approaches of teaching English as a secondlanguage and also be able to compare and analyse them.

CO4: Students will be able to develop lesson Plans and teach lessons in English prose, poetry, grammar and composition at different levels.

CO5: Students will have comprehensive knowledge of using various assessment techniques in the Englishlanguage and also be able to develop different tools for testing of English language.

Teaching Scheme (unit wise Division of teaching sessions)					Examination Scheme			
Unit No.	L	T	P	C	CIA	MTE	ETE	Total Marks
I	11	1	0	12				
II	11	1	0	12				
III	12	0	0	12	20 Marks	30 Marks	50 Marks	100 Marks
IV	12	0	0	12				
V	11	1	0	12				
TOTAL	57	03	0	60	20 Marks	30 Marks	50 Marks	100 Marks

Course Content

Unit I: Language and Language Learning
- Language: Meaning and Concept
- Nature of language
- Forms of language
- Language Acquisition and Language Learning

Unit II: Position of English in India
- Role and Position of English language in India
- Challenges of teaching and learning English in India
- NCF-2005 (Language Education), Language Policies
- Objectives of teaching Prose and Poetry

Unit III: Developing Basic language skills: LSRW
- Listening skills: Barriers to Listening Skills and developing listening skills (through storytelling, dialogues, situational conversations, role plays etc.)
- Speaking skills: Barriers to improving speaking skills, activities for developing speaking skills.
- Developing reading skill: Barriers to improving speaking skills through Reading Aloud and Silent reading, Intensive & Extensive Reading, Skimming and Scanning
- Writing skills: process, mechanics and steps of writing and activities for improving writing skills.

Unit IV: Approaches, Methods and Techniques
- Approach, Method, Technique

- Structural-Situational Approach Communicative Approach, Constructivist Approach, and Eclectic Approach.
- Methods: Grammar-Translation Method, Bilingual Method, Direct Method, etc.
- Lesson planning: Nature, objectives and needs; Lesson planning in prose, poetry and drama at school level.

Unit V: Assessment and Evaluation
- Concept, Scope and Importance of Assessment and Evaluation
- Types of Assessment and Evaluation and Assessment of Language Skills (LSRW)
- Assessment in Poetry, Prose and Drama
- Continuous and Comprehensive Evaluation: Concept, Scope and Process
- Techniques of evaluation—oral, written, portfolio; cloze test, Self-evaluation; Peer evaluation; Group evaluation.

Mode of Transaction

The content of the course would be transacted through lectures, group discussions, self-study, andseminars/presentations by students, etc.

Sessional work: Each student has to undertake any one of the following activities.

➤ Observation and recording of practical difficulties in the teaching of English at the Elementarylevel

➤ Preparing a small dictionary of the difficult words used in the Elementary textbooks.

➤ Preparing different visual aids for teaching.

➤ Framing suitable exercises on a given topic /passage.

➤ Development of language games

➤ Preparation of 20 test items (5 each on the LSRW skills).

➤ A write-up on the problems faced by the school students concerning the acquisition of receptive (listening and reading) or productive (speaking and writing) skills in English.

➤ A write-up on the comparison between English and mother tongue/home language in terms of sounds and word order.

➤ Selection of materials for writing in English from newspapers, comics, magazines, and advertisements and preparation of an outline for teaching language items.

References

1. Baruah, T.C. (1985). *The English Teachers' Handbook.* New Delhi: Sterling Publishing Pvt. Ltd.

2. Bright, J. A. and McGregor, G. P. (1970). *Teaching English as Second Language.* London: Longman.

3. Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching.* New York: Pearson Education.

4. Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching.* Cambridge: Cambridge University Press.

5. Doff, A. (1988). *Teaching English.* Cambridge: Cambridge University Press.

6. Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching.* Oxford: Oxford University Press.

7. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English.* London: Edward Arnold.

8. Harmer, Jeremy. (2007). *How to teach English.* Harlow: Pearson Education Limited.

9. Hornby, A.S. (1968). *A Guide to Patterns and Usage in English.* Oxford: Oxford University Press.

10. Krishnaswamy, N. and Krishnaswamy, Lalitha. (2008). *Story of English in India.* New Delhi: Foundation Books.

11. Lado, R. (1971). *Language Teaching*. New Delhi: Tata McGraw Hill Publishing.

12. Mishra, A. K. et al. (2013). *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers.

13. Paliwal, A.K. (2011). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publication.

14. Palmer, H.L. (1965). *The Principles of Language Study*. London: Oxford University Press.

15. Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Pearson Longman.

16. Raimes, Ann. (2010). *Techniques in Teaching Writing*. Oxford: Oxford University Press.

17. Richards, J.C. and Rodgers, T.S. (2014). *Approaches and Methods in language Teaching* Cambridge. Cambridge University Press.

