Curriculum Framework
M.Ed.
Academic Year 2024-25

Based on NEP 2020

॥ न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ॥

भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर
Indian Institute of Teacher Education, Gandhinagar

(A State Public University Established by Government of Gujarat)

Curriculum Framework M.Ed. 2024-25

From the Desk of Vice-Chancellor….

Dear All,

It gives me immense pleasure to present the revised curriculum framework for the Post Graduate programme offered by the Indian Institute of Teacher Education (IITE), Gandhinagar. This curriculum has been meticulously developed in alignment with the National Education Policy 2020 (NEP-2020), which aims to reshape the Indian education system by integrating our rich heritage with global standards.

The revisions are rooted in the guiding principles of the National Curriculum Framework. The revised curriculum incorporates the Integrated Teacher Education Programme (ITEP) framework, ensuring that our future educators are equipped with the necessary tools and knowledge to foster holistic development in students.

As we endeavour to bring Indian educational ethos into the global context, these curricula will serve as a foundation for creating educators who not only excel in their professional capacities but also embody the values of peace, harmony, and global citizenship. Through this curriculum, we aim to empower our teacher candidates to contribute to a more inclusive, dynamic, and sustainable future.

I extend my heartfelt gratitude to the faculty members, the Board of Studies (BoS), and the Academic Council for their commitment and hard work in revising and finalizing this curriculum within a short span of time. Their efforts reflect the dedication of our institution to excellence in teacher education.

I also invite all stakeholders to carefully review the revised curriculum and provide constructive feedback. Your insights will help us make these courses more comprehensive, relevant, and in tune with the evolving needs of education globally.

With Best Regards,

Prof. R.C. Patel
Vice Chancellor
Indian Institute of Teacher Education (IITE),
Gandhinagar

Regulations for
PG Courses (2024)

Regulations for PG Courses (2024)

M.A., M.Sc., and M.Ed. as per the guidelines issued by UGC on 14th June 2024 in light of recommendations in NEP-2020 and the integrated courses of M.A.-M.Ed./M.Sc.-M.Ed./ B.Ed.-M.Ed.

1.0   Programme, Duration and its equivalence:

1.1   Programme and Duration: **M.A., M.Sc., and M.Ed.** (2-Year), Integrated Techer Educator Programme **B.Ed.-M.Ed.** and integration of Innovative Integrated Teacher Educator programmes **M.A.-M.Ed./M.Sc.-M.Ed.** (3-Year, Recognised by NCTE, New Delhi.)

1.1.1   M.A. is a post-graduate PG programme in Arts and is entitled 'Master in Arts'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.2   M.Sc. is a post-graduate PG programme in Science and is entitled 'Master in Science'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.3   M.Ed. is a post-graduate PG programme in Education and is entitled 'Master in Education'. This programme is of two years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 days for instruction. There shall be 192 days for instruction in a year.

1.1.4   M.A.-M.Ed. is a post-graduate Integrated Innovative Teacher Educator PG Programme (3-Year) and is entitled 'Master in Arts and Master's in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.1.5   M.Sc.-M.Ed. is a post-graduate Integrated Innovative Teacher Educator PG Programme (3-Year) and is entitled 'Master in Science and Master in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.1.6   B.Ed.-M.Ed. is a post-graduate Integrated Teacher Educator PG Programme (3-Year) and is entitled 'Bachelor in Education and Master in Education'. This programme is of three years duration and each year comprises 2 semesters. Each semester consists of 16 weeks of instructions, i.e., 96 instructional days. There shall be 192 days for instruction in a year.

1.2   Equivalence:

1.2.1   The programme contents related to M.A.-M.Ed. is equivalent to PG Programme in Arts and equivalent to M.A. degree of the Indian Institute of Teacher Education and M.Ed. is Masters in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

1.2.2   The programme contents related to M.Sc.-M.Ed. is equivalent to PG Programme in Science and equivalent to M.Sc. degree of the Indian Institute of Teacher Education and M.Ed. is Master in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

1.2.3   The programme contents related to B.Ed.-M.Ed. is equivalent to UG Programme

in Education and equivalent to B.Ed. degree of the Indian Institute of Teacher Education and M.Ed. is Master in Education equivalent to M.Ed. degree of the Indian Institute of Teacher Education.

Students who pass this programme are considered eligible to pursue Research Studies in Education in the Centre of Education of Indian Institute of Teacher Education and also eligible for Ph.D. in relevant subject at the centres specified by University.

2.0   Eligibility for admission to M.A., M.Sc., and M.Ed. and B.Ed.-M.Ed., M.A.-M.Ed. and M.Sc.-M.Ed.

2.1   All of above programmes have different pre-entry qualifications as stipulated below and marks attained in pre-entry test (i3T).

2.1.1   Eligibility for admission to M.A.

The candidates seeking admission to the M.A. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1.   B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.   Graduate in any of the subjects of Arts discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.2   Eligibility for admission to M.Sc.

The candidates seeking admission to the M.Sc. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1.   B.Sc.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.   Graduate in any of the subjects of Science discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.3   Eligibility for admission to M.Ed.

The candidates seeking admission to the M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1.   B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

2.   B.Sc.-B.Ed. or B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

3.   B.El.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions) or

4.   D. El. Ed. with an UG degree (Minimum 50% of the Total Marks in each or equivalent CGPA from UGC recognised Universities or Institutions or State Examination Board)

2.1.4   Eligibility for admission to M.A.-M.Ed.

The candidates seeking admission to the M.A.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.A.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Arts discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.5 Eligibility for admission to M.Sc.-M.Ed.

The candidates seeking admission to the M.Sc.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. B.Sc.-B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2. Graduate in any of the subjects of Science discipline and B.Ed. (Minimum 50% of the Total Marks or equivalent CGPA from UGC recognised Universities or Institutions)

2.1.6 Eligibility for admission to B.Ed.-M.Ed.

The candidates seeking admission to the B.Ed.-M.Ed. programme should have passed following Examinations from the IITE or any of the universities recognised by UGC.

1. PG Degree in Sciences/ Social Sciences/ Humanities with a minimum of 55% of marks or its equivalent grade (CGPA) from UGC recognised

2.2 Admission to the above Programmes

There shall be pre-entry test for all of above Programmes and merit shall be prepared as per the norms regulated by university time by time.

3.0 Scheme of Instruction:

There will be four/six semesters and students will have to learn following subjects in two broad areas of curriculum in Education.

1. PG Course in respective academic programme, (2-Year M.A., and M.Sc.).

2. PG Course in Teacher Education (2-Year M.Ed.).

3. Innovative Integrated Teacher Educator Programme (3-Year) M.A.-M.Ed./ M.Sc.-M.Ed. integration of PG Programme in academics and Teacher Education.

4. B.Ed.-M.Ed. is an Integrated Programme of UG and PG Teacher Education Programmes as per Annexure 15 of NCTE (Recognition Norms and Procedure) Regulations, 2014.

Details of courses and scheme of study, duration, etc. are annexed herewith in Annexure-1.

3.1 PG Course in respective academic programme

There are two basic PG Academic Programmes and they are M.A. and M.Sc. The following subjects shall be offered in these two categories, they are:

i.	English	(M.A.),
ii.	Botany	(M.Sc.),
iii.	Chemistry	(M.Sc.),
iv.	Maths	(M.Sc.), and
v.	Physics	(M.Sc.)

Categories of courses being offered and title of the papers are annexed herewith in Annexure: 2.

3.2   PG Course in Teacher Education

PG Course in Teacher Education is integrated teacher education programme leading to PG Degree of M.Ed.

Categories of courses being offered, and title of the papers are annexed herewith in Annexure: 2.

3.3   UG Programme in Teacher Education

UG Programme (B.Ed.) is the programme as approved in Curriculum Frame of B.Ed.-M.Ed. programme of 2023-26 Batch.

