

M.Ed. CURRICULUM
(TWO YEAR SEMESTER)

As per
NCTE Regulation - 2014

DEVI AHILYA VISHWAVIDYALAYA
INDORE
2015



**CURRICULUM FOR
MASTER OF EDUCATION PROGRAM: FROM SESSION 2015-16
(TWO YEAR – FOUR SEMESTERS)**

OBJECTIVES

- To help students gain a grasp of major philosophical options available in the field of education.
- To develop among students an insight into modern theories of learning and development.
- To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day to day school problems.
- To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

Eligibility Criteria

As per NCTE/ University norms

Mode and Duration

M.Ed. Program will be regular. Its duration will be of four semesters covered in two years.

Attendance

As per NCTE norms

CURRICULUM PLAN

Each M.Ed. candidate shall offer following courses:

- (1) Core/Compulsory Course,
i. Perspective Courses ii. Tool Courses
- (2) Elective courses,
Advance Level Courses: **Any Two**
- (3) Practicum

One elective course will be offered by the students in the First year of the program in both semesters under First Advance level course-I and First Advance level course-II respectively. Similarly, another elective course will be offered by the students in the Second year of the program in both semesters under Second Advance level course-I and Second Advance level course-II respectively.

Total marks of the entire two year M.Ed. semesters program will be 1800. Out of these, 1200 marks will be for Theory courses, whereas 600 marks will be for Practical courses. In Theory courses, internal evaluation will be to the extent of 20% while in Practical courses it will be around 30%.

[1] CORE/COMPULSORY COURSES:**i. Perspective Courses**

Perspective Courses shall comprise of:

- Philosophical Perspectives of Education
- Sociological Perspectives of Education
- Psychological Perspectives of Education
- Contemporary & Future Perspectives of Education

ii. Tool Courses

Tool Courses shall comprise of:

- Educational Research - I
- Educational Research - II
- Information and Communication Technology
- Research Data Analysis & Interpretation - I
- Research Data Analysis & Interpretation - II

[2] ADVANCE LEVELCOURSES COURSES

From the following list of **Advanced Level Courses** a candidate will offer **any TWO** courses of his/her choice, one in each year of the M.Ed. program.

- Educational Administration
- Special Education
- Teacher Education
- Guidance and counseling
- Educational Technology
- Curriculum Studies

[3] PRACTICUM

SEMESTER II

Area	Course No.	Course Title	Area	Course Title	Area	Course
Perspectives	Course 6	Psychological Perspectives of Education	T	20/80	100	6
Tool	Course 7	Research Data Analysis and Interpretation – I	T	20/80	100	6
Specialization	Course 4/8/12/16	Second Advance Level Course- I	T	20/80	100	6
Practicum	Course 9	Dissertation Proposal	P	50/100	150	12
450						

NOTE 1:

Mode of transacting the curriculum will include: Lecture cum demonstration, discussion, Individual and group assignment, tutorials, Self study, Seminar, workshops and conferences, Observation of training programmes of different organizations / institutions. Case studies of institutions, Visit to resource centres, media production units, Computer practical, Psychological practical, Conducting tests and surveys.

NOTE 2:

- 20 internal marks in each theory course will be awarded on the basis of two separate tasks such as an assignment/ seminar/ quiz/ survey/ small project/written test etc. Records of both of these tasks will be duly maintained by the concerned faculty/ college.
- In a practical course internal marks will be awarded to students on the basis of day to day conduct of the work/practical/ activity/seminar. Students will maintain a record of the work in the form of daily diary/ reflective journal/ report to be deposited with the concerned faculty/ college.

NOTE 3:

- A candidate should **pass each Theory and Practical courses separately**. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in M.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

- **Separate Division will be awarded in Theory and Practical Parts.** First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.
- In all practical examination not more than approximately 25 students should be examined in a batch/day. External marks are to be given only by the External Examiner directly to the University.
- Students wishing to appear in a particular semester examination must have appeared in all previous semester examinations.

- **In case of Failure**, a candidate will be allowed to carry **any two courses** of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held as and when it is offered in the subsequent semester. To pass a Carry course a candidate will get **one chance** only.

A candidate will have to pass two year M.Ed. program in **at the most three years**.

M.Ed. SEMESTER –II

COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

OBJECTIVES

- To acquaint students about various concerns and methods of psychology.
- To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

CONTENT

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

- Concerns of Education Psychology.
- The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

- Concept and aspects of Human development, Implications for teaching learning process,
- Stages of Human development,
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

- Bandura's Social Learning, Cognitive and Social cognitive Theories,
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of

learning and Levin's field theory.