18. Roach, Peter. (1991). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

19. Sinclair, John. (2000). *Collins Cobuild English Grammar* London: Harper Collins.

20. Yadav, Saryug. (2014). *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers.

Web Resources

1. First and Second Language Acquisition – A Brief Comparison.
   Retrieved from https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf

2. Similarities and Differences between First and Second Language Acquisition
   Retrieved from
   http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition

3. Activities for Developing Speaking Skill
   Retrieved from http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm

4. http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html

5. Activities for Developing Listening Skill Retrieved from
   http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html

6. https://blog.udemy.com/listening-skills-exercises/

Total Credits: 04

L: T: P = 3:1:0

Examination Duration: 3 Hours

Maximum Marks: 100

The course aims to introduce students to the basic understanding of the concept of integral education and its relevance to the contemporary system of education. Integral Education essentially consists of a threefold process starting with self-knowledge, a progressive awakening of the true center of one's being, and moving towards integration and harmony. But how would this work of integration be accomplished? How would one observe oneself? How would one work one's psychological movements and progress? These questions will be answered and practiced through this course.

Course Outcomes (COs): On successful completion of the course, the students will be able to -

CO1: Understand the theoretical framework of integral education and its background.

CO2: Know the principles and practices of integral education.

CO3: Comprehend various skills to develop the Curriculum, Teaching-learning Material & Content-Enrichment for the development of integral personality among the children.
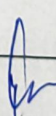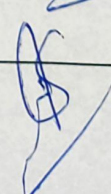
CO4: Analyze the innovations and experiments of integral education and its possible implementation.

CO5: To understand the applications of Integral Education in various educational setups.

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Scheme of the Syllabus

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Teaching Scheme				Examination Scheme			
(Unit-wise Division of Teaching Sessions)				CIA	MSE	ESE	Total
Unit No.	L	T	P	C			
I	11	1	0	12			100
II	12	0	0	12	20	30	50
III	11	1	0	12	Marks	Marks	Marks
IV	11	1	0	12			Marks
V	12	0	0	12			
TOTAL	57	03	0	60	20 Marks	30 Marks	50 Marks	100 Marks

L = Lecture, T = Tutorial, P = Practical and C = Class

Attendance: At least 75% attendance is mandatory to appear in the end-semester examination.

<u>Course Content</u>

UNIT – I: Introduction to Integral Education

- The Exponents of Integral Education (Sri Aurobindo and The Mother)
- Integral Yoga and Integral Education
- Goals of Education, Content, and Examination System
- Indian Contributions to various Disciplines of Knowledge

UNIT – II: The Conceptual Framework

- Concept of Integral Education
- Five Aspects of Integral Education
- Principles and Practices of Integral Education
- Philosophy and Process of Education for Integral Development of Personality

UNIT – III: Enrichment of Contents of Learning

- Curriculum, Teaching-learning Material & Content-Enrichment
- Awakening Interest and Promotion of Comprehension among Students through Content-enrichment
- Promotion of Development of Faculties through Content-Enrichment
- Content-Enrichment and Domain of Value-Oriented Education

UNIT – IV: The Teacher, Pupil and Pedagogy

- Learning Teaching Process
- New Roles for the Teacher and Relevant Methods
- Teacher Education –Nothing can be taught
- Understanding the Student; and Child-centered Education
- Role of Parents in the Integral Education System

UNIT – V: Innovations and Experiments

- Innovations related to the aims of education
- Innovations related to the contents of education

- Innovations related to methods and processes of education
- An Experiment of Integral Education

Mode of Transaction

The course would be transacted through a participatory approach including group discussion, self-study, seminars/presentations by students, etc.

Proposed Activities for CIA (20 Marks) (Any two)

✓ Assignment preparation on an allotted topic followed by a presentation (10 Marks).

✓ Interaction with a school where Integral Education is in practice followed by Group Discussion (10 Marks).

✓ Study a book written by Sri Aurobindo and The Mother followed by sharing with the class (10 Marks).

Suggested Readings

- Joshi, K. Child, Teacher and Teacher Education.

- Joshi, K. (2012). Philosophy of Indian Pedagogy. Popular Media, Jhilmil Industrial Area, Delhi 110095.

- Joshi, K. (2000). Education at Crossroads. The mother's Institute of Research C-141, Preet Vihar - Delhi 110092 in association with Mira Aditi, Mysore.

- Joshi, K. (2011).Indian Identity and Cultural Continuity. Published by: Popular Media, Jhilmil Industrial Area, Delhi 110095

- Joshi, K. (2010). A Philosophy of the Role of the Contemporary Teacher. Popular Media, Jhilmil Industrial Area, Delhi 11009

- Joshi, K. (2010). A Philosophy of Education for the Contemporary Youth. Popular Media, Jhilmil Industrial Area, Delhi 11009

- The Mother, On Education

- Early Cultural Writings (Vol. 1 of the Complete Works of Sri Aurobindo) by Sri Aurobindo.

- Savitri, a legend and a symbol by Sri Aurobindo