3.4   MOOCs Courses

For the MOOC, University shall follow the University Grants Commission (Credit Framework for Online Learning Courses through Study Webs of Active Learning for Young Aspiring Minds) Regulations 2021, UGC Framework for Universities to conduct Examination for SWAYAM Courses August, 2024 and any other UGC Regulations from time to time. Further, the Regulations of Government of Gujarat for MOOCs shall be applicable.Credits from MOOCs can be transferred to the students' academic record as per relevant UGC and IITE regulations.

These regulations for the MOOC will be applicable initially for a period of one year from the date of publication. After that it will be reviewed and revised, if required, after the approval of competent authority.

4.0   Attendance

Provisions of IITE Regulations, 2023 shall be applicable for attendance and amendment in it thereto.

5.0   Medium of Instruction:

The medium of instruction and examination shall be English.

6.0   Course Structure for PG and Integrated Teacher Education Programme

6.1   General Programme Structure of M.Sc., M.A., and M.Ed.- Indian Institute of Teacher Education *Table 1*

6.2   General Programme Structure for M.A., M.Sc. and M.Ed.

6.2.1   For M.A. in General

6.2.2   For M.Sc. in General

6.2.3   For M.Ed. in General

Calculation of Credit:

1. 1 Credit means 1 instructional hour/week for Theory Course

2. 1 Credit means 2instructional hour/week for Practical or Tutorial Course

Summary of Credit and Marks for each programme is as per table shown below:

Programme	Semester	1	2	3	4	5	6	Total
M.Sc.	Credit	24	24	20	20	---	---	88
	Papers	7	7	5	5	---	---	24
	Marks	600	600	500	500	---	---	2200
M.A.	Credit	24	24	20	20	---	---	88
	Papers	7	7	5	5	---	---	24
	Marks	600	600	500	500	---	---	2200
M.Ed.	Credit	22	22	22	22	---	---	88
	Papers	6	6	6	6	---	---	24
	Marks	550	550	550	550	---	---	2200
B.Ed.-M.Ed.	Credit	24	22	28	28	26	26	154
	Papers	8	8	7	8	7	7	45
	Marks	600	550	800	700	650	650	3950
M.Sc.-M.Ed./ M.A.-M.Ed.	Credit	28	28	30	30	30	30	176
	Papers	8	8	8	8	8	8	48
	Marks	700	700	750	750	750	750	4400

Note: For all PG Programmes, all IKS Courses (Character Building and Holistic Development of Personality -1, -2, -3, and -4) are compulsory to clear (pass) but shall not be the part of SGPA, CGPA or in aggregate marks, but shall be included in total credit of that semester and programme as a whole.

7.0 Assessment and Evaluation: CCE (Continuous and Comprehensive Evaluation):

There will be continuous and comprehensive evaluation for the M.A., M.Sc., and M.Ed. Programmes. The learners will be evaluated internally as well as externally. As the university has adopted CCE module for the evaluation, the pattern scheme for evaluation will be as under:

7.1 Scheme of Evaluation:

There are two categories for evaluation:

7.1.1 Internal Evaluation: (30 % of Marks)

Internal evaluation will include assignment, project/seminar and test. The ratio of marks will be 1:1:1 for each. There will be written submission for assignment and project and seminar will be group activity and participation of learner will be adjudged by the subject teacher concerned. The detailed Marks statement of each shall be submitted to Examination Section on or before the last day of the respective semester.

7.2.2 External Evaluation: (70 % of Marks)

External evaluation will be semester end examination, theoretically and/or practically as case may be, conducted by the university at the end of each semester.

7.3 Assessment

7.3.1 The following table shows how the marks will be calculated for the final evaluation:

Curriculum Framework M.Ed.- 2024-25

Paper/Code	Credit	Internal Evaluation				External Evaluation			Total (6+9)	GP (Total/10)	Letter Grade (See Table)	GPA
		Assignment/ Practical etc.	Project/Viva	CCE/Expt.	Total (3+4+5)	Ext Theory	Ext Practical	Total (7+8)				
1	2	3	4	5	6	7	8	9	10	11	12	13
Only Theory (Th)		10	10	10	30	70		70	100			
Only Practical (Pr)		10	10	10	30		70		100			
Theory & Practical (TP)		10	10	10	30	35	35	70	100			
Submission (STh)		10	10	10	30	70		70	100			
Submission (SPr)		10	10	10	30		70	70	100			
Submission (STP)		10	10	10	30	35	35	70	100			
					>= 40%			>= 40%				
Only Internal	Shall be determined by respective BoS											

Digits shown in above table is in Marks but it is proportion when evaluation is not of 100 Marks.

- The student is eligible for Total, if there are more than 40% of marks in Internal and 40 % marks in External Evaluation.

- Types of Evaluation Pattern shall be marked in respective course.

- When internal marks is not of 30, internal marks distribution will be 40-40-20 % for 100 marks and in proportion.

- In case of internal evaluation only in B.Ed.-M.Ed., distribution of marks, the scheme of evaluation shall be as specified in the curriculum framework of 2023-24 for B.Ed. only be considered as approved and final.

7.3.2 Conversion to GP and letter Grade

Sr. No.	% of Marks	Letter grade	Grade point	Remarks
1	90 and above	O+	10	Outstanding
2	80 to 89	O	9	Excellent
3	70 to 79	A+	8	Very Good
4	60 to 69	A	7	Good
5	50 to 59	B+	6	Above Average
6	40 to 49	B	5	Average
7	0 to 39	F	0	Fail

7.3.3 CGPA

Cumulative Grade Point Assessment (CGPA) will be average SGPA of the all six semesters and Final Degree will awarded on the basis of CGPA.

7.3.4 Examinations

7.3.4.1 There shall be examinations at the end of each semester, for odd semesters (i.e., I, III and V Semesters) after end of respective semesters; for even semesters (i.e., II, IV and VI Semesters) after end of respective semesters. Any candidate who fails to clear any of the examinations may take subsequent examination to be held as per regulations.

7.3.4.2 The candidate will be allowed to keep semesters on until he/she clears preceding semesters of previous year.

7.3.4.3 The candidate shall be allowed to attempt twice after completion of the two-year of the M.A., M.Sc., M.Ed. programmes and three-year M.A.-M.Ed., M.Sc.-M.Ed. and B.Ed.-M.Ed. Programmes. It means student will be allowed two more years for clearing all semesters which are not cleared in last four semesters of the course if he/she is not detained earlier.

If any of the students is detained earlier may not get opportunity of two attempts; those who are detained once will have one more year to clear and those who are detained twice will have no more attempts to clear them.

The Vice-chancellor of the University on his/her sole discretion may allow any of the students who have been given more two chances as per the regulations, one more year to clear courses on request satisfying him the reasons for not clearing examinations for said course.

8.0 These Regulations shall be guided by the Ordinances and Regulations of the University. In case of any discrepancies or ambiguity, Vice Chancellor shall take decision for the same and his decision will be applicable. Any modifications/amendments prescribed by the UGC or any other authority shall be considered by the University Authorities from time to time.

Annexure: A - Format of question paper1

Indian Institute of Teacher Education, Gandhinagar

Semester-End Examination

May 20-

Semester:

Subject:

Course Name:

Date: **Total Marks: 70**

Time:

Note: All the questions are compulsory and carry equal marks.

Specify your option/s clearly.

Q:1   Answer following questions. (Short Answer Questions)   14

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

(Equal weightage should be given to all units)

Q: 2   Answer following question in 800 words only: 14

(From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words.)

OR

Q: 2   Answer following question in 800 words only:

(From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 3   Answer following question in 800 words only: 14

(From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 3   Answer following question in 800 words only:

(From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 4   Answer following question in 800 words only: 14

(From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 4   Answer following question in 800 words only:

(From Unit III, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Q: 5   Answer following question in 800 words only: 14

(From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

OR

Q: 5   Answer following question in 800 words only:

(From Unit IV, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)

Format of question paper1

Indian Institute of Teacher Education, Gandhinagar

Semester-End Examination

May 20-

Semester:

Subject:

Course Name:

Date: **Total Marks: 35**

Time:

Note: **All the questions are compulsory and carry equal marks.**

       Specify your option/s clearly.