UNIT IV: PERSONALITY THEORIES

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretschmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.

- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques-. Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

REFERENCES

Allport, G.W.: Personality. New York: Holf, Rinehart and Winston, 1937.

Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.

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Boring, E. G.: A History of Experimental Psychology. Bombay: The Times of India Press,1969.

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Cattell, R.B.: Description and Measurement of Personality. Yonkers: Word Book Company, 1946.

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Dandapani, S.: A Textbook of Advanced Educational Psychology. New Delhi: Anmol Pvt. Ltd., 2000.

Dash, M.: Educational Psychology. New Delhi, 1991. Flaherty, Charles, E. et al.: Learning and Memory. Chicago: Rand McNally College Publishing Company, 1977.

Frestner, C. B. & Skinner, B. F.: Schedules of Reinforcement. New York: Appleton Century-Crofts,1957.

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Guilford, J. P. and Hoepfner, R: The Analysis of Intelligence. New Delhi: McGraw Hill Book Co ,1971.

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Hilgard, Ernest . and Bowe, Gadon, H.: Theories of Learning. New Delhi: Prentice Hall of India Pvt. Ltd.,1977.

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Lewin, K.,: Dynamic Theory of Personality. New York: McGraw Hill,1936.

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Mathur, S.S.: Educational Psychology. Agra: Vinod Pustak Mandir, 2000.

Munn, N. L: Psychology-The Fundamentals of Adjustment (2nd Ed.). Boston: Houghton Mifflin & Co, 1951.

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Pal, H. R.: Advanced Educational Psychology (Hindi). New Delhi: Directorate of Hindi Medium Implementation, 2006.

Pal, H. R. , Pal, R. and Devara, R.: Experimental Educational Psychology. Delhi: Directorate of Hindi Medium Implication, Delhi University , 2011.

Pervin, L. A.: Personality - Theory and Research. New York: John Wiley & Sons Inc,1993.

Piaget J. & Inhelder, B.: The Psychology of Child. New York: Basic Books, 1969.

Postman, L. and Egan, J. P. : Experimental Psychology. New York: Harpe,1949.

Rao, S.N.: Educational Psychology. New Delhi: Wiley Easetern Ltd., 1990.

Sternberg, R. J : The Triarchic Mind - A New Theory of Human Intelligence. New York: Penguin Books,1989.

Woodworth, R.S. and Schloberg: Experimental Psychology. New Delhi: Oxford and IBH Publishing, 1971.

M.Ed. SEMESTER –II

COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I

OBJECTIVES

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting research data.

CONTENT

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

- Interface between research tools & research data
- Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS

- Levels of Measurement
- Descriptive Statistics and Plots

UNIT III: NORMAL PROBABILITY CURVE

- Normal probability and its applications

UNIT V: PARAMETRIC INFERENTIAL STATISTICS

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.
- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.
- The t-test: Independent and Correlated
- One Way ANOVA
- Assumption of Parametric Tests

UNIT V: COMPUTERS IN DATA ANALYSIS

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software, Microsoft Excel/ SPSS
- Data Analysis and interpretation

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

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Sprinthall, Richard C.: Basic Statistical Analysis. New Jersey: Prentice Hall, 1990.

Walizer, M.H. and Wiehir, P.H.: Research Method and Analysis- Searching for Relationships. New York: Harper and Raw Publishers, 1978.

COURSE 9: DISSERTATION PROPOSAL

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted

proposal and an open presentation of the research proposal, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.

M.ED. TWO YEARS
ADVANCE LEVEL COURSES
COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY- I

OBJECTIVES:

- To familiarise student with the concept of educational technology.
- To equip student with fundamentals of system approach for solving educational problems scientifically.
- To make students aware of different types of instructional material.
- To enable students to understand the role of mass media in education.
- To make student familiar with the role of educational technology in education.
- To acquaint students with the challenges and opportunities emerging in integrating new technology in educational process.

CONTENT

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology, mass instructional technology, role of technology in education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

UNIT III: COMMUNICATION PROCESS

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

UNIT IV: MULTI SENSORY AIDS

Concept, definitions, Classification: Audio, Visual, and Multi Sensory. Principles of selection of teaching aids, importance and uses. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

UNIT V: DESIGNING INSTRUCTIONAL SYSTEM

Formulation of instructional objectives, Task Analysis, Instructional Material: PLM – Meaning, types: LPLM, BPLM, MPLM, developing various types of PLM. Development of Modules.

ACTIVITIES

- Development of PLM on any topic.
- Preparation of teaching aids
- Script writing : Audio/Video

REFERENCES:

Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.

Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*.

London: Merrill Publishing Co, 1986.

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Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992.

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Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.

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Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.

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Rao, V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.

Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.

Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.

Sharma, A.R.: Programmed Learning, Loyal Book Depot, Meerut, 1982.

Wilson, Bob: The Systematic Designs of Training Courses, Parthenon Publishing, U.S.A., 1987.

COURSE 4/8/12/16: CURRICULUM STUDIES- I

OBJECTIVES

- To enable the student teachers to develop understanding about important principles of curriculum construction.
- To help student teachers understand the bases and determinants of curriculum.
- To familiarise the student teachers with the concept of curriculum design and process of curriculum development.
- To develop among the student teachers the competency to analyze given curriculum for its explicit and implicit components.
- To help them recognise the need for organising the curriculum on the principles of integration, articulation and coherence in curriculum.
- To enable them identify different kinds of integration, articulation and coherence in curriculum.
- To acquaint the students with the different approaches to curriculum designing.
- To develop competency among students in designing curriculum unit.
- To equip students with the understanding of different models of curriculum development.

CONTENT

UNIT I: CURRICULUM FUNDAMENTALS

Concept and meaning of curriculum, Definition of curriculum, Curriculum & syllabus

Elements of Curriculum

Various curriculum concepts: Stated curriculum, recommended curriculum, supported curriculum, Transacted curriculum, Formal and Informal curriculum, Manifest and Hidden Curriculum, Null curriculum

Scope of curriculum studies

UNIT II: BASES AND DETERMINANTS OF CURRICULUM

Historical considerations, Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations

UNIT III: CURRICULUM ORGANIZATION

Principles of curriculum organisation, various kind of Integration, Articulation & coherence in curriculum, analyzing the existing curriculum in relation to principles of curriculum.

Approaches to curriculum organisation: Subject centred, Core curriculum, 1Learner-centred, Community - centred curriculum, Process approach and Humanistic approach

UNIT IV: CURRICULUM DESIGN & CURRICULUM DEVELOPMENT

Process of Curriculum Designing & Development: Deduction of curriculum from aims and objective of education, Content analysis & Instructional Strategies, Evaluation process & procedures

UNIT V: MODELS OF CURRICULUM DEVELOPMENT

Tylers, Hilda Taba, Nicholls and Nicholls, Wheeler and Need assessment model

ACTIVITIES

- Analysis of a school text book
- Analysis of the B.Ed. curriculum of the Institution/ University
- Review of original writings on Curriculum

REFERENCES

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi. Book

Enclave, 2007.

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

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Payne, I.D.A. Curriculum Evaluation: Commentaries on Purpose Process and Product, Boston, D.C. Heath, 1973.

Pratt, D.: Curriculum Design and Development, Harcourt, Brace and Jovanovich, 1980.

Reddy, B.: Principles of Curriculum Planning and Development, 2007.

Taba, Hilda: Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc, 1962.

COURSE 4/8/12/16: TEACHER EDUCATION- I

OBJECTIVES

- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- 1To make students understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education.

- To develop an understanding of different modalities of transacting Teacher Education curriculum.

CONTENTS

UNIT I: GENESIS OF TEACHER EDUCATION

Evolution and development of Teacher Education in India, before and after independence, Recommendations of various commissions established after independence for Teacher Education.

UNIT II: PRE-SERVICE TEACHER EDUCATION

Teacher Education: Concept & objectives of Teacher Education at secondary level, Curriculum of Teacher Education at different levels.

Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction- concept, objectives and characteristics of effective induction programs

UNIT III: IN-SERVICE TEACHER EDUCATION

In-Service Teacher Education- concept, objectives, different agencies of in-service education, Different techniques for providing in-service education such as seminars, workshops, symposium, panel discussion, group discussion, quiz etc.

Different models of in-service education; winter schools, summer schools, short term programs.

UNIT IV: PERSPECTIVES ON TEACHER EDUCATION

(a) Nature of teacher education as a profession, as a supervision, as administration, as counseling, as curriculum development, as science, as clinical interaction and as teacher development. (b) Competency based teacher education, (c) Accountability in teacher education

UNIT V: PROBLEMS OF TEACHER EDUCATION

Changing needs and problems of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEIs working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations

ACTIVITY (ANY TWO)

- To develop check list of competency based teacher-education.
- To prepare a list for accountability of teachers.
- To evaluate/survey the curriculum of teachers' training program.