Q: 1.	Answer following question in 800 words only: (From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words.)	14
	OR	
Q: 1	Answer following question in 800 words only: (From Unit I, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	
Q: 2	Answer following question in 800 words only: (From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	14
	OR	
Q: 2	Answer following question in 800 words only: (From Unit II, paper setter may frame one question or two questions of 7 marks each. For 7 marks question word limit is 400 words)	
Q:3	Answer following questions. (Short Answer Questions) 1. 2. 3. 4. 5. 6. 7. (Equal weightage should be given to all units)	07

Curriculum Framework
M.Ed.
Academic Year 2024-25

Curriculum Framework M.Ed.- 2024-25

No.	Sem	Code	Nature Paper		Title	Credit	Hours	Marks (Internal)	Marks (External)	Total
2 Year M.Ed. Program Curriculum Framework (2024-2025 Onwards)										
1	1	DSC010EDU	Theory	Compulsory	Educational Psychology	4	4	30	70	
2	1	DSC020EDU	Theory	Compulsory	Educational Philosophy	4	4	30	70	
3	1	DSC030EDU	Theory	Compulsory	Educational Technology	4	4	30	70	
4	1	DSE011EDU	Theory	Optional	School Education: Foundational and Preparatory Stage					24
5	1	DSE012EDU	Theory	Optional	School Education: Middle and Secondary Stage	4	4	30	70	
6	1	DSE013EDU	Theory	Optional	Higher Education in India					
7	1	VAC010EDU	Theory	Compulsory	Policy Politics and Economics of Education	2	2	15	35	
8	1	DSM010EDU	Theory	Compulsory	MOOC/IPR/Prototype/POC/ Training (1)	4	4	30	70	
						22	**22**	**165**	**385**	
9	2	DSC040EDU	Theory	Compulsory	Fundamentals of Research in Education	4	4	30	70	
10	2	DSC050EDU	Theory	Compulsory	Educational Sociology	4	4	30	70	
11	2	DSE021EDU	Theory	Optional	Value Education					
12	2	DSE022EDU	Theory	Optional	Parametric and Non Parametric Statistics	4	4	30	70	24
13	2	DSE023EDU	Theory	Optional	Guidance and Counselling Services					
14	2	DSC060EDU	Practical	Compulsory	Academic Writing	4	8	30	70	
15	2	VAC020EDU	Practical	Compulsory	Internship: Visiting Institutes of Education	2	4	50	00	
16	2	DSM020EDU	Theory	Compulsory	MOOC/IPR/Prototype/POC/ Training (2)	4	4	30	70	
						22	**28**	**200**	**350**	

17	3	DSC070EDU	Theory	Compulsory	Inclusion: Concept & Policy Framework	4	4	30	70	
18	3	DSC080EDU	Theory	Compulsory	Psychological Testing	4	4	30	70	
19	3	DSC090EDU	Theory	Compulsory	Educational Management & Administration	4	4	30	70	
20	3	DSR010EDU	Theory	Compulsory	Fundamentals of Educational Research : Methods and Designs	4	4	30	70	24
21	3	DSR020EDU	Practical	Compulsory	Dissertation: Research Proposal	4	8	30	70	
22	3	VAC030EDU	Practical	Compulsory	Internship: Teacher Education Institutes	2	4	50	00	
						22	28	200	350	
23	4	DSC100EDU	Theory	Compulsory	Curriculum Development	4	4	30	70	
24	4	DSC110EDU	Theory	Compulsory	Teacher Education	4	4	30	70	
25	4	DSR030EDU	Practical	Compulsory	Dissertation: Research Work	4	8	30	70	
26	4	DSR040EDU	Practical	Compulsory	Dissertation: Submission	4	8	30	70	24
27	4	DSR050EDU	Practical	Compulsory	Dissertation: Presentation and/ or Publication	4	8	30	70	
28	4	VAC040EDU	Theory	Compulsory	Environment Education	2	2	15	35	
						22	34	165	385	
						88	112	730	1470	

Sem	Code	Nature Paper		Title	Credit	Hours	Marks (Internal)	Marks (External)
1	IKS010CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - I	2	2	15	35
2	IKS020CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - II	2	2	15	35
3	IKS030CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - III	2	2	15	35
4	IKS040CHP	Theory	Compulsory	Character Building and Holistic Development of Personality - IV	2	2	15	35

Note: For all PG Programmes, all IKS Courses (Character Building and Holistic Development of Personality -1, -2, -3, and -4) are compulsory to clear (pass) but shall not be the part of SGPA, CGPA or in aggregate marks, but shall be included in total credit of that semester and programme as a whole.

SEMESTER- 1

DSC010EDU	Semester-1	Compulsory
	Educational Psychology	Credit: 04
Theory		Marks:100

Course Outcomes:

Prospective teacher educator...

- Understands the nature of human growth and development.
- Understands learning as a process and the factors affecting it.
- Understands the concept and process of learning acceleration.
- Develops their abilities to apply different learning theories according to the demand of the situation.
- Develops the ways of enhancing some mental abilities of the learners.
- Develops a proper perception regarding theories of personality.
- Develops skill of guidance and counselling

Unit 1: Schools of Psychology and Theories of Learning

1.1 Introduction to various Schools of Psychology: Structuralism, Functionalism, Behaviourism, Gestalt School, Psychoanalytic School, Humanistic School, and Cognitive School

1.2 Learning Curve, Gagne's Theory of Hierarchy of Learning, Bandura's Theory of Social Learning

1.3 Hull's Theory of Learning, Bruner's Learning Theory

1.4 Insightful Learning, Tolman's Learning Theory

Unit 2: Intelligence and Personality

2.1 Intelligence: Stenberg's Theory of Intelligence, Social Intelligence
Multiple Intelligence: Concept, Gardener Theory of Multiple Intelligence

2.2 Emotional Intelligence: Concept And Daniel Goleman's Theory

2.3 Personality: Freud's Structure of The Human Mind, Freudian Psychoanalytic Theory of Personality, Carl Rogers's Humanistic Theory of Personality, Indian Theories of Personality

2.4 Erikson's Theory Of Personality, Jung's Theory Of Personality and Gordon's Allport's Trait Theory of Personality

Unit 3: Aptitude, Interest, Thinking, Reasoning

3.1 Aptitude: Concept, Nature, Types, Uses, Advantages, Limitations, Measurement
Difference: Aptitude and Intelligence, Aptitude and Achievement , Aptitude and Interest

3.2 Interest : Concept, Development and Identification of Interest

3.3 Attention: Concept, Characteristics, Factors affecting Attention, Types

3.4 Reasoning: Concept, Characteristics, Steps, Types

Unit 4: Guidance and Counselling

4.1 Guidance: Concept, Nature, Principles and Need of guidance
Types: Individual guidance, Educational guidance, and Vocational guidance

4.2 Counselling: Concept, Nature, Principles and Need of counselling
Types: Directive Counselling: Steps, Limitations

Non-Directive Counselling: Steps, Limitations

Eclectic Counselling: Steps, Limitations

4.3   Approaches: CBT, REBT

4.4   Carl Roger's Client centred Theory

Mode of Transaction: Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Suggested Activities:

- To organize a seminar on the current topic of educational psychology.
- Visit of Psychological lab and get acquainted with psychological equipment.
- Preparation of any tool on intelligence and its administration on five students
- Conduct a case study on one student who has difficulties in learning in primary years.
- Preparation of learners' profiles based on cognitive and non-cognitive characteristics in order to depict individual differences at the primary or secondary stage.

DSC020EDU Theory	Semester-1 **Educational Philosophy**	Compulsory Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- introduce to Philosophy and Philosophy of Education.
- identify Indian schools of philosophy and educational thinkers.
- know Schools of Philosophy and Educational Thinkers around the World.
- develop competence in analyzing philosophical texts and review the researches in the areas of pure philosophy and educational philosophy and to draw implications thereof.

Unit 1 : Introduction to Philosophy and Philosophy of Education

1.1   Definitions, Concept and Nature of Philosophy from Bhartiya and Western Perspectives

1.2   Relation between Philosophy and Education

1.3   Branches of Philosophy; Metaphysics, Epistemology and Axiology; their Educational Implications

1.4   Philosophical attitude and its implications in educational practices.

Unit 2 : Indian Schools of Philosophy and Educational Thinkers

2.1   Samkhya Darshan, Yog Darshan and Uttar Mimamsa Darshan

2.2   Buddhism, Jainism

2.3   Gandhiji, Tagore, Swami Vivekananda

2.4   Sri Aurobindo, J. Krishnamurty, Pandit Deendayal Upadhyay

Unit 3 : Schools of Philosophy and Educational Thinkers around the World

3.1   Idealism, Realism, Naturalism, Pragmatism and Existentialism, Post-modernism

3.2   Islamic and Christian philosophies of education

3.3   Herbert Spencer, Rousseau, John Dewey

3.4   Michel Foucault, Paulo Freire, Martin Buber

Unit 4 : Philosophical analysis and implications of Educational Text and Researches in Educational

4.1   Analysis of Selected Philosophical Texts from Educational Perspectives

4.2   Analysis of Selected Educational and Literary Texts from Educational Perspectives

4.3   Analysis of Selected Movies / Documentaries from Educational Perspectives

4.4   Nature of Research in Educational Philosophy with illustrations of at least 3 research studies.

Mode of Transaction: Lecture Method, Discussion, Group Project

Suggested Activities: Field Visits, Projects & Research, Case Studies and comparative studies

DSC030EDU	Semester-1	Compulsory
Theory	**Educational Technology**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Comprehends the basic concepts of educational technology.
- Develops a new perspective on technology use in education
- Critically assess the pedagogical perspective of educational technology.
- Reflects on implications of educational pedagogy and need for professional development of teachers.

Unit 1: Introduction to Technology in Education

1.1 Concept of educational technology and its Historical evolution

1.2 Concept and difference: Technology of Education and Technology in Education

1.3 Current Trends of Technology Use: Learning Analytics. Virtual and augmented reality, Gamification, Artificial intelligence. Internet of Things (IoT), Cloud Computing, Digital and open Badge

1.4 Digital literacy: Concept, Need and types,

Debate on Teaching with technology and teaching for effective use of technology

Unit 2: Perspectives of Technology Use in Education

2.1 Social Perspective: Citizenship for digital society, technology skills for 21st century, impact of technology on society

2.2 Ethical Perspective: Code of ethics, judicious and safe use, Health Perspective: Impact on physiology (eyes, hands, wrist, neck etc.) and psychology (stress, anxiety, depression etc.)

2.3 Legal Perspective: Intellectual property and copyright in digital world, plagiarism, open source and open content

2.4 Policy Perspective: Educational technology in National Policy on Education 1986 & National Education Policy 2020 and relevant guidelines

Unit 3: Pedagogical Perspective and Applications of Technology

3.1 Strategies for integration of educational technology: Substitution, augmentation, modification, redefinition (SAMR Model)

Pedagogical Approaches for effective use of technology: Online, Blended & Flipped Learning

3.2 Strategies for Assessment and feedback mechanism in digital environments

Agencies : National Testing Agency (NTA), Performance, Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH)

3.3 Infrastructure for digital content creation, digital repository and dissemination: Role and outreach

Digital Repository: NROER, DIKSHA, SWAYAM and SWAYAMPRABHA

3.4 Challenges and barriers to technology adoption: Equity, equality and access

Miniaturization of educational technology and its impact

Unit 4: Implications and Professional Development

4.1   Implications of behaviourism, cognitivism and constructivism for technology mediated learning

4.2   Implications of socio-cultural theories (Collaborative and situated learning) for technology mediated learning.

4.3   Professional Development of Teachers : Skills for Teacher in digital age and managing the classrooms, Training of teachers for use of technology in Education

4.4   Significance of Research for Technology in Education: Monitoring & Evaluation, Impact and Effectiveness studies in areas related to technology in Education

Mode of Transaction: Face to Face, Seminar, Lecture cum Discussion, Assignment, Project

Suggested Activities: Classroom discussions on various topics related to technology in education

DSE011EDU Theory	Semester-1 **School Education: Foundational and Preparatory Stage**	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Understands the concept, context and historical development of foundational and preparatory stage in education.
- Recognises and analyses the structure of foundational and preparatory stage in education.
- Appraises the national curriculum frameworks and pedagogy for foundational and preparatory stage in education.
- Reviews and reflects on the critical areas of addressing development needs, support systems and teacher empowerment.

Unit 1: Concept and Historical Development

1.1   Concept of Education and foundational and preparatory stage in education,

Overview of structure of school education in India

1.2   The Development of Early Childhood Care and Education in India and World ,

Pre-primary Education in India: Aims, characteristics, guiding principles

1.3   Historical overview of Foundational and preparatory stage education in pre and post independent era in India

1.4   Policy Perspective of Foundational and Preparatory Stage Education: National Policy of Education, 1986 (NPE-1986), Program of Action -1992 (POA, 1992), National Early Childhood Care and Education (ECCE) Policy (2013) and NEP (2020). w.r.t pre-primary and elementary stage recommendations

Unit 2: Structure of Foundational and Preparatory Stage

2.1   Schemes and Institutions involved in foundational and preparatory stage in education -Characteristics and impact of Operation Blackboard, District Primary Education Programme (DPEP), Integrated Child Development Services (ICDS) scheme, National Programme for Nutritional Support (Mid-day Meal), National Programme for Education of Girls at Elementary Level (NPEGEL)

2.2   Functions of Early Childhood Care and Education (ECCE) Centres

Aims, and Role of Samagra Shiksha Abhiyan in strengthening and universalisation

2.3   Regulatory Bodies for management and administration in foundational and preparatory stage in education - Role of Ministry of Education, NCERT, GCERT and DIET in Foundational and Preparatory Stage

2.4   Institutions for foundational and preparatory stage- Balwadis, Aganwadis and pre-primary schools etc.

Unit 3 National Curriculum Frameworks and Pedagogy

3.1   National Curriculum Framework (NCERT, 2009): Overview of major recommendations for foundation and preparatory stage education

Pre-school curriculum (NCERT, 2019) – Vision, concerns related to early learning, curriculum and learning environment

3.2 National Curriculum Framework for Foundational Stage (2022) – Aims, principles of and approach to language education and literacy.

3.3 Principle of Pedagogy and Pedagogical approaches- Theme-based approach, Play-based approach, Activity-based approach, Project-based approach, Integrating approach, strategies for literacy and numeracy

3.4 Assessment: Guiding principles, methods and tools, documentation and communication of assessment result at foundational and preparatory stage in education.

Unit 4: Addressing critical areas and developing support system

4.1 Developmental Aspects: Physical, Health, Motor, Sensory and perceptual Development

Language & Cognitive Development during early ages

4.2 Addressing development delays and disability; ensuring safety and security in the school environment

4.3 Teachers at foundational and preparatory stage w.r.t teacher preparations, recruitment, competencies and professional development

4.4 Critical Reflection on the missions at Foundational Stage; Foundational Literacy and Numeracy (FLN), Pravrutti Dwara Gnan (PRAGNA)

Mode of Transaction: Lecture method, Discussion, Assignment work, Group Project

Suggested Activities: Field Visits, Projects & Research, Case Studies and comparative studies

DSE012EDU	Semester-1	Optional
Theory	**School Education: Middle and Secondary Stage**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Understands the concept, context and historical development of middle and secondary stage Education.
- Recognises and analyses the structures of middle and secondary stage education.
- Appraises the national curriculum frameworks and pedagogy for middle and secondary stage education.
- Reviews and appraises role of teacher in ensuring quality at middle and secondary stage education.