- To evaluate/survey the innovative programs of teacher education.

REFERENCES

Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.

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Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.

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- Pal, H. R.: Methodologies of Teaching & Training in Higher Education(Hindi).Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.
- Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.
- Singh,L.C.: Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT, 1979.
- Singh, L. C.: Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.
- Smith, B. O.: Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc., 1971.

COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-I

OBJECTIVES

- To acquaint students with the emerging concept of Educational Administration.
- To help students to understand the various factors affecting the character of educational administration.
- To impart knowledge of the concept of and related concepts underlying Educational Administration.
- To help the students to understand the nature of Educational Planning, Educational Leadership and Performance Appraisal.
- To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
- To develop an insight about key concepts of Educational Supervision.
- To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.
- To develop in students a satisfactory concept of competence in Educational Administration.
- To develop pre-requisite skills for Educational Administrator among students.
- To keep students precisely informed about the Educational Planning in India.

CONTENTS

UNIT I: MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION

Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: EDUCATIONAL LEADERSHIP

Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations.

UNIT III: EDUCATIONAL PLANNING

Types and Scope of Educational Planning. Principles, Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.

UNIT IV: EDUCATIONAL SUPERVISION

Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision.

UNIT V: PERFORMANCE APPRAISAL

Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program.

ACTIVITIES

- Seminar on the history of Educational Administration
- Critical Account of Educational Planning in India
- Critical appraisal of the Five year plans in India
- Critical analysis of a Leader
- Visit to an Educational Institution
- Preparation of Performance Appraisal for Teachers, Administrators etc.
- Account of Educational Administration in India

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COURSE 4/8/12/16: SPECIAL EDUCATION -I

OBJECTIVES

- To enable the prospective teacher to acquire knowledge and understanding of Special Education.
- To acquaint the students with the historical scenario of special education in India and abroad.
- To provide the knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.
- To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I : INTRODUCTION TO SPECIAL EDUCATION

(a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Living Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Training in Sign Language, Aids and Appliances and Educational Programmes.

UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability.
- Review of researches related to the prescribed disabilities.

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COURSE 4/8/12/16: GUIDANCE AND COUNSELLING– I

OBJECTIVES

- To familiarize students with meaning, nature, scope, aims and principles of guidance & counseling.
- To familiarize students with meaning, definition, techniques, types and methods of counseling.
- To acquaint students with philosophical, sociological and psychological foundation of guidance.
- To familiarize students with standardized and non-standardized tools of guidance.
- To help students in understanding nature of individual and individual differences.
- To make students aware about world of education and world of work.
- To familiarize students with process of organizing guidance services at different levels and personnel involve in guidance services.

CONTENTS

UNIT I: GUIDANCE

Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance,

Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance.

Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

Meaning, historical development and importance of counselling.

Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor.

Theories of counselling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic (Skinner, Pavlov) Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. preparation, process, interpretation, recording, and termination .

UNIT III: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELING

Criteria of Good Guidance test: general, practical & psychological. Simple (Non Standardized)

Tools of Guidance – Characteristics, construction and use by the Guidance worker. Anecdotal and cumulative records, Autobiography and self reports,

Behavior Description, Questionnaire, Rating Scale and Checklist, Observation and Interview schedules, Sociometric Devices. Scientific (Standardized)

Tools of Guidance – Psychological Testing: Nature and Preliminary Precautions, Role Advantages and limitations –Intelligence, Personality, Creativity, Aptitude, Attitude and Interest.

UNIT IV: UNDERSTANDING THE INDIVIDUAL

Individual Differences in the process of Guidance and Counseling -Nature and Importance.

Nature of Individual's Personality, its significance

Adjustment: Meaning and Mechanisms and development of Strategies for enhancing Adjustment

Principles of Educational and Vocational Planning, world of work and world of education.

Importance of assessing interest for educational and vocational guidance

UNIT V: ORGANIZATION OF GUIDANCE PROGRAM AT VARIOUS LEVELS

Secondary and college level, Need for Practical Programs of Service.

Basic Services of Guidance and Counseling, Role of various personnel and agencies in an organized program of services.

Referral Services – Special and Community.

ACTIVITIES

- Individual and group counselling for children and adolescents for emotional, social, behavioural and academic problems.
- Needed Competencies for Various Vocations & Professions
- Preparation of Computerized Cumulative Record
- Computerized Psychological testing of an individual/class
- Developing Skills in Communication with practical exercise in verbal and non-verbal mode.

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