Unit 1: Concept and Historical Development

1.1 - Concept of Education and secondary education

-Historical Overview of General Structure of school education

1.2 - General Aims and Objectives, Nature and Characteristics, Scope and Functions of Middle and Secondary Education

1.3 Historical Perspectives of Middle and Secondary Stage in Education

-Ancient, Medieval and Colonial India w.r.t nomenclature, curriculum and teaching methods

-Post Independence – Recommendations of Mudaliar Commission, Kothari Commission and Knowledge Commission w.r.t middle and secondary education

1.4 Policy Perspective on Middle and Secondary Stage in Education

National Policy on Education (1986) & National Education Policy (2020) with reference to recommendation on curriculum, pedagogy, governance and universalisation.

Unit 2: Structure of Middle and Secondary Stage

2.1 Institutional Structure at secondary and middle stage: central, state and local level

2.2 Regulatory Bodies and Institutions and their functions:

-National Council of Educational Research and Training, Stata Council of Educational Research and Training,

-National Institute of Open Schooling, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samiti

2.3 Secondary School Boards: Central Board of Secondary Education, Council for the Indian School Certificate Examination, State Boards of Education, Cambridge International Examination and International Baccalaureate

2.4 Types of Management of schools and role of various bodies involved in school management

Unit 3: National Curriculum Frameworks and Pedagogy

3.1 Relevance and concerns of National Curriculum Framework Secondary Education (2005)

3.2 National Curriculum Framework for School Education (2023) : Major recommendations for school subjects, cross cutting themes, school culture and assessment

3.3 Ecosystem for Secondary Education- Developing school culture and learning environment

3.4 Teaching Methods, Pedagogies and assessment for middle and secondary stage

Unit 4: Teacher, Teacher Development and Quality

4.1 Teachers at secondary and middle stage w.r.t teacher preparations, recruitment, competencies and professional development

4.2 Educational Initiatives for quality and universalisation: Samagra Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

4.3 Quality Assurance in secondary schools: Quality Indicators, management of resources and strategies for quality improvement

4.4 Addressing issues of enrolment, access, stagnation, quality, professional development at Middle and Secondary Stage

Mode of Transaction: Lecture Method, Discussion, Group Project

Suggested Activities: Field Visits, Projects & Research, Case Studies and comparative studies

DSE013EDU Theory	Semester-1 **Higher Education in India**	Optional Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Understands the concept, context and historical development of Higher Education.
- Recognises and analyses the structures of Higher Education in India
- Appraises the Higher Education Qualification Framework, Curriculum and credit framework for undergraduate programmes and related policies in Higher Education
- Reviews and reflects on challenges, trends and Innovation in Higher Education.

Unit 1:   Concept and Historical Development

1.1   Concept of Higher Education: General Aims and Objectives, Characteristics, Scope and Functions

1.2   - Overview of Institutions of Higher Learning in Ancient India till Independence

1.3   Policy Perspective on Higher Education in Independent India: University Education Commission (1948-49), Education Commission (1964-66), National Policy on Education (1968 & 1986) and National Education Policy 2020

1.4   Higher Education in Global and social Context: Global Vs Local, Universal Vs Individual, Tradition Vs Modernity, Spiritual Vs Material, Competition and concerns for Equality of opportunity

Unit 2:   Structure of Higher Education

2.1   Structure and Status of Higher Education in India

Status and Types of Universities,

 Concept and role of Act, Statutes, Regulations, Policy and Guidelines in management of universities.

2.2   Apex Bodies in Higher Education: University Grants Commission (UGC), NITI Ayog, Association of Indian Universities (AIU), National Assessment and Accreditation Council(NAAC)

Professional Councils in Teacher Education: National Council for Teacher Education (NCTE), Rehabilitation Council of India (RCI)

2.3   Management of Higher Education

-Systemic Level: Role and responsibility of Central and State Government

- Constitutional Provisions for Higher Education, Ministry of Education, Department of Higher and Technical Education, Commissionarate of Higher Education

2.4   - Institutional Level : Organisational Framework,

Governance of Universities: Constitution, Executive Council, Academic Council, Faculty/School, Senate/Governing Council, Finance Committee, Board of Studies

Administrative Human Resource: The Visitor/Chancellor, Vice Chancellor, Pro-Vice Chancellor, Dean, Registrar, Finance Officer, Faculty Members Academic Human Resource Senior Professor, Professors, Associate Professors and Assistant Professors

Unit 3:   Frameworks and related Policies in Higher Education

3.1   NEP 2020 and Higher Education: Major Recommendations for higher education- Institutional Restructuring, Transforming regulatory system of higher education, Governance and Leadership

3.2 National Higher Education Qualification Framework: Characteristics, purpose, Nomenclature and Levels

National Vocational Education Qualifications Framework (NVEQF)

National Skills Qualification Framework (NSQF)

3.3 Curriculum and Credit Framework for Undergraduate Programme: Features, Credit Structure, Curriculum Components (Disciplinary/interdisciplinary major; Disciplinary/ interdisciplinary minor, Ability Enhancement Course, Skill Enhancement Courses, Value Added Courses, Internship, Research Project/Dissertation and Other activities

3.4 Policy Provisions: Academic Bank of Credit, Multiple Entry and Multiple Exit

Holistic and Multidisciplinary education,

Unit 4: Teacher, Teacher Development and Quality

4.1 Issues Related to Expansion, Inclusiveness, Quality and Finance

4.2 Internationalisation of Higher Education, Public Private Partnerships

4.3 Rashtriya Utchtar Shiksha Abhiyan (RUSA) - Objectives and Functioning.

PM Uchchatar Shiksha Abhiyan (PM USHA) - Objectives and Functioning.

4.4 National Research Foundation Bill 2023, UGC Guidelines for transforming Higher Education Institutions into multidisciplinary institutions w.r.t research in HEI Clusters.

Mode of Transaction: Lecture Method, Discussion, Group Project

Suggested Activities:
- Case studies and Group discussions.
- Visits to institutions of Higher Education and policy making institutions.
- Reading sessions and debates on recent policies and guidelines
- Surveys and empirical studies to review the policies
- Action research projects to identify concern or challenge in higher education

VAC010EDU	Semester-1	Compulsory
Theory	**Policy Politics and Economics of Education**	Credit: 02
		Marks:50

Course Outcomes:

Prospective teacher educator...

- Comprehends the basic concepts of Policies, its formation and impact.
- Critically reflects and reviews the relation and impact of politics on education.
- Acquaints with the basic concept related to Economics of Education
- Critically reviews finances and cost effectiveness of education policies and budget allocations.

Unit 1: Introduction to Policy and Politics

1.1   Meaning of Policy, politics and Economics and their linkage with education

Determinants of Educational Policy

Economic Provisions for education in budgets

1.2   Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Techniques of Policy formulation: Cost Benefit Analysis, Economic Forecasting, Operations Research, Planning-Programming-Budgeting System

1.3   Impact of politics and pressure group on policies, Linkage between Educational Policy and National Development, Agencies involved in development of educational policies and their role in development of education

1.4   Criteria for Policy Evaluation

Methods of Policy Evaluation: Benefit-Cost Analysis, Cost-Effectiveness Analysis, and Research based Analysis,

Unit-2: Economics of Education

2.1   Concept of Educational Finance; Educational finance at Micro and Macro Levels

Economic returns to Higher Education: Signalling Theory Vs Human Capital Theory

2.2   Rate of Returns to Education: Benefits or returns of education, indirect or external benefits, educational expenditure as investment

Determinants of educational costs and its estimation

2.3   Concept of Budgeting and allocation of budget for education

Cost and Cost-effectiveness: Current and capital cost, direct and indirect cost, private cost, social cost and unit cost of education;

Internal and external efficiency of education;

2.4   Overview of Policy Driven Reforms in Higher Education and its impact on Economy

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Policy analysis and their implications on the education system and society. Stakeholder interviews with key stakeholders to gather insights on their perspectives, challenges,

  and aspirations related to education policy, politics, and economics.

- Budget analysis with sample education to identify areas of funding and potential impacts on educational institutions and programs.

- Policy proposal for specific educational issue or problem create comprehensive policy document with recommendations and justifications.

- Data analysis of education-related data, such as enrolment rates, literacy rates, or budget allocations and its relation with policy.

DSM010EDU **Theory**	**Semester-1** # **MOOC/IPR/Prototype/POC/Training (1)**	**Compulsory** **Credit: 04** **Marks:100**

Students will opt any one course option out of MOOC/ Proof of Concept (POC)/ Intellectual Property Rights (IPR)/Prototype/Training

Course Outcomes: Promotion of innovation, research, and skill development among postgraduate (PG) students by participating in MOOCs, developing Proofs of Concept (PoC), managing Intellectual Property Rights (IPR), Training and translation of innovative ideas into tangible/intangible solutions of the societal needs after the completion of the course.

MOOCs (Massive Open Online Courses)

- Course must align with the program objectives from various national and international platforms offering MOOCs.
- Credits from MOOCs can be transferred to the students' academic record as per relevant UGC and IITE regulations.
- Students must submit completion certificates and attendance record, assignment submission record and Quiz conducted by the course coordinator for evaluation.

Proof of Concept (PoC)

- A PoC is a demonstration (in the form of presentation) to validate the feasibility of an idea or concept. Students must submit a proposal outlining objectives, methodology, timeline, financial breakups and expected outcomes.
- Proposed PoCs must be presented to the examiners, followed by submission of a report and presentation for assessment.

Intellectual Property Rights (IPR)

- Any idea, design or any novel IP can be created by the student.
- IP generated by students as part of academic work is co-owned by the student and IITE unless otherwise agreed upon.
- Students must ensure their work does not violate existing IP laws.
- Prepared IP document must be presented to the examiners, followed by submission of a report and presentation for assessment.

Prototype

- Students will have access to institutional labs or they can utilize external laboratory and incubation center as guided by the mentor.
- Students may apply for prototype development grants through the institution or external agencies.
- A demonstration and/or presentation with detailed report will be evaluated.

Training

- The students will select the training programs of their choice as guided by the mentors.
- It should include active participation in real-world tasks and projects of domain-specific skills

- The training should help students to work with professionals and peers in the field and building connections for professional growth etc.

- All activities under MOOCs, POC, IPR, Prototype and Training must adhere to ethical guidelines, including proper attribution, plagiarism avoidance, and compliance with IITE, UGC, Govt. of Gujarat and/or any other relevant guidelines.

SEMESTER- 2

DSC040EDU	Semester-2	Compulsory
Theory	**Fundamentals of Research in Education**	**Credit: 04** **Marks:100**

Course Outcomes:

Prospective teacher educator...

- Understands the basics of educational research.
- Develops the skill of reviewing related literature and previous research.
- Comprehends the meaning of variables, objectives and hypotheses of research.
- Develop understanding of population, sample and sampling technique.

Unit 1:   Basics of Educational Research

1.1   Research: Definitions, Meaning and Characteristics

1.2   Types of Research:

-Fundamental Research, Applied Research, Action Research;

- Quantitative Research, Qualitative Research

1.3   Educational Research: Definitions, Meaning and Characteristics

1.4   Areas of Educational Research, Steps of Educational Research Process

Unit 2:   Review of Related Literature

2.1   Review of Related Literature: Meaning and Need

Sources: Primary, Secondary and Tertiary

2.2   Types of Review: Traditional or Narrative, Systematic, Meta-analysis, Meta-synthesis

2.3   Conceptual and Theoretical Framework; Operationalisation of terms used

2.4   Criteria for Selecting Research Problem

Unit 3:   Objectives , Variables, and Hypotheses of Research

3.1   Research Problem and Research Questions: Characteristics, Points to be kept in mind

3.2   Objectives of Research: Points to be kept in mind and Importance

3.3   Variable: Meaning and Types- Independent, Dependent, Moderator, Controlled and Intervening & Confounding Variable

3.4   Hypothesis: Concept and Characteristics,

Types: Declarative, Directional, Non-directional, Question Form, Null and Research Hypothesis

Unit 4:   Population, Sample and Sampling Technique

4.1   Universe and Population: Concept and Characteristics

4.2   Sampling: Meaning, Need and Characteristics

4.3   Types of Sampling

Probability: Random, Stratified, Systematic and Cluster

Non-Probability: Incidental, Purposive, Convenient, Quota and snowball,

Multiphase, Multistage, Double and Match Pair Sampling

4.4   Sample: Concept, Characteristics and Importance

Choice of Sampling Method and determination of sample size

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Classroom discussions on various topics related to research in education
- Panel discussion/debate/seminar presentation on various topics related to research in education

DSC050EDU	**Semester-2**	**Compulsory**
Theory	# Educational Sociology	**Credit: 04**
		Marks:100

Course Outcomes:

Prospective teacher educator...

- understand concept of sociology and education.
- appreciate the socio-cultural context of education.
- understand the relation between society and education.
- understand the sociological issues and their remedies.

Unit 1 Sociology and Education
1.1   Concept, nature and definition of Sociology;
1.2   Relationship between Education & Sociology
1.3   Branches of Sociology: Sociology of knowledge, Rural Sociology, Sociology of Mass media
1.4   Concept, Nature and Scope of sociology of Education

Unit 2 Socio-cultural Context of Education
2.1   Culture: Meaning, Nature, Cultural change and Cultural Lag - Relation between education and culture
2.2   Nature of Indian Society: social and cultural changes in India
2.3   Social Change: Meaning, Nature, Pattern and Factors; Interrelationship between Education and Social Change
2.4   Modernization and Post-modernization as social movements and their educational implications

Unit 3 Society and Education
3.1   Concept of socialization, Education as a socialization process
3.2   Social Stratification: Concept, meaning & factors affected Social Stratification.
3.3   Social Mobility: Concept, Meaning, types and factors affecting
3.4   Future of Social Institutions in India: Challenges to Education

Unit 4 Sociological Issues and Remedies
4.1   Equality and Equity
4.2   Gender issues, disadvantaged section of Indian society (SC, ST and OBC)
4.3   Unemployment & Poverty
4.4   LPG, Urbanization Vs Ruralization

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Classroom discussions on various topics related to Educational Sociological
- Panel discussion/debate/seminar presentation on various topics related to Educational Sociological

DSE021EDU	Semester-2	Optional
Theory	**Value Education**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Develops the theoretical understanding of values.
- Familiarizes with the theories and models of value development.
- Reflects on approaches and methods for of value education.
- Appreciates and adopts values for national development.

Unit 1: Concept of Value and Value Education

1.1   Meaning, definition, nature and characteristics of Values

1.2   Classification of values: Personal, moral, social, family, ethical, spiritual, cultural, constitutional, universal values; Extrinsic and intrinsic values; Hierarchy of values

1.3   Value Education: Meaning, objectives and need; Philosophical and Sociological Basis of Value Education

1.4   Ethics and Values in Indian context

Unit-2: Theories, Models of Value Development

2.1   Theories of Value Development: Social learning theory, Psychoanalytic theory and Cognitive Development Theory.

2.2   Process of Value Development: Knowledge, Perception and Actualization

2.3   Models of Value Development: Value Analysis model, Value discussion model, Value clarification model, rational building model, Role playing model.

2.4   Value Crisis and Value Conflict; Role of Family, Peer Group, Mass Media and Technology

Unit-3: Approaches and Methods of Value Education

3.1   Curricular Approaches to Value Education: Direct approach of teaching of values as a subject, Indirect and Integrated approach of teaching values through curricular subjects

3.2   Co-curricular Approaches to Value Education: Morning Assembly, Extramural Talks, Celebrations, Game and sports, Dance, Drama and songs, NCC and NSS.

3.3   Evaluation of values: Need for evaluating values, Methods of Evaluation of values- Value Tests, Value Perception Scale, Observation and anecdotes.

3.4   Teachers as a Role model for Value Development.

Unit 4: Value Education and National Development

4.1   Constitutional values reflected in the Preamble of the Constitution of India: Liberty, Integrity, Unity, Equality, Fraternity, Sovereignty, Socialism and Democracy

4.2   Constitutional values reflected in the Fundamental rights and duties: Patriotism, Nationalism, Humanism, Environmentalism, Harmonious living, Gender equality, National Integration and International Understanding, Scientific temper and inquiry, Individual and collective excellence.

4.3   Strategies to foster constitutional values among youth.

4.4   Value orientation of Teacher Education Curriculum, National Curriculum Framework for Foundation Stage 2022 and National Curriculum Framework for School Education 2023.

Mode of Transaction: Lecture cum Discussion, Field trip, Assignment, Project

Suggested Activities:

- Debates, Elocution panel discussions related to values for 'One world one family'
- Case studies and historical studies on institutions/organisations promoting values/ philosophy / culture/ etc. for fostering peace and harmony.
- Action research in classrooms for teaching learning practices/value development among children.
- Documentation and dissemination of ancient practices promoting values and means of fostering values.
- Reviews/reflections/researches on relevance of values/policy/practices as mentioned in constitution/legal and societal frameworks/family norms etc.

DSE022EDU	Semester-2	Optional
Theory	**Parametric and Non Parametric Statistics**	Credit: 04 Marks:100

Course Outcomes:

Prospective teacher educator...

- Apply the various concepts of descriptive statistics
- Comprehends, measures and tests hypothesis and related measures of variability.
- Develops skills for analyzing and computing non-parametric tests.
- Develops skills for analyzing and computing analysis of variance and related measures.

Unit 1: Descriptive Statistics

1.1   Meaning of Educational Statistics and Scales of Measurement

1.2   The frequency distribution- Tabulation of data and different forms of graphic presentation, measures of central tendency and variability-concept and uses

1.3   The normal probability curve-its important properties and applications including the scaling

1.4   Coeffieint of Correlation-Linear, Biserial, Point Biserial, Contingency

Unit 2: Hypothesis Testing

1.1   Hypothesis of chance: null hypothesis, research hypothesis

1.2   Principles of sampling and the use of standard error formulas

1.3   Meaning of statistical inference, significance of mean, median, measures of variability, of percentages, of coefficient of correlation

1.4   Significance of the difference between means and other statistics using critical ratio-t test

Unit 3: Non Parametric Tests

1.1   Chi square Test, Sign Test, Median Test, Rank Difference correlation

1.2   Mann-Whitney U-Test

1.3   Kolmogorov- Smirnov Test

1.4   Kruskal Walis Testing, Candall Tests

Unit 4: Analysis of Variance

1.1   Analysis of Variance: Concept and Assumptions, Homogeneity test of Variance

1.2   Computation One way, Two way and factorial design

1.3   Analysis of covariance

1.4   Factor Analysis, Meta-Analysis (No Computation)

Mode of Transaction: Face to Face, Lecture cum Discussion, Assignment, Project

Suggested Activities:

- Classroom discussions on various topics related to educational statistics.
- Projects and data analysis for any given data.

DSE023EDU	Semester-2	Optional
Theory	**Guidance and Counselling Services**	Credit: 04
		Marks:100

Course Outcomes:

Prospective teacher educator...

- Understands the counselling process& Group guidance programme.
- Understands the organization of a Guidance programme.
- Understands the Testing in Guidance Service.
- Understands the Human adjustments and mental health & hygiene.

Unit 1: Guidance and Counselling : Concept, Approaches, Steps, Types

1.1 Guidance and Counselling: Concept, Characteristics and principles

1.2 Counselling approaches-directive, non-directive, Group counselling vs. Individual counselling, Counselling for adjustments

1.3 Concept, Importance & Steps of group guidance

1.4 Steps and techniques of Group guidance

Unit 2: Organisation of Guidance Services

2.1 Principles of Organization

2.2 Characteristics of well-organized guidance

2.3 Counselling service and Individual inventory service- Testing services

2.4 Information service, Orientation service, Remedial service, Placement service and follow up service

Unit 3: Testing in Guidance & Counselling

3.1 Principles of use of test in guidance and counselling

3.2 Selection of Test, Type of Test, Ethics for Test,

3.3 Test of intelligence, aptitude, creativity, interest and personality

3.4 Administering, scoring and interpretation of test scores

3.5 Use of Test results in counselling process and Limitation of Test

Unit 4: Approaches of Counselling

4.1 Definition and meaning of adjustment, Characteristics of adjustment, Characteristics of well-Adjusted person, Characteristics of mal-adjusted person, Motivation and Adjustment, Perception and Adjustment

4.2 Definition and Meaning of Mental Hygiene. Objectives of Mental Hygiene

4.3 Approaches of counselling: cognitive-behavioural (Albert Ellis, REBT) and humanistic, person-centred counselling

4.4 Person-centred counselling (Carl Rogers), Theory of counselling- behaviouristic Theory, Reality Theory, and Rational emotive Theory

Mode of Transaction: Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Suggested Activities:
- To arrange seminar, career conference & career days.
- To provide Guidance and counselling of Students.
- To visit work places and related institutes.
- To visit institutes of who providing Guidance and Counselling.
- To collect information or paper cutting about career development of students.
- To administrate any five psychological tools and its analysis for guidance and counseling.
- To provide Guidance and counseling of Students.

DSC060EDU	Semester-2	Compulsory
Practical	**Academic Writing**	**Credit: 04** **Marks:100**

Course Outcomes:

Prospective teacher educator...

- Understands the concept of different types of writing and writing style
- Critically comments on the reports- project report, institutional report, minutes of staff meeting
- Comprehends the academics in the form of books, films and talks by academicians
- Appraises, reviews and debate on the academic readings and presentations.

Unit 1: Introduction to Academic Writing

1.1   Concept and importance of Academic Writing

1.2   Differences between academic and non-academic writing.

1.3   Characteristics of Academic Writing

1.4   Overview of academic genres: essays, research papers, literature reviews, etc.

Unit 2: Types of Writing and Writing Styles

2.1   Meaning and Concept of Expository, Narrative, Descriptive, Argumentative and Persuasive Writings

2.2   Development of writing of Expository, Narrative, Descriptive, Argumentative and Persuasive paragraphs

2.3   Concept of Research paper and review paper and the difference between two

2.4   Writings of project reports, field visit, minutes of staff meetings, abstracts, paraphrasing and summarizing

Unit 3: Writing a Review by Surveys, Films and Speeches

3.1   Review of select TED Talks

3.2   Review of select speeches of Swami Vivekananda, Rabindranath Tagore, A.P.J. Abdul Kalam, Dr. C. N. R. Rao

3.3   Review of two select contemporary award winning feature films and implications for education system and society.

3.4   Writing of review of related literature from various primary and secondary sources.

Unit 4: Critical Analysis of Various Policies

4.1   NEP 2020 critique on recommendations related to higher education and research.

4.2   National Curriculum Frameworks for Foundational Stage (2022) and National Curriculum Frameworks for School Education (2023) w.r.t changes in structure and curriculum.

4.3   Critique on Integrated Teacher Education Programme (ITEP) w.r.t. pre- service teacher education programs

4.4   Critical Analysis of UGC guidelines on Post Graduate and Research Degrees

Mode of Transaction: Face to Face, Seminar, Lecture cum Discussion, Assignment, Project

Suggested Activities:
- Short writing tasks to practice specific skills and concepts covered in each Units.
- Classroom discussion on various task, watching films and TED Talks
- Films viewing and reviews
- Debates/Panel Discussions/seminars for critical analysis

VAC020EDU	Semester-2	Compulsory
Practical	**Internship: Visiting Institutes of Education**	Credit: 02 Marks:50

Course Outcomes:

Prospective teacher educator...

- develops skills of doing research on psychological attribute, social research and status surveys.
- develops skills of guiding and supervising microteaching lessons/ simulation lessons/practice teaching lessons of B.Ed. trainees.
- develops an understanding of role, functions and process various agencies related with teacher education.
- develops and understanding of the role of technology in content development and research.
- develops an understanding of social roles of teachers as volunteers.
- develops skills of effectively presenting the work done.

Activities:

- Implementation of a Psychological Test/Status Survey/Social Research
- Guidance, checking and supervision of Microteaching Lessons/ Simulation lessons/ practice teaching lessons of student teachers
- Visit to an agency of curriculum development/text book bureau/DIET/ GCERT/ Teacher Education Institution
- Visit to Secondary Teacher Training Institute, GCERT /INFLIBNET/ GIET / an institute of special education/NGO and contribute as a teacher/volunteer
- Presentation of submissions

Internal Assessment: (Suggested)

- Report of a Psychological Test/Status Survey/Social Research
- Report of checking and supervision of Microteaching Lessons/ Simulation lessons/ practice teaching lessons of student teachers
- Report of visit to an agency of curriculum development/text book bureau/DIET/ GCERT/ Teacher Education Institution
- Report of visit to Secondary Teacher Training Institute, GCERT /INFLIBNET/ GIET / an institute of special education/NGO and contribute as a teacher/volunteer
- Presentation of submissions

Sr.No.	Evaluation Pattern	Marks
1	Submission	20
2	Observation of Supervisor	20
3	Viva	10
Total Marks		**50**

DSM020EDU	Semester-2	Compulsory
Theory	**MOOC/IPR/Prototype/POC/Training (2)**	Credit: 04 Marks:100

Students will opt any one course option out of MOOC/ Proof of Concept (POC)/ Intellectual Property Rights (IPR)/Prototype/Training

Course Outcomes: Promotion of innovation, research, and skill development among postgraduate (PG) students by participating in MOOCs, developing Proofs of Concept (PoC), managing Intellectual Property Rights (IPR), Training and translation of innovative ideas into tangible/intangible solutions of the societal needs after the completion of the course.

MOOCs (Massive Open Online Courses)

- Course must align with the program objectives from various national and international platforms offering MOOCs.
- Credits from MOOCs can be transferred to the students' academic record as per relevant UGC and IITE regulations.
- Students must submit completion certificates and attendance record, assignment submission record and Quiz conducted by the course coordinator for evaluation.

Proof of Concept (PoC)

- A PoC is a demonstration (in the form of presentation) to validate the feasibility of an idea or concept. Students must submit a proposal outlining objectives, methodology, timeline, financial breakups and expected outcomes.
- Proposed PoCs must be presented to the examiners, followed by submission of a report and presentation for assessment.

Intellectual Property Rights (IPR)

- Any idea, design or any novel IP can be created by the student.
- IP generated by students as part of academic work is co-owned by the student and IITE unless otherwise agreed upon.
- Students must ensure their work does not violate existing IP laws.
- Prepared IP document must be presented to the examiners, followed by submission of a report and presentation for assessment.

Prototype

- Students will have access to institutional labs or they can utilize external laboratory and incubation center as guided by the mentor.
- Students may apply for prototype development grants through the institution or external agencies.
- A demonstration and/or presentation with detailed report will be evaluated.

Training

- The students will select the training programs of their choice as guided by the mentors.
- It should include active participation in real-world tasks and projects of domain-specific skills
- The training should help students to work with professionals and peers in the field and building connections for professional growth etc.

- All activities under MOOCs, POC, IPR, Prototype and Training must adhere to ethical guidelines, including proper attribution, plagiarism avoidance, and compliance with IITE, UGC, Govt. of Gujarat and/or any other relevant guidelines.

Character Building and Holistic Development of Personality

IKS010CHP	Semester-1	Compulsory
Theory	**Character Building and Holistic Development of Personality - I**	Credit: 02
		Marks:50

Unit-1 Cognitive Development

- Panchakosha - General Introduction, Concept and its Importance (Indian concept of Panchakosha) Basic study of PanchaKosha described in Upanishads. Annamaya Kosha Importance and significance of food in the process of construction, development and enrichment of the Annamaya Kosha.

- External Personality Annamaya Kosha. Importance and significance.

- Development of Annamaya Kosha and the creation of a healthy, strong, vigorous, tolerant, elastic and elegant body.

- Dimensions Physical Education, Sports, Health Education, Healthy food, Sanitation and Cleanliness, Physical Labour and Environmental Protection.

Unit-2 Moral-Spiritual Development

- Contribution of great Indian Personalities in the process of Character-Building and Personality Development (especially in the context of Human, Society and Nation building).

- Mahatma Buddha, Maharishi Valmiki, Sant Ravidass, Guru Jambheshwar and Guru Nanak Dev.

Unit-3 Physical Development

- General Introduction: Exercises and Surya Namaskar.

- Asana - Introduction and types, (Asanas in standing position)-Tadaasana,Vrikshaasana, Chakraasana and Trikonaasana.

- Pranayama-Introduction: Deep-breathing, Anuloma-Viloma and Kapal-Bhati.

- Hasta Mudra-Introduction: Gyana Mudra and Vaayu Mudra.

Unit-4 Intellectual - Emotional Development

- Self-Reliance, Nishkama Karma Yoga, Etiquettes, Responsibility towards Society, Ideal Teacher, Moral Values, Time Management and the Goal of My Life.

Practical (Internal Work: Any three from five)

Sr.No.	Task for the Students (For each Semester)	Marks
1	Tree Plantation (2 Plants – each student)	10
2	To teach needy students (one hour a week)	10
3.a	To make aware five needy families about government schemes for their welfare	05
3.b	Demonstration of Yoga – Abhyasa	05
4	Practical File (Based on the above-listed Social Works done)	10
5	Presentation based on social works done during Semester	10
Total Marks		**Max: 30**

Note: It is mandatory to opt all the components and not to opt any more than 3 times

IKS020CHP Theory	Semester-2 **Character Building and Holistic Development of Personality - II**	Compulsory Credit: 02 Marks:50

Unit-1 Cognitive Development

- Pranamaya Kosha General Introduction, Concept and its Requirement. Prana's four impulses-Aahaar, Nidra, Bhay (Fear) and Maithun. The development of Prana-Shakti and its relation to body and mind, Efforts for the development of Pranas, Imbalance in Pranas and its side effects.

- Manomaya Kosha General Introduction, Concept and its Requirement. Manomaya Kosha as the operator of the body; Peace, concentration, detachment, positivity, and Process of development of Mana, Activities and programmes for development of Mana.

Unit-2 Moral-Spiritual Development

- Contribution of great Indian Personalities in the process of Character-Building and Personality Development (especially in the context of Human, Society and Nation building).

- Veer Shivaji, Guru Gobind Singh, Swami Dayananda Saraswati, Savitri Bai Phule and Ravindra Nath Tagore.

Unit-3 Physical Development

- Asana- (Asanas in sitting position) Singhasana, Padmasana, Vajrasana, Matsyasana, Gomukhasana and Parvatasana.

- Pranayama-Chandra Bhedan, Surya Bhedan and Udgeeth.

- Hasta Mudra - Surya Mudra and Prana Mudra.

Unit-4 Intellectual - Emotional Development

- Scientific Approach, Non-violence, Self-Confidence, Student: The future of the nation, love, Ideal Friend, Student Life and Benevolence, and Spirit of Nationality.

Practical (Internal Work: Any three from five)

Sr.No.	Task for the Students (For each Semester)	Marks
1	Tree Plantation (2 Plants – each student)	10
2	To teach needy students (one hour a week)	10
3.a	To make aware five needy families about government schemes for their welfare	05
3.b	Demonstration of Yoga – Abhyasa	05
4	Practical File (Based on the above-listed Social Works done)	10
5	Presentation based on social works done during Semester	10
	Total Marks	**Max: 30**

Note: It is mandatory to opt all the components and not to opt any more than 3 times.

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|| न हि ज्ञानेन सदृशं पवित्रमिह विद्यते ||

भारतीय शिक्षक प्रशिक्षण संस्थान, गांधीनगर
Indian Institute of Teacher Education, Gandhinagar

(A State Public University Established by Government of Gujarat)

📍 Ramkrishna Paramhans Education Complex, Nr. Mahatma Mandir "KH"–5, Sector 15, Gandhinagar.